

# School Profile

Created Tuesday, September 18, 2012

## Page 1

### School Information

School Information   District Name:	Pierce County
School Information   School or Center Name:	Pierce County High School

### Level of School

High (9-12)

### Principal

Principal   Name:	Anthony Smith
Principal   Position:	Principal
Principal   Phone:	912-449-2055
Principal   Email:	asmith@pierce.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Dara Bennett
School contact information   Position:	Assistant Principal/Curriculum
School contact information   Phone:	912-449-2055
School contact information   Email:	dbennett@pierce.k12.ga.us

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

70

### FTE Enrollment

1022

# Fiscal Agent Memo of Understanding

The application is the project implementation plan, 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: Tonya Johnson

Position/Title of Fiscal Agent's Contact Person: Dir. of Curriculum, Instruction, & Assessment

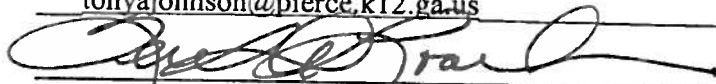
Address: P.O. Box 349

City: Blackshear, GA Zip: 31516

Telephone: ( 912 ) 449-2044 Fax: ( 912 ) 449-2046

E-mail:

tonyajohnson@pierce.k12.ga.us



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

Terri DeLoach, Superintendent

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

10/23/12

Date (required)

## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
  - the Applicant's corporate officers
  - board members
  - senior managers
  - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
  - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

## Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
  1. Disqualify the Applicant, or
  2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

### **b. Employee Relationships**

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
  1. The names of all Subject Individuals who:
    - a. Participated in preparation of proposals for award; or
    - b. Are planned to be used during performance; or
    - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
  1. The award; or
  2. Their retention by the Applicant; and
  3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
  4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

## Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
  - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**  
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
  - 2. Exclusion from subsequent GaDOE grant opportunities.
  - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

## ii. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

**Terri DeLoach, Superintendent**  
\_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title

**November 26, 2012**  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Applicant's Authorized Agency Head (required)

**Anthony Smith, Principal**  
\_\_\_\_\_  
Typed Name of Applicant's Authorized Agency Head and Position Title

**November 26, 2012**  
\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

# Preliminary Application Requirements

Created Monday, October 29, 2012

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## Page 1

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

General Application Information

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

- 
- Yes
- 

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

SRCL Grant Rubric

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

- 
- Yes
- 

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

Assessment Chart

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

- 
- Yes
- 

## **Assessments**

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

- 
- I Agree
- 

## **Unallowable Expenditures**

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

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

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

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• I Agree

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# Grant Assurances

Created Monday, November 26, 2012

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## Page 1

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

Page 2

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

Page 3

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

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- 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.

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- 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.

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- 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.

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- Yes
-

*An expenditure in the amount of \$582.50 to Dennis Michael Pack.*

**TITLE I On-site Review:** In general, technical assistance for schoolwide planning is an allowable expense. However, a review of the District's approved Consolidated Application revealed Midway Elementary was not a Title I school in FY 2010. The check (#6059420) issued by the District to Dennis Michael Pack was dated March 8, 2010. Title I, Part A funds may only be expended for activities in the District's Title I schools; therefore, this expenditure is unallowable under Title I, Part A.

**System's Response:** The Director of Federal Programs will continue to follow the budget approval process as outlined by the Federal Programs Division of the Georgia Dept. of Ed. Details were outlined in the budget and submitted for approval. The expense was approved in the Consolidated Application and consequently the amount was expended at the local level. Pierce County will issue a repayment to the GaDOE in the amount of \$582.50.

## Pierce County Schools – District Narrative

### Brief History

Pierce County, located in southeast Georgia, is a rural community with a population of 18,770, and 18 percent is below the poverty line. The per capita income is \$14,230. The school system, comprised of five schools, has a total student population of 3,746. These schools include Blackshear Elementary, Patterson Elementary, Midway Elementary, Pierce County Middle, and Pierce County High.

Although the Pierce County School System is highly impacted by poverty, 59.6 percent free and reduced lunch, the system lives by our motto *Excellence is Standard*. The district has made AYP for the past 6 years, led the Okefenokee RESA District in graduation rate and SAT scores, and received state and national recognition for academic achievements.

### Demographics

School	Student	Black	White	Multi Racial	Hispanic	Other	Free and Reduced Lunch
<b>Blackshear Elementary</b>	846	13%	77%	2%	7%	1%	72.19%
<b>Midway Elementary</b>	486	2%	86%	2%	9%	1%	53.59%
<b>Patterson Elementary</b>	482	7%	80%	2%	10%	1%	59.92%
<b>Pierce Middle</b>	912	7%	85%	1%	6%	1%	61.98%
<b>Pierce High</b>	1,020	10%	84%	1%	4%	1%	50.44%

Pierce County Schools – District Narrative

**Current Priorities**

Literacy requirements of the CCGPS are forcing the system to implement additional interventions in order for students to meet the demands of a more rigorous curriculum. Our school system has identified priorities to support the implementation of CCGPS as well as College and Career Readiness Standards.

<b>Priority</b>	<b>Initiatives</b>	<b>School Implemented</b>
<b>Professional Learning</b>	Professional Learning Communities	All
	Differentiation	
	Lexiles	
	Common/Benchmarks/Assessments	
	CCGPS Implementation	
<b>Reading Fluency and Comprehension of Informational Text</b>	SRA	All
	Success Maker	BES, MES, PES, PCMS
	Study Island	BES, MES, PES, PCMS
	Fast Forward	BES
	Reading Assistant	BES
	Reading Academy	PCMS
<b>Writing across the Curriculum</b>	My Access	PCMS, PCHS
	Lucy Calkins	All
	Writing to Command	BES, MES, PES
	Literacy Design Collaborative	PCMS, PCHS
<b>CCGPS Implementation</b>	Standards-based Planning	All
	CCGPS and CCR Webinars	All
	Math Design Collaborative	PCMS, PCHS

With the growing needs of students and dwindling budgets, in-house professional learning is vital to sustainability of system initiatives. As a result, each school has developed professional learning communities to achieve the expectations set by state and national curriculum.

**Strategic Planning**

The district plans for improvement by disaggregating data to determine areas of strength and weakness. Results from parent surveys are included when developing our district plan and goals. Each school incorporates the system goals but maintains site-based management. System and school goals include: 1) Raise the academic rigor and performance of all students, 2) Ensure



Pierce County Schools – District Narrative

quality personnel in all positions, 3) Provide safe and orderly environments that support learning, 4) Develop and manage resources to maximize student learning, and 5) Increase stakeholder understanding, trust and support of the school system.

**Current Management Structure**

Our system operates around the premise of site-based management which allows school leaders to make decisions that are specific and targeted for their students. System support includes a team of district personnel dedicated to high academic success for students. The district office consists of Superintendent, Assistant Superintendent, Director of Student Services, Director of Federal Programs, K-8 Director of Curriculum, and 9-12 Director of Curriculum that also serves as Assistant Principal at the high school. The table below identifies the personnel who will be in charge of administration of the Striving Readers Grant.

**District Management of Striving Readers Grant (SRG)**

<b>Department</b>	<b>Department Head</b>	<b>Task One</b>	<b>Task Two</b>	<b>Task Three</b>
<b>Financial</b>	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
<b>Technology</b>	David Pittman	Recommend technology resources based on school needs	Inventory and track technology equipment purchased through grant	Support and maintain technology purchase through grant
<b>Professional Learning</b>	Tonya Johnson	Plan and coordinate professional learning activities for SRG Initiatives	Issue Professional Learning Units for staff participating in SRG activities	Monitor implementation of SRG initiatives
<b>Curriculum and Instruction</b>	Tonya Jonson and Dara Bennett	Ensure SRG initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS and CCR Standards	Evaluate effectiveness of SRG initiatives

Pierce County Schools – District Narrative

**School Management of Striving Readers Grant**

At the school level the principal will be responsible for the overall management of the grant.

The table below shows the plan for implementation of the grant.

<b>Person Responsible</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>School Principal</b>	Overall management of grant at the school level	Request purchase orders for resources needed	Document the receipt of purchased materials or services	Ensure SRG initiatives are carried out in the school
<b>Curriculum AP or ILT</b>	Ensure staff members participate in professional learning activities	Support and observe implementation of professional learning activities	Assist principal in selecting, purchasing, processing materials needed	Assist with CCGPS and CCR implementation
<b>School Media Specialist</b>	Support use of technology needed to implement	Select materials aligned with SRG and CCGPS for the media center	Encourage, facilitate reading, and support SRG initiatives	Inventory technology purchased
<b>School Literacy Team</b>	Align literacy needs with SRG	Recommend materials/services needed to implement school literacy plan	Evaluate effectiveness of strategies and materials used	Support the implementation of literacy plan

**Past Instructional Initiatives**

- Reading Recovery
- Reading First
- Ruby Payne Understanding Poverty
- GPS Implementation

**Other instructional strategies that are part of our system’s culture**

- Learning Focused Schools
- Assessment for Learning
- Standards-Based Grading
- Modified Block Scheduling
- Extended Learning Time
- Least Restrictive Environment and Co-Teaching

## Pierce County Schools – District Narrative

- Reading and Writing Across Curriculum
- My Access
- Differentiation
- Response to Intervention
- SRA
- CCGPS Implementation

### Literacy Curriculum

The current literacy curriculum in Pierce County is transitioning from roots in the GPS to fast and ever growing roots in CCGPS. Teachers are developing lessons and assessments that encompass the CCGPS and have embraced that literacy is the foundation for success. In order to prepare students for the rigorous expectations set by these standards, all schools have adopted a literacy plan that aligns to the beliefs and mission of the system plan. The areas addressed in the plan include 1) Engaged leadership; 2) Continuity of care and instruction; 3) On-going formative and summative assessments; 4) Best practices in literacy instruction; 5) System of tiered intervention; 6) Professional learning and resources.

### Literacy Assessments

Assessment	Grades
Work Sampling Online	PreK
GKIDS, GRASP Universal Screeners	K
GRASP, District Benchmark Assessments	1-2
NNAT 2	2
GRASP, District Benchmark Assessments, CRCT	3-8
3, 5, and 8 Writing Assessments	3,5,8
9 <sup>th</sup> EOCTs	9
American Lit. EOCT	11
PSAT	10
SAT	10-12
GHSWT	11

**Need for Striving Reader Project**

Pierce County Schools experienced cuts in state funding of \$10.3 million over the past five years. In order to maintain excellence as our standard, we have taken extreme measures which include increasing local taxes twice in the past two years. In addition to tax increases, the BOE has reduced staff, increased class sizes, decreased funding for instructional supplies, reduced funds for maintenance and operations, implemented six calendar adjustment days, and decreased local supplements by 50 percent. Our system has not adopted textbooks in ten years. In addition, other print materials are in poor shape, limited, and many times, not aligned to the current standards. However, our teachers have managed to maintain our literacy program by supplementing supplies with their own money and accepting donations from community and parents. Now we are faced with a more rigorous curriculum that requires teachers to take students to the next level. If cuts continue as projected, our next option will be to cut parts of our instructional program that data has proven to be effective. Literacy is the cornerstone to learning and with the Striving Reader Project our system will be able to maintain effective initiatives already in place, as well as, seek other research-based practices that will promote on-going, sustainable literacy for all students.

## Pierce County Schools – District Management Plan and Key Personnel

The Striving Reader Comprehensive Literacy Grant (SRCL) will be managed through the office of the Director of Curriculum, Instruction, and Assessment, Ms. Tonya Johnson. Ms. Johnson will coordinate grant implementation with the district technology department, financial department, and each school. Mr. LeVance Gay, Assistant Superintendent of Finance, heads the district financial department and will oversee the requesting and allocating of grant funds, purchase orders, and auditing the grant. Mr. David Pittman, Director of Technology, will assist and advise as needed the correlation technological needs. Mrs. Yvette Newton, Director of Federal Programs, will advise on federal programs regulations and guidelines. Ms. Johnson, the district curriculum director and professional learning coordinator, will manage the following: aligning instructional and technology resources with grant priorities, planning professional learning activities funded through the grant, issuing professional learning units, and aligning grant initiatives with CCGPS rollout. The following table identifies tasks and individuals needed to successfully implement the SRCL at the district level.

Department	Department Head	Tasks		
<b>Financial</b>	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
<b>Technology</b>	David Pittman	Recommend technology resources based on school needs	Inventory and tracking technology equipment purchased	Support and maintain technology purchased
<b>Professional Learning</b>	Tonya Johnson	Plan and coordinate professional learning activities for SRCL Initiatives	Issue Professional Learning Units for staff participating in SRLC activities	Monitor implementation of SRLC initiatives
<b>Curriculum and Instruction</b>	Tonya Jonson	Ensure SRCL initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS	Evaluating effectiveness of SRLC initiatives

## Pierce County Schools – District Management Plan and Key Personnel

The individuals listed in the previous table worked collaboratively with school teams to set goals and objectives when developing our system’s strategic implementation plan and balanced scorecard. The schools’ literacy plans were a continuation of this process. Needs assessments and root cause analyses were completed throughout the system, with all stakeholders involved in the analyzing of data and development of implementation plans. Throughout the process, literacy needs of students were at the forefront of all efforts. Leaders realized a substantial need to improve our literacy instruction at all grade levels. Most importantly, administrators and teacher leaders across the district realized the unequivocal need to move forward in the development of literacy plans that will enhance literacy instruction in our schools.

To ensure that the Striving Readers project is implemented successfully, constant communication of the goals, objectives, budget, and implementation will be on agendas at district and school level professional meetings. The following table portrays the make-up of district and school level teams that will safeguard the success of the Striving Readers project. The district office will maintain sign in sheets and agendas for these meetings.

<b>Team</b>	<b>Personnel on Team</b>	<b>Meeting Frequency</b>
District Administrative Team	Superintendent, Assistant Superintendent of Finance, Directors of Technology, Curriculum, Federal Programs, Testing, Special Education	Monthly
District and School Administrative Team	Those listed above, school principals, school psychologist	Monthly
System Literacy Team	Directors of Curriculum, School Level Instructional Coaches and/or teacher leaders, Superintendent	Monthly and twice monthly if needed
School Level Better Seeking Teams & Leadership Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed
School Literacy Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed

## **Pierce County Schools – District Management Plan and Key Personnel**

Regular, on-going meetings will be conducted between district and school teams to ensure goals and objectives are implemented as stated in each school's literacy plan. These meetings will also serve to monitor compliance of budgetary guidelines set forth by the SRCL Project.

## **Pierce County Schools – Experience of the Applicant**

The Pierce County School District has a \$30 million budget for the 2012-2013 school year. About 10 percent of each year's budget includes state and Federal funds to meet the needs of specific student populations, help keep parents and community engaged in student achievement, ensure proper nutrition programs, and enhance and extend the educational offerings to our students. Each of these programs has its own unique expenditure and procurement guidelines and is managed by a designated administrator in the district.

Administrators are trained on the requirements of their program(s) and work in concert with the finance department to ensure program guidelines are followed and proper internal controls and separation of duties are in place. Over the past three years, these funds have been expended by the district to benefit students without any material findings.

The need for instructional technology continues to accelerate despite no new funding to replace outdated equipment or buy newer interactive technology tools. Initially, the state provided lottery money to help Georgia school districts stay current. These funds ended six years ago and Pierce County has had to sustain these projects using local as well as Federal funds in an effort to remain current. The E-rate program has also allowed Pierce County to update our internal and external infrastructure and purchase modern technology services.

Past instructional initiatives such as My Access, Fast Forward, Reading Assistant, Science Research Associates (SRA), Reading Recovery, and Learning Focused Schools have been sustained primarily with state, federal and local funds. Our most valued method of sustainability is professional learning. We have maintained our instructional coaches and they offer professional learning for teachers on a variety of topics. For example, two coaches are Reading Recovery trained and provide teachers with strategies and interventions for struggling readers. While economic hardships are making it challenging to educate children in the 21<sup>st</sup> century, Pierce County continues to set high expectations for students and teachers and has accountability measures in place to gauge the attainment of these expectations.

The number of students attending Pierce County Schools has been growing for the past 10 years. The student population has increased by over 600 students, leading to the addition of wings at Blackshear Elementary and Pierce County Middle and building a new elementary school (Midway Elementary). These capital projects have been funded by local e-SPLOST and



## Pierce County Schools – Experience of the Applicant

state facilities funds. Currently, the district is using e-SPLOST and state facilities funds to replace outdated heating and cooling equipment, improve lighting, and make improvements to the existing campuses.

### Other Initiatives

Facility/Capital Outlay Project	Funding	Project Duration
Midway Elementary (\$7.3 million)	e-SPLOST and state capital outlay	18 months
Blackshear Elementary HV/AC (\$900,000)	e-SPLOST and state capital outlay	7 months
Pierce Middle HV/AC (\$800,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary HV/AC (\$200,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary Bathroom Addition (\$65,000)	e-SPLOST	3 months
Patterson Elementary Roof (\$400,000)	e-SPLOST and state capital outlay	4 months
Pierce High (\$3 million)	e-SPLOST	10 months
Pierce Middle Multi-Purpose Room (\$550,000)	e-SPLOST and state capital outlay	5 months
Financial Software (\$150,000)	Vendor Partner Grant and local	24 months
Telecommunications/E-Rate (\$320,000)	federal and local	annually

The financial statements over the past three years do show a number of findings involving internal controls, separations of duties, reconciliation of the bank statements to the general ledger, and proper reporting of capital assets. All of these finding are directly related to data issues with our prior financial software, the data conversion process to our new system, and the implementation of the new financial software. All of these findings have been resolved.

## **Pierce County Schools – Pierce County High – School Narrative**

### **School History**

Pierce County High School (PCHS) is the county's only high school. PCHS opened in 1981 combining Patterson High School and Blackshear High School for the first time. The school originally housed grades 7-12, but in 1997 Pierce County Middle School was built and PCHS became a grades 9-12 school. The school's staff is comprised of 60 certified personnel, two counselors, one completion coach, a school nurse, a media specialist, three paraprofessionals, five office staff members, a technology specialist, six custodians, and eight school nutrition staff. Additionally, the school has one principal and three assistant principals including one assistant in charge of discipline, one who is the CTAE Director, and one in charge of curriculum and instruction who is also the Director of Curriculum, Instruction, and Assessment for grades 9-12. Our current student population is 1,020, and 52% qualify for free or reduced lunch.

### **Administrative and School Leadership Teams**

#### **School Leadership Team**

The school leadership team is comprised of the administration, department heads and committee chairs. Leadership and department meetings are held approximately once a month to help foster open communication throughout the school. The members of the leadership committee include the following:

Anthony Smith, Principal

Dara Bennett, Assistant Principal

Jane Youmans, CTAE Director

Dr. Drew Sauls, Assistant Principal

Marie Smith, Math Department Head

Danna Pearce, Social Studies Department Head

Mike Davis, Science Department Head

Berry Henderson, Language Arts Department Head

Tera Austin, CTAE Department Head

Sarah McIntosh, Special Education Department Head

## **Pierce County Schools – Pierce County High – School Narrative**

### **Instructional Leadership Team/ Common Course Team Leaders**

PCHS utilizes teacher leaders who are responsible for leading the implementation and analysis of common assessments for all End of Course Test courses. They ensure that quality common assessments are given and that all data is analyzed by standard. Areas of remediation are determined from these results, and this data is used for scheduling students into reading or study skills courses as needed. The following comprise the instructional leadership team:

Dara Bennett, Assistant Principal Curriculum and Instruction

Ericka McIntosh, Biology

Sheila House, Physical Science

Jennifer Boyett, 9<sup>th</sup> Grade Lit/ Comp

Carol Mardrossian, American Lit/Comp

LeAnne Dixon, CCGPS Coordinate Algebra

Diane Griffis, GPS Geometry

Danna Pearce, US History

Brett Brooker, Economics

### **Past Instructional Initiatives**

PCHS has implemented the following instructional initiatives in the past ten years:

**1. Learning Focused Schools: A High Achievement Model in 2001-2002**

This program is still the umbrella for instructional practices at PCHS.

**2. My Reading Coach**

In 2004-2005, the program had a lot of technology glitches and is no longer used.

**3. Assessment for Learning**

Began after book studies in 2004-2005. In 2010-2011, the faculty studied Kay Burke's book, *Balanced Assessment from Formative to Summative*.

**4. Implementation of a Modified Block schedule in 2005-2006**

This schedule increases the ability to schedule students into study skills classes for support in reading and math. This schedule is still being used.

## **Pierce County Schools – Pierce County High – School Narrative**

### **5. Georgia Performance Standard Implementation**

PCHS began having standards based planning days to help with this implementation.

### **6. Reading and Writing Across the Curriculum**

All teachers must have a reading and writing assignment related to content each nine weeks.

### **7. Common Course Teams** formed and common assessments/benchmarks began in 2007-2008.

### **8. Technology in Instruction**

PCHS had a technology and assessment focus for the 2007-2008 school year.

### **9. Credit Recovery**

PCHS began using a computer program to allow for credit recovery during the school day in 2008-2009. This has led to increased student achievement and graduation rates and is still used today.

### **10. Standards-based Grading**

In 2008-2009, the school began instructional strategies to make grades a true reflection of mastery of standards.

### **11. My Access**

This is a computerized writing program used in language arts courses as a supplement.

## **Current Instructional Initiatives**

Learning-Focused instructional strategies are being used throughout the school. Having all teachers use a common instructional language has been an integral part of creating a professional learning community where teachers meet and share instructional ideas. Other instructional initiatives currently in place include:

1. Differentiation Strategies are becoming more commonly used but are still not pervasive in every classroom.
2. Common Course Teams and Common Assessments. Teachers who teach the same course have planning days to write units, common assessments, and performance tasks as a team. They also analyze student assessment data.

## **Pierce County Schools – Pierce County High – School Narrative**

3. Focus Groups. Each month all teachers participate in professional learning through focus groups, which help teachers stay current in their practice.
4. Modified Block Schedule. PCHS maximizes instruction by implementing a modified block schedule that allows differentiation in scheduling based on student needs. The schedule allows for implementation of built-in support classes designed to remediate struggling students and to match the best teachers to critical areas.
5. My Access is a computer based writing program that allows teachers to use computer generated writing prompts and graphic organizers for prewriting. Students type their papers into the program, and the program prompts them to increase their vocabulary and/or write more complex sentences.
6. Reading and Writing Across the Curriculum. Reading and writing across the curriculum is being implemented school-wide to increase reading information text and writing using information text as required by the common core standards.
7. Implementation of the Georgia Common Core Performance Standards in Language Arts grades 9-12, Math in grade 9, and College and Career Ready Standards in science, social studies and CCAE areas.
8. SRA. The school currently has a reading course which uses SRA materials. The reading course is provided due to the number of students needing reading support but has not been very successful due to limited resources and budget constraints in professional learning.

### **Professional Learning Needs**

Pierce County High School strives to stay abreast of the most current research-based strategies for instruction. Professional learning communities meet once a month to promote awareness of the most effective instructional practices. The major area of need for professional learning at PCHS is in the area of literacy and the use of literacy strategies to implement the CCR standards in science, social studies, and CCAE areas. Our CCAE, math, and social studies teachers use reading and writing across the curriculum but do not have any professional learning on how to improve reading fluency

## **Pierce County Schools – Pierce County High – School Narrative**

and comprehension in their classrooms. Also, our Language Arts teachers struggle to meet the increased rigor demanded by the CCGPS when so many students are reading below grade level.

Teachers also need more professional learning on how to integrate technology into instruction. Approximately half of our classrooms have smart boards but funding has not been available to provide training on using this as a teaching tool instead of merely a projector for PowerPoint presentations.

### **Need for a Striving Readers Project**

Pierce County High School is a school that strives for excellence. However, with ever increasing rigor, teachers must address a critical obstacle to students being successful—the need for literacy instruction. Students in all content areas must read at a higher Lexile level than ever. This has created a need for more informational texts, technology for instruction of literacy, and most importantly, the need for extensive professional development on using content areas to improve the reading levels of students and teach literacy. Currently, we provide a reading course designed for students who need additional reading support and instruction; however, it has not been very successful due to budget restraints in professional learning and limited resources available.

## **Building Block 1. Engaged Leadership**

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

Pierce County High School and the administration are committed to learning about and supporting evidence-based literacy instruction. The leadership team understands the rigor of the new CCGPS content and the emphasis on incorporating literacy in all content areas. They agree with the research in the “Why” document which states, “Strategic literacy instruction integrated into all curriculum areas is critical for the development of students’ ability to use language.” The “How” document has been used to develop strategies to implement the literacy plan. The administration will demonstrate school wide commitment to literacy in the following ways:

1. The administration participates alongside teachers in state sponsored webinars and face-to-face sessions to learn about the transition to CCGPS and support teachers in the CCGPS implementation. The curriculum assistant principal attends the Fall and Winter Georgia Curriculum and Instructional Supervisors Conference (GACIS) and stays abreast of all DOE guidelines associated with the transition to CCGPS and PARCC assessments. Each month the Curriculum AP views the Curriculum, Instruction and Assessment webinar from the DOE and redelivers information to teachers as needed in their department. Additionally, the administration and each department have viewed all DOE webinars related to CCGPS implementation. The DOE is currently offering face-to-face CCGPS information meetings for administrators, and PCHS is participating in these through the local RESA.
2. The administration is constantly studying research- based strategies and resources for literacy instruction set forth in “The Why” document. Literacy instruction and professional learning have become a primary focus for our staff due to the implementation of College and Career Ready (CCR) standards in Science, Social Studies, and CTAE areas, and the CCGPS in Math and Language Arts. The administration is currently searching for appropriate professional learning opportunities and books to purchase for the faculty that focus on the most effective ways to incorporate literacy instruction in the content areas at the high school level. Professional learning has been identified as major need by our faculty on our literacy survey as they begin implementing literacy standards without being formally trained on how to teach literacy in content. This plan requires all teachers to implement reading and writing across the curriculum. . The administration has read and studied the “Why” document of the Georgia K-

12 Literacy plan and has seen the need for expanding and formally writing a literacy plan for the school. PCHS agrees with the “Why” document stating “ Instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school...which establishes the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.”(2010)

3. The administration of PCHS is committed to participating in literacy instruction with the faculty. The curriculum assistant principal attends all professional learning required of teachers that will be a school initiative. Currently, a small group of teachers and Curriculum AP are participating in Literacy Design Collaborative training at RESA through the DOE. The administration has attended Lexile training alongside the faculty as well as other literacy training that has been offered at the Okfenokee RESA. As literacy instruction has been identified as a major need according to the needs assessment, more literacy instruction is needed for both the faculty and administration. Each month teachers with common planning meet in professional learning communities to discuss research based strategies and participate in job-embedded professional learning activities. The curriculum assistant principal either leads or facilitates these meetings, and the faculty views our focus groups as crucial to the sustained and improved academic performance the school has accomplished over the past ten years. This year the focus of these meetings has been on differentiated instruction, which is an important skill for teachers as they have students with a wide range of reading ability in their classroom. All teachers receive two Professional Learning Units (PLU's) for their work in focus groups each year. This system of job-embedded professional learning already in place at PCHS will allow for sustained implementation of grant initiatives.
4. The administration of PCHS regularly monitors literacy instruction within the school. The curriculum assistant principal monitors the progress of the students in the reading course at PCHS and also the implementation of the literacy requirements required by the CCR and CCGPS guidelines. The monitoring includes walkthroughs as well as extended classroom visits. The administration and the faculty agree that to be more effective with literacy instruction, better resources for instruction and professional learning are needed. Both student achievement data and teacher surveys indicate that there is a limited amount of literacy instruction offered within the school day, and this is a major area for improvement. Administration plans to receive training on conducting literacy walkthroughs to more



effectively monitor literacy strategies, student engagement, and learning.

5. The administration schedules protected time for literacy and teacher collaboration. Pierce County High School teachers collaborate daily and work together in course teams to plan for instruction and assessment. The administration at the school and at the district level is committed to providing and scheduling time for teachers to collaborate and work together. The county pays for substitutes for six days so that each department can receive planning days to write quality units that include the literacy requirement of the CCR and CCGPS, write common assessments, gather data to drive instruction or mastery of standards, and make plans to reteach standards that were not mastered. However, the needs assessment shows that more scheduled time for literacy instruction outside of the content area and language arts courses is needed to support the success of students reading well below grade level. Many of these students are not able to read and/or comprehend at the level required by the rigor of the CCGPS.

**B. Action: Organize a Literacy Leadership Team**

After the administration read and studied the “Why” document of the Georgia K-12 Literacy Plan, the decision to develop and organize a formal literacy leadership team for the high school was made.

“The role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated” as stated in the “Why” document is crucial to implementing literacy in all content areas. The PCHS leadership team consists of faculty members from various subjects. The Georgia literacy Plan the “Why” document specifies that “literacy skills are embedded and emphasized in each content area in all grade levels?” (2010)

The PCHS Literacy Leadership team consists of the following stakeholders and partners:

- Dara Bennett, Assistant Principal Curriculum and Instruction/ Director 9-12
- Tera Austin, CCAE Teacher and CTAE Department Head
- Mary Claire Boatright, Media Specialist
- Ryan Graves, Language Arts Teacher
- Berry Henderson, Language Arts Teacher and Department Head
- Ericka McIntosh, Biology Course Team Teacher Leader, Science Teacher
- Dana Pearce, US Course Team Teacher Leader and Social Studies Department Head
- Jennifer Strickland, Special Education and Reading Teacher
- Megan Graham, Student
- Natalie Sauls, Student

- Shelia Walker, Parent and Business Partner
- Angela Strickland, Community Representative
- Kate Busey, Okefenokee Tech

1. A shared literacy vision has been agreed upon by the school and community aligns with the state literacy plan. The literacy team will work to create and maintain a shared literacy vision for the school and community that aligns to the Georgia Literacy Plan. The overarching literacy goal for the school is that students at Pierce County High School receive “gold standard” literacy instruction and are college and career ready when they graduate from the Pierce County school district. As a result of our literacy plan, PCHS students will be provided a quality education by promoting high standards of learning that will lead to productive, accountable, self-driven, and lifelong learners. The school motto is “Excellence Is The Standard” which is also the standard for the work of the leadership literacy team. One objective set forth by the PCHS Literacy Leadership Team is in the “Why” document stating, “content area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all content areas with common goals and consistent practice.” (2010 Why document, page 26) The literacy plan will be shared with all stakeholders.
2. Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement. The literacy team utilized multiple sources of data to develop goals. The 8<sup>th</sup> grade CRCT data is used to identify students who “Did Not Meet” in reading. This year, fifteen students were identified as reading at a 5<sup>th</sup> grade level or below according to Lexile scores. EOCT scores, teacher observations, and Lexile scores are used to identify students who need reading support. Common assessment data is also analyzed to determine student ability and need. This year, teacher data shows that students are struggling with the rigor of the Language Arts CCGPS and teachers have expressed the need for more intervention and literacy instruction strategies. In addition to standardized test and teacher created test results, the Georgia Literacy Instruction Observation Checklist was used to check for strengths and weaknesses in literacy instruction. The following strengths and weaknesses have been identified:

<b>PCHS Instructional Analysis of Georgia Literacy Observation Checklist</b>	
<b>Areas of Strength</b>	<b>Areas of Weakness</b>
<b>Vocabulary</b> Explicit instruction and discussion of word meanings and use of variety of situations	<b>Comprehension Strategy Instruction</b> Activating/building prior knowledge, encouraging student-generated questions, predicting, inferring, making connections, use graphic organizers, summarizing, evaluating and synthesizing
<b>Writing Instruction</b> Writing instruction (brainstorming, pre-writing, etc); word processing (use of My Access) on the computer; teacher modeling writing process; use of graphic organizers; providing models of good writing; writing in response to reading	<b>Fluency Instruction</b> Choral reading repeated timed readings, partner reading, student-adult reading, choral or unison reading, tape-assisted reading, reader’s theater, reading connected text with corrective feedback
<b>Content Literacy Instruction</b> Building background knowledge; Teaching content vocabulary; Explicit instruction in text structure; Graphic organizers	

From all available data, the Literacy Leadership Team (LLT) developed a list of prioritized recommendations and goals for improvement.

Goal 1: Students at Pierce County High School will receive “gold standard” literacy instruction and are college and career ready when they graduate from the Pierce County school district.

Goal 2: All students at PCHS will receive literacy instruction needed to meet and/or exceed the rigor of Common Core Georgia Performance Standards and College and Career Ready Standards as measured by the EOCT and/or Post Test scores.

Goal 3: All students at PCHS will perform at levels that meet and/or exceed standards in writing as measured by the Georgia High School Writing Test.

Research-based guidelines, strategies and resources for literacy (as set forth in “The Why” document of the most current iteration of the Georgia Literacy Plan) have been incorporated into all practices and instruction. The Literacy Leadership Team will continue to analyze all formative and summative data to refine literacy goals as needed to follow implementation of CCGPS. The team will define priorities and allocate resources to sustain improvement initiatives over time and ensure that all improvement strategies follow the research-based guidelines set forth in “The Why” document.

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

1. A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-3 for all students. Not Applicable
2. In grades 4-12 students receive two to four hours of literacy instruction across language arts and in content area classes. Teachers have been implementing reading and writing across content areas for several years and will continue to do so. By leveraging reading and writing in the content areas using informational text, PCHS has seen gains in both Critical Reading and Writing components of the SAT as well as the Georgia High School Writing Test. The schedule will allow teachers the time for literacy instruction that is required by “The Why” and “The What” documents if resources and professional learning are available.
3. Time for intervention is built into the school schedule for each day. PCHS provides a reading support class that gives students who have been identified as weak in reading fluency and/or comprehension a 60 minute block of reading instruction. The schedule that is implemented at PCHS is a modified block that provides flexible scheduling around student ability. For instance, students who need more assistance in reading or writing can be placed in study skills courses while students who need extra rigor can be placed in Advanced Placement courses. While the student data shows a greater need for literacy instruction, teachers feel ill prepared to provide this.
4. Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar. PCHS has devoted a large portion of Title I funds each year to secure substitutes so that teachers can have collaborative planning with their course teams. This year, all teachers will receive six collaborative planning days during the year and they are scheduled on a school-wide calendar. During these planning days teachers write CCGPS unit plans, common assessments, analyze student work, and discuss teaching strategies for re-teaching if needed. Teachers also use collaborative planning days to study formative student assessment results and use the results to continue to determine the impact of effects to maximize use of time. The literacy team is dedicated to research and the use of the research in the “Why” document to provide shared goals, methodologies, and consistency in planning literacy instruction.

5. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule. Every effort is made by the school administration to protect instruction time and eliminate wasted time within the school day. For example, teachers do not have duty assignments during the day so that they can focus on providing quality instruction for students and use their planning effectively. All announcements are made at the beginning of the day and intercom interruptions are kept at a minimal. Additional resources available in the “Why” document will be used to establish a protocol to address any deficiencies in this area.

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

PCHS has developed a school culture that incorporates literacy instruction in all content areas and all teachers accepting the responsibility of literacy instruction. As stated in the “Why” document, literacy is not only the ability to read, write, listen, speak, and view in order to communicate effectively with others. It also includes thinking and responding critically in a variety of complex settings. (Georgia PreK-12 Literacy Task Force, 2009 as defined in the “Why,” 2010)

1. Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area. As literacy instruction has been identified as a major need according to the needs assessment, more literacy instruction is needed for both the faculty and administration. Each month teachers with common planning meet in professional learning communities called focus groups to discuss research based strategies and participate in job-embedded professional learning activities. This year the focus of these meetings has been based on differentiated instruction. This is viewed as an important skill for teachers as they have students with a wide range of reading ability in their classroom. All PCHS faculty receives two Professional Learning Units (PLU’s) for their work in focus groups each year. This system of job-embedded professional learning already in place at PCHS will allow for sustained implementation of grant initiatives.
2. A walk-through and/or observation form is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas. Currently, PCHS utilizes the Learning Focused Checklist for observation walkthroughs. It allows school leaders to monitor the use of research based strategies across all classrooms at the school. In addition to this observation tool, The Georgia Literacy Instruction Observation form will be used periodically to monitor the

implementation of the literacy standards that are part of the implementation of CCR and CCGPS standards.

E. Action: Optimize literacy instruction across all content areas

1. The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.

Pierce County High School faculty agrees that literacy instruction should be integrated in all subjects as articulated within CCGPS and in accordance with the “Why” document’s. In addition to reading and writing across the curriculum, PCHS will work toward integrating all parts of an effective literacy instructional model into the current framework. Pierce County is a learning focused school district and literacy instruction is included with this as crucial for student achievement. The components of an effective literacy instructional plan include the following:

a. Identify research-based strategies and appropriate resources to support student learning.

The following are research-based strategies currently in place at PCHS:

- Learning Focused Strategies
- Reading Across the Curriculum
- My Access
- Computer-Based instruction
- Differentiated Instruction

The following are research-based strategies that need to be more fully implemented at PCHS:

- Vocabulary Instruction
  - Comprehension Strategy Instruction
  - Fluency Instruction
  - Writing every day and in every class
- b. Identify skill and knowledge needs to strengthen standards proficiency.
- c. Monitor literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, and student work samples.
- d. Expand the types of writing across subject areas.
- e. Expand meaningful opportunities for students to write, speak, and listen.

f. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.

2. Teachers have adopted a common, systematic process for teaching academic vocabulary in all subjects. Expanding the use of systematic processes for teaching academic vocabulary in all subjects is needed at PCHS. Through the literacy grant initiatives, a systematic approach for vocabulary will be implemented.
3. Writing is an integral part of every class every day. Pierce County High School encourages all teachers in all subjects to integrate writing in every class every day. PCHS recognizes that writing is essential in student achievement. As the “Why” document states, “Writing demands for the 21<sup>st</sup> century are increasing not only in schools but also in workplaces that demand effective communication skills”(2010). The leadership team has identified that most content teachers other than language arts, need professional learning and a standard rubric in the writing area.
4. Teachers have or will participate in professional learning on the following:
  - Incorporating the use of literary texts in content areas
  - Using informational texts in all English Language Arts classes
  - Incorporating narrative, argument, and informational text in all subject areas
  - Selecting appropriate text complexity for the CCGPS implementation
  - Selecting text complexity appropriate to the individual student
  - Instructional strategies on how to conduct short research projects, identifying and navigating the text structures most common to content areas, supporting opinions with reasons and information, and determining author bias and point of view

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.

1. A community advisory board actively participates in developing and achieving literacy goals. Pierce County High School will enlist the help of the PCHS School Council to act as an advisory committee to actively participate and develop literacy goals. Members of the PCHS School Council include governmental, civic, business leaders, and parents.
2. A network of learning supports within the community that targets student improvement is active. Pierce County has in place a partnership with Family Connections which is a

community organization focusing on family and school success. Also the community has Lee Street Resource Center which provides after school tutoring and mentoring to minority students. In the school, PCHS Beta provides student tutoring before and after school.

3. Social media is utilized to communicate and promote the goals of literacy throughout the community at large. All events and literacy initiatives at the school will be posted on the school webpage. Parents can utilize the resources on the website to access student resources for test prep, grades, and instructional videos and Power Points.
4. Academic successes are publically celebrated through traditional and online media. Academic success is published via the local newspaper and online on the PCHS website. PCHS desires a strong community awareness of literacy initiatives and accomplishments.

## **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.)

1. Cross-disciplinary teams for literacy instruction.
  - Administration establishes an expectation of shared responsibility for literacy
  - Teachers will meet in disciplinary teams for collaborative planning and examining student data and work.
  - Teachers' professional learning this year is focused on differentiating instruction with a book study "Leading and Managing A Differentiated Classroom" by Carol Ann Tomlinson.
2. Protocol for team meetings.
  - Teachers will follow the Standard in Practice developed by Ruth Mitchell.
  - Teachers meet in an interdisciplinary meeting called Focus Groups each month. The protocol for interdisciplinary meeting is established at PCHS.
3. Scheduled time for teams to meet for regular collaboration and examination of student data/work.
  - Teachers meet monthly in Focus Groups
4. Team roles, protocols, and expectations are clearly articulated.
  - The Curriculum Assistant Principal will use Standards in Practice: Standards and Looking at Student Work to assign group leaders and explain the protocols.
5. The components of the professional learning community model are understood and in place.



- Teachers will study the article “What Is a Professional Learning Community?” and incorporate each component.
  - PCHS will build a professional learning community by: ensuring that students learn, developing a culture of collaboration, and focusing on results.
6. Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.
- PCHS will define specific measurable student achievement goals aligned with grade-level expectations in all subjects.

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

1. Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
- Not applicable for high school
2. Teachers 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.

One of the strategies in the “Why” document on page 55 that is recognized is modeling. It states that “In order to help students become more proficient at comprehension, teachers should model the seven habits of good readers in the classroom. Read-Aloud/Think-Aloud is one of several effective strategies for modeling”.

- PCHS will provide awareness sessions in focus groups to learn about CCGPS for literacy in all subject and technical areas.
- PCHS will use peer observations to monitor the use of instructional strategies to improve literacy.
- Teachers at PCHS teach academic vocabulary in all subjects.
- Alternative instructional strategies will be used to promote student learning of the CCGPS.
- PCHS will study a variety of strategies for incorporating writing in all content areas.
- Students will be encouraged to focus on their own improvements.
- All students (except severe-profound) are served academic courses in regular classrooms using the co-teaching model.

3. All types of literacy are infused into all content areas throughout the day.

- PCHS incorporates reading across the curriculum in all subject areas as well as technical classes.
- PCHS Language Arts classes use My Access to teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy).
- PCHS will provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
- New strategies will be used to infuse literacy throughout the day including the use of technology.
- Writing will be a required part of every class every day, using technology when possible.

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

The “Why” document states in Element 15, “A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community”. PCHS recognizes that these researches –based program elements in Reading Next will improve literacy achievement of adolescent learners.

1. Various models of coordinating “wrap-around” services have been studied.

- PCHS has several mentoring and tutoring programs currently in progress. The Beta Club students are available before school each day to tutor any student who is struggling. The Ware Street Resource Center has afternoon tutors and mentors that work with minority student who are at risk.
- Students who are English language learners (ELL) have a representative that is available for support.
- PCHS plans to expand these services into the community and faith-based groups to accommodate more students.
- Literacy development will be the priority focus in instructional initiatives.

1. Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families.

- The PCHS webpage and the district’s Alert Now (phone communication) are

communication tools used to communicate with parents and the community.

- Administration frequently talks with local community groups concerning literacy programs at school.
- The literacy team will investigate and consider using social media such as: Facebook or Twitter as an alternative source of communication.

2. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.

- PCHS will design avenues through the guidance department to connect students to the proper service providers in the community.
- All staff at PCHS will be utilized to support literacy instruction.

3. Technologies are utilized to more creatively and effectively support stakeholder engagement.

- Incorporate technologies to more creatively and effectively support stakeholder engagement.
- The literacy team will seek funding through this grant to purchase technologies that is adequate to 21<sup>st</sup> century learning.

### **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

The PCHS literacy plan is aligned with the Georgia Literacy Plan included in the “Why” document on page 94 which states, “The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. 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 assessments.”

1. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.

PCHS currently uses the following data to monitor the achievement levels of all students, advanced as well as struggling:

- End of Course Tests

- Teacher-made common course assessments/formative assessments
- Georgia High School Writing Test
- PSAT which is given to all 10<sup>th</sup> grade students
- The practice writing test for all 10<sup>th</sup> graders

PCHS would add the Scholastic Reading Inventory (SRI) if the funding becomes available through the grant and would sustain the program locally after the grant.

2. Common mid-course assessments are available for use across classrooms and include a variety of formats.

PCHS has common assessments that are taken every 9 weeks across classrooms. Teachers meet after the assessments by course team and determine standards that were met and standards that need re-teaching. They also use this data to monitor individual student achievement and are required to turn in the data on a class growth analysis form as part of their teacher evaluation process. This procedure has been in place for five years.

3. Assessment and intervention materials aligned with students' needs are available and personnel trained. Teachers have been working with formative assessments that are teacher created for years and have all had extensive professional development on assessment. The school has completed book studies from Anne Davies books as well as Kaye Burke. With the implementation of CCGPS and CCR standards teachers have not had professional development on research-based strategies for assessment. The leadership team recognizes that SRI is a required monitoring tool for the striving reader's project and teachers would need training on this assessment.

4. A data collections plan for storing, analyzing, and disseminating assessment results is in place. A plan for collecting, storing, analyzing, and disseminating assessment results is in place. The PCHS faculty handbook states, "Teachers should record scores from pretest, posttest, and common assessments on the class growth analysis form that will be used as part of their annual evaluation under student achievement. Following each common assessment, complete the analysis form and meet with your common course team. During this meeting, you will discuss which standards were mastered, which standards were not mastered, and form a plan for re-teaching and/or remediating students on the standards they did not master. Turn in a copy of the analysis form and team meeting summary to D. Bennett within 2 days of the meeting. The team leader is responsible for getting the form turned in."

5. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

The PCHS faculty handbook contains the following calendar for giving and analyzing formative assessments which are done by course team:

Pretest Aug 6-10 Common Course Team Meeting August 13

CA 1 Sept 24-28 window Common Course Team Meeting Oct 1

CA 2 Dec. 3-7 window Common Course Team Meeting Dec 10

Pretest Jan 7-11 window Common Course Team Meeting Jan 14 (S2 Courses)

CA 3 March 4-8 window Common Course Team Meeting March 11

CA 4/ EOCT April 30-May 9 window Common Course Team Meeting/EOCT Analysis

May 6-13 (after results are given)

The Curriculum AP is the person responsible for making sure all formative common assessments are given and the data analyzed to inform instruction. The curriculum AP has designated teachers who serve as course team leaders. These course team leaders ensure that the common assessments are given according to the school calendar and that data is analyzed as a team and decisions regarding instruction are made based on the data. The team leader is responsible for making sure that meeting sign in sheets and the Common Course Team Analysis form are completed and turned to the Curriculum AP.

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

1. The instructional levels of all students are screened and progress monitored with evidence-based tools. PCHS does not have a school wide protocol for screening and progress monitoring with a universal screening tool in place. This will be an area for growth and improvement. PCHS will research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.
2. Commonly shared mid-course assessments, which include a variety of formats are used across classrooms to identify classrooms needing support. PCHS will continue to provide common assessments used across classrooms to identify classrooms/students needing support. PCHS will also continue to provide consistent expectations across classrooms and teachers through common course teams and common assessments. These teams have been used at PCHS for the past five years and have resulted in great gains in student

achievement. Teachers see common course teams as vital to meeting the requirements set by CCGPS.

3. Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI). PCHS will continue to use curriculum based assessments to determine instructional strengths and weaknesses. The staff has made tremendous efforts to improve their use of assessment data to inform instruction over the past five years and will continue to seek out effective research based screening tools to aid in progress monitoring.
4. Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results. The school has invested most of the Title I funds available into technology for the past ten years, and as a result, the school technology infrastructure is adequate to support administration and storage of assessments.
5. Intervention materials aligned with students' needs are in use and staff is trained. PCHS has several computer based intervention programs available for teachers to use with students who need extra support. These programs include A Plus, USA Test Prep, and My Access for writing support. More intervention materials are needed and would be used by the faculty if funding permits.
6. A formative assessment calendar based on local and state guidelines includes time for administration and persons responsible.

The PCHS faculty handbook contains the calendar for giving and analyzing formative assessments based on local and state guidelines. The Curriculum AP is responsible for making sure all formative common assessments is given and that the data analyzed to inform instruction. The curriculum AP has designated teachers who serve as course team leaders. These course team leaders ensure that the common assessments are given according to the school calendar and that data is analyzed as a team and decisions regarding instruction are made based on the data. The team leader is responsible for making sure meeting sign-in sheets and the Common Course Team Analysis form are completed and returned to the Curriculum AP.

7. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework. Pierce County High School has

an honors program that feeds into Advanced Placement courses, and as a result, PCHS has one of the highest rates of AP participation in South Georgia. PCHS regularly uses assessment data (both standardized and classroom) to identify students who need to be in an advanced course program. PCHS administers the PSAT to all 10<sup>th</sup> grade students and use the AP Predictor reports to send to students and their parents in an effort to encourage academically advanced students to take the more rigorous AP courses offered at PCHS.

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

1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment. PCHS will develop a protocol for ensuring that all students who are identified by screenings receive diagnostic assessment. The school will get SRI in place for diagnostic screenings.
2. Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards. PCHS will work to identify the component skills needed for mastery of literacy standards. This is already done for our special education students but not for all students.
3. Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. Teachers will work to select diagnostic assessments and multiple entry points to avoid a one-size- fits all approach to literacy instruction.

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

1. Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Data analysis is a strength of the instructional program at PCHS. Teachers reflect on the previous year's outcome and identify areas of weakness according to EOCT or other assessments that indicate that more time needs to be spent on certain standards or domains for the following year.
2. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. A large amount of time is spent already at PCHS with teachers analyzing assessment results by domain and standard to determine areas that need instructional adjustments for improvement.
3. During teacher team meetings, discussions focus on changes that can be made to improve

the instructional program for all students. In teacher course team meetings, teachers discuss the changes that need to be made in instruction for improvement for all students.

4. Data is disaggregated to ensure the progress of subgroups. Data should be disaggregated by subgroups to determine the progress of students as a whole and as a group.

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning

The literacy team agrees that the assessment plan in the “Why” document on page 96 that states: “learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies” will assist educators in identifying literacy needs.

1. A protocol has been developed and is followed for making decisions to identify the instructional needs of students. PCHS does have protocol in place for identifying instructional needs of students. Indicators used include EOCT, informal assessments, common course assessments, Lexile scores, and teacher observations. All of these areas are used in identifying needs and addressing those needs through informed instruction.
2. A data storage and retrieval system is adequate and is understood and used by all appropriate staff members. PCHS has a student data system that stores all data from the state level. Georgia has, in recent years, added the State Longitudinal Data System that allows all staff members to track progress of students.
3. Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place. PCHS has procedures in place and forms to fill out to help teachers review and analyze assessment results. There are also expectations set for the dissemination of assessment results.
4. Protocols for team meetings are regularly followed. Team meetings must follow set protocols. Team leaders have a form that is filled out during team meetings that asks which standards were met, which were not met, and how this information should inform moving the instruction forward. Teachers determine which standards require re-teaching or more time and which standards students have mastered. This process helps in providing differentiated instruction, especially in co-taught classrooms.



### **Building Block 4. Best Practices in Literacy Instruction**

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

1. A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. PCHS is a high school that is not fundamentally rooted in explicit literacy instruction for all students. Currently students who have been identified with reading skills well below grade level do have a scheduled course during the day in which they are provided direct literacy instruction. PCHS would like to expand the program to make it available to more students.
2. Student data is examined regularly to identify areas of instruction with greatest needs. PCHS used data on a regular basis to inform instruction. This will need to be expanded to address data that can provide specific information about student literacy skills.
3. Administration conducts classroom observations using assessment tools to gauge current practice in literary instruction. Administration will use the GA Literacy Instruction Observation Checklist to monitor literacy instruction.
4. Faculty participates in professional learning on the following:
  - a. Using data to inform instructional decisions and explicit teaching
  - b. Selecting of appropriate text and strategy for instruction
  - c. Telling students specific strategies to be learned and why
  - d. Modeling of how strategy is used
  - e. Providing guidance and independent practices with feedback
  - f. Discussing when and where strategies are to be applied
  - g. Differentiating instruction

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

1. A plan for instruction in writing is consistent with CCGPS and is articulated vertically and horizontally. PCHS has a writing plan in place that incorporates MY Access! a computerized writing resource program. All language art teachers develop units according to the CCGPS and include the writing requirements in these units.
2. A coordinated plan has been developed for writing instruction across all subject areas that includes:

- a. Explicit instruction
- b. Guided practice
- c. Independent practice

3. All subject area teachers participate in professional learning on best practices in writing instruction in all content areas. All teachers currently implement reading and writing across the curriculum in their content areas, but professional learning on best practices in writing in content areas is needed by faculty.

4. In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:

In the writing plan, teachers will provide at least one opportunity for writing instruction each week in the content area. The “Why” document on page 46 outlines the recommendations for improving reading comprehension through written expression.

- a. Developing an argument citing relevant and reliable textual evidence
- b. Writing coherent informational or explanatory texts
- c. Writing narratives to develop real or imaginary experiences to explore content area topics

5. Technology is used for production, publishing, and communication across the curriculum.

Each year, PCHS spends most of its Title I budget updating and purchasing technology for instruction. Teachers are eager to be trained on the most effective ways to use technology for instruction. The “Why” document state: “Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement.” (National Council of Teachers of English, 2006)

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

Teachers’ efforts may include the following:

- 1. Providing students with opportunities to self-select reading material and topics for research
- 2. Taking steps to provide students with an understanding of the relevance of academic assignments to their lives

3. Increasing access to texts that students consider engaging
4. Increasing opportunities for collaborating with peers in the learning process
5. Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy
6. Leveraging the creative use of technology within the learning process to promote engagement and relevance

### **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

The leadership team at PCHS recognizes that intervention refers to strategic techniques based on student needs to supplement the curriculum. As state in the “Why” document by (Lewis 2007), “interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes”

1. The percentage of students currently served by grade level K-12 in each tier is determined regularly to determine efficacy of instruction in each tier. PCHS monitors students in each tier of RTI and offers interventions as needed.
2. Protocols for identifying students and matching them to the appropriate interventions are in place. Pierce County has established RTI protocols that are followed in the school system to ensure that students are identified and provided appropriate interventions.
3. Interventions are monitored frequently to ensure that they occur regularly and with fidelity. Student progress data is monitored along with interventions by administrators and district support staff.
4. The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs. Teachers use common assessment data to monitor progress of students and to inform instruction as needed.

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms

If fewer than 80% of students are successful in any area:

1. Student data is examined to determine instructional areas of greatest need
2. Current practice in literacy instruction in each subject area has been assessed using a checklist and a review of teachers' lesson plans.

3. Teachers participate in ongoing professional learning on the following:
  - a. Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills
  - b. Georgia Department of Education resources for RTI, universal screening
  - c. Team teaching and inclusion of students with special learning needs in the general education setting
4. School-wide understanding of assessment data and anticipated levels of student mastery during the school year

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

1. Interventionists participate in professional learning on the following:
  - a. Using appropriate supplemental and intervention materials
  - b. Diagnosing reading difficulties
  - c. Using direct, explicit instructional strategies to address instructional needs
  - d. Charting data
  - e. Graphing progress
  - f. Differentiating instruction
2. Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar. Standards based planning days are established and built into the school calendar to provide teachers time for analysis of student data, unit writing, and collaboration of about interventions and instruction.
3. Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year. All teachers participate in job-embedded professional learning once a month during their planning in groups called focus groups.
4. Effectiveness of interventions is ensured by the following:
  - a. Providing sufficient blocks of time in the daily schedule for intervention
  - b. Providing adequate environments conducive to learning
  - c. Providing competent, well-trained teachers and interventionists

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

1. In addition to everything that occurs at T1 and T2, data teams meet to:
  - a. Discuss students in T3 who fail to respond to intervention.
  - b. Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.
  - c. Verify implementation of proven interventions.
  - d. Ensure that interventionists have maintained fidelity to intervention protocol.

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

1. School schedules are developed to ensure least restrictive environment. PCHS has a modified block schedule that is flexible based on student need. Co-teaching is used in all areas to ensure least restrictive environment.
2. Building and system administrators are familiar with funding formulas affecting students in special programming. The curriculum AP does the building schedule and is the FTE monitor for the school. Administration stays abreast of current FTE rules so that funding can be maximized.
3. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs. Teachers with the most experience, such as those teachers teaching AP courses, also teach students with disabilities.
4. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings. All teachers are involved in professional learning communities that meet once a month.

### **Building Block 6. Improved Instruction through Professional Learning**

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

1. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. Professional learning is needed to ensure that beginning teachers receive professional learning for literacy instruction. PCHS has mentors for new teachers as well as a teacher induction program.

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

PCHS recognizes the need for professional learning. In the “Why” document on page 141, the goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional development is linked to higher student achievement.”

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. PCHS has six standards based planning days for departments to analyze data, study standards, examine students work and discuss best practice.
2. Teachers participate in professional learning in the CCGPS based on needs revealed by student data as well as by surveys, interest inventories, and teacher observations. Teachers have participated in all webinars on implementing CCGPS through the Georgia Department of Education. Survey show that teacher need more face to face professional learning on implementing CCGPS and in using technology for instruction.
3. Teachers participate in ongoing professional learning on the use of the core program. Teachers will continue professional learning as it becomes available during the rollout of CCGPS. The literacy team will plan organized professional learning for teachers in the concepts of literacy and apply best practices in all content areas.
4. Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning. PCHS uses learning focused checklist for walkthroughs and will begin using the GA Literacy Instruction Observation Checklist as literacy instruction is increased in the school.
5. An instructional coach provides site-based support for administrators, faculty, and staff where possible. A curriculum AP serves to support faculty and staff in the area of curriculum and instruction. Other support staff includes a media specialist that assists with technology, and a graduation coach that work with students who are falling behind.
6. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
7. Administrators, faculty, and staff have received training in administering, analyzing, and







interpreting results of assessments in terms of literacy. All PCHS faculty has received training on Student Longitudinal Data System as well as interpreting lexile scores given on EOCT reports.

8. Some or all of the following personnel participate in all professional learning opportunities:
  - a. Teachers
  - b. Support Staff
  - c. Administrators
  - d. Paraprofessionals




# Pierce County Schools–Pierce High–Needs Assessment, Concerns, & Root Cause Analysis

## Needs Assessment

Pierce County High School began a literacy needs assessment by using the Georgia Literacy Plan Needs Assessment for Literacy K-12. All stakeholders (faculty, parents, students, community members) participated in the assessment to evaluate strengths and needs according to the building blocks of the “The What” document of Georgia Literacy Plan. Results were tallied by building block. Charts below indicate where the majority voted in each.

<b>Building Block 1. Engaged Leadership</b>	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
Administrator demonstrates commitment to learn about and support evidence-based literacy instruction				
A literacy leadership team organized by the administrator or other leaders in the community is active				
The use of time and personnel is leveraged through scheduling and collaborative planning.				
A school culture exists in which teachers across content areas accept responsibility for literacy instruction				
Literacy instruction is optimized in all content areas.				
The community at large supports schools and teachers in the development of college/career ready students as articulated in the CCGPS.				

PCHS is emergent in the area of engaged leadership. A formal literacy leadership team was subsequently formed and activated this year. Though very supportive, our community is only now becoming aware of CCGPSs. We will need to educate our community on current educational issues via speaking engagements and newspaper articles.






<b>Building Block 2. Continuity of Instruction</b>	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
Active collaborative teams ensure a consistent literacy focus across curriculum				
Teachers provide literacy instruction across curriculum				
Out-of-school agencies and organizations collaborate to support literacy within the community				



## Pierce County Schools–Pierce High–Needs Assessment, Concerns, & Root Cause Analysis





Continuity of instruction was evenly distributed among emergent, operational, and not addressed. Teachers have worked in collaborative teams but do not feel adequately trained to teach literacy for students needing support. Teachers have six standards based planning days, allowing time for planning literacy instruction in collaborative teams; however resources and professional learning are needed.

We solicit feedback from out-of-school agencies via surveys and needs assessments, however, more collaboration with the Lee Resource Center, and other community mentoring establishments could help support students’ literacy needs.






<b>Building Block 3. Ongoing Formative and Summative Assessments</b>	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.				
A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction				
Problems found in screenings are further analyzed with diagnostic assessment				
Summative data is used to make programming decisions as well as to monitor individual student progress				
A clearly articulated strategy for using data to improve teaching and learning is followed				

In the area of ongoing formative and summative assessments the faculty overwhelmingly said PCHS is operational. PCHS has common course teams that allow common assessments by subject areas. Results are used to determine whether standards were mastered or need instructional interventions. The greatest need identified in building block 3 was in giving diagnostic assessments after problems are found in common assessment data. With limited resources, teachers feel there are no safety nets in place for students reading below grade level. The rigor of the CCGPS requires students to receive literacy instruction in order to master the standards.

**Pierce County Schools–Pierce High–Needs Assessment, Concerns, & Root Cause Analysis**

<b>Building Block 4. Best Practices in Literacy Instruction</b>	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
All students receive direct instruction in reading				
All students receive effective writing instruction across the curriculum				
Extended time is provided for literacy instruction				
Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school				



In the area of best practices in literacy instruction, the faculty indicated the school is emergent. PCHS offers limited reading instruction, and teachers feel they need more professional learning to provide adequate literacy instruction. We do have the structure in place for best practice in literacy instruction as stated in “The What” document to be implemented but lack the resources and training needed to move from emergent to fully operational.

<b>Building Block 5. System of Tiered Intervention for all students</b>	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
Information developed from the school-based data teams is used to inform RTI process				
Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms				
Tier 2 needs-based interventions are provided for targeted students.				
In Tier 3, Student Support Team and Data Team monitor progress jointly.				
Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access the CCGPS				

In this area, the faculty said the school is operational. PCHS has a set RTI process in place but by the time students reach high school, most have already been placed into Tier-3 or Tier-4. PCHS follows the roll-out for the teaching of CCGPS standards. Students who go through the RTI process and are placed into specialized programs receive additional support in

## Pierce County Schools–Pierce High–Needs Assessment, Concerns, & Root Cause Analysis

mainstream classrooms. Special education students, except those who are severe or profound, are served in the regular classroom using the co-teaching model. Faculty felt the area that needs the most improvement is monitoring progress of Tier 3 students.

<b>Building Block 6. Improved Instruction through Professional Learning</b>	<b>Fully Operational</b>	<b>Operational</b>	<b>Emergent</b>	<b>Not Addressed</b>
Pre-service education prepares new teachers for all aspects of literacy instruction including literacy in the content areas.				
In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.				

In this area the entire faculty feels that they would like more professional learning in all aspects of literacy instruction. Teachers would like personal training rather than webinars to help meet the literacy requirements set in the CCGPS and CCR curriculum. PCHS recognizes that to move from a good high school to a great high school, professional learning on how to provide quality literacy instruction is needed.

### Concerns

A major concern identified in the needs assessment is many students, grades 9-12, do not have the literacy skills needed to master the rigor of the CCGPS. Although students should have developed literacy skills by high school, many are reportedly identified as reading below fifth grade. Teachers are not prepared with the skills needed to provide struggling readers with quality literacy instruction.

Another concern is students do not read leisurely. Research shows reading students perform better academically and on the SAT. Circulation of books from the media center has decreased. Students tend toward fiction books and are less interested in reading for information. As a result, our media center carries fewer informational texts. More informational texts are necessary for our media center to provide adequate selections needed to support CCGPS.

All students should graduate, “college and career ready,” reading and writing on a college level. PCHS implemented My Access!, a computer based writing support program, in 2007, resulting in an increased number of essays required and has improved student interest in writing.

## **Pierce County Schools–Pierce High–Needs Assessment, Concerns, & Root Cause Analysis**

Unfortunately, only language arts teachers utilize the My Access program. Greater access to My Access is needed, but PCHS is limited the number of computer labs or computer accessibility.

### **Root Cause Analysis**

High school teachers are highly skilled and trained to teach their content areas, but receive little training on how to teach literacy. PCHS has identified a lack of competency in teaching literacy as the most significant root cause of students leaving high school with low reading and writing skills. As stated in “The What” document, it is imperative for personnel to participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. PCHS is currently participating in Literacy Design Collaborative through the local RESA to find a remedy. Unfortunately, only two teachers at the high school can attend. A culture of continuous improvement exists at PCHS in which teachers participate in professional learning communities. This culture makes PCHS a great place to implement literacy initiatives, especially since professional learning communities are in place that would make the implementation of “The What” document of the Georgia Literacy plan possible.

Further contributing to poor literacy skills is lack of interest in reading. Increased student interest may be achieved if books were available electronically. “The What” document states that teachers should be intentional in efforts to develop and maintain student interest and engagement in literacy. Students use technology in all aspects of life. Expanding the use of technology may lead to students being more motivated readers and writers. Computerized literacy programs could be utilized across curriculum if technology were available. The use of technology is crucial for PCHS to offer successful literacy instruction in the 21<sup>st</sup> century.

Teachers currently have limited ability to assess the reading levels of students. Lexile levels from EOCT summary reports are currently the only means of tracking reading levels. Unfortunately, this does not allow teachers to track students’ yearlong progress. A reading inventory system would allow efficient monitoring of student progress. The SRI would allow teachers to monitor student literacy progress and identify students needing literacy support.

**Pierce County Schools – Pierce County High – Analysis and Identification...Data**

**Pierce County High School Analysis and Identification of Student and Teacher Data**

Data is analyzed continually as part of the school improvement process. Student data indicates that PCHS is a high performing high school in terms of academics. Enrollment shown in Table 1 indicates student population is predominately white with Black/African American the 2<sup>nd</sup> largest subgroup.

<b>Demographic and Other Factors</b>	<b>2012-2013</b>	<b>2011-12</b>	<b>2010-11</b>
Total Enrollment	1019	959	937
<b>Ethnicity/Race (%)</b>			
Asian/Pacific Islander	.4	.4	.4
Black/African American	10	11.1	11.8
Hispanic	.4	3.8	3.6
Multiracial	1.6	1.5	1.8
Native American	.6	.3	.4
White/Non-Hispanic	86	82	81.8
<b>Other Subgroups</b>			
Eligible for Free/Reduced Lunch	50	55	46.8
Limited-English Proficient	1.3	2.1	2.5
Special Education	10	10	9.0
Gifted	14	15.2	14.6
Migrant	.01	.11	.8

Until 2012, AYP reports were analyzed to monitor student achievement. Students with disabilities group in Language Arts had the lowest achievement scores as shown in Table 3. This indicates the gap in student literacy skills and literacy instruction at PCHS. In order to improve the achievement for this group, more literacy instruction must be offered.

	<b>Grad. Rate (AMO)</b>	<b>LA Scores (AMO)</b>	<b>Math Scores (AMO)</b>
<b>2010-2011</b>	<b>(85.0%)</b>	<b>(90.8)</b>	<b>(76%)</b>
All	86.4	95.4	93.1
White	88.2	97.2	94.9
Black (N<40)	81.5	93.1	82.8
St. w/Disab. (N<40)	58.1	61.5	69.2
Econ. Dis.	81.5	94	91.9

Pierce County Schools – Pierce County High – Analysis and Identification...Data

2009-2010	(80.0%)	(87.7%)	(74.9%)
All	87.1	95.9	84
White	88.2	96.8	87.3
Black (N<40)	81.5	95.8	62.5
St. w/Disab. (N<40)	58.1	60.0	50
Econ. Dis.	81.5	92.0	78

PCHS maintained a graduation rate that is higher than the state average for many years. The data in Table 4 shows the graduation rate above the state for the past few years. The student subgroup with the lowest graduation rate is students with disabilities.

	2010-2011		2009-2010	
	System	State	System	State
All	86.4	80.9	87.1	79.9
Blacks	82.1	75.8	81.5	74.6
Hispanics	Too Few	76.8	Too Few	76.1
Whites	87.8	84.8	88.2	83.9
Students with Disabilities	47.6	43.3	58.1	42.6
Limited English Proficient	Too Few	61.3	Too Few	60.2
Economically Disadvantaged	83.8	76.3	81.5	74.7

End-of-Course Tests data in Table 5 reveals trends similar to GHSGT data mentioned. While our students are performing above state average in all areas, special education groups remain the lowest-performing subgroup.

EOCT	Group	Grade	N Tested	PCHS Performance			State Performance		
				% Does Not Meet	% Meets	% Exceeds	% Does Not Meet	% Meets	% Exceeds
Ninth Grade Literature	All	9	253	10	50	40	16	46	38
	Male		137	12	55	33	19	46	35
	Female		116	8	43	49	12	46	42
	Special Ed		23	43	52	4	56	38	5
American Literature & Comp	All	11	212	10	65	25	11	59	30
	Male		101	14	63	23	13	59	28
	Female		110	7	65	27	8	59	33
	Special Ed		21	33	67	0	45	50	4
Biology	All	9	243	11	53	37	27	43	30
	Male		131	9	52	39	27	51	32
	Female		112	13	54	34	27	44	29

**Pierce County Schools – Pierce County High – Analysis and Identification...Data**

	<b>Special Ed</b>		18	28	67	6	67	28	5
<b>Physical Science</b>	<b>All</b>	10	235	17	26	57	23	34	44
	<b>Male</b>		116	12	23	65	23	31	46
	<b>Female</b>		119	21	29	50	22	36	42
	<b>Special Ed</b>		14	29	43	29	54	31	15
<b>US History</b>	<b>All</b>	11	215	25	37	39	32	34	35
	<b>Male</b>		102	23	33	44	29	32	39
	<b>Female</b>		113	27	40	34	34	35	31
	<b>Special Ed</b>		21	52	24	24	68	22	9
<b>Economics</b>	<b>All</b>	12	210	19	48	34	23	45	32
	<b>Male</b>		113	17	45	38	21	42	37
	<b>Female</b>		97	21	51	29	23	48	29
	<b>Special Ed</b>		9	45	55	0	62	31	7

The Georgia High School Writing Test (GHSWT) measures student achievement in writing. PCHS students often perform at or above the state average. However, our special education group remains the lowest-performing subgroup (Table 6).

<b>Table 6</b>						
<b>Georgia High School Graduation Writing Test (GHSWT)</b>						
<b>Meets/Exceeds</b>	<b>2011-12</b>		<b>2010-11</b>		<b>2009-10</b>	
	<b>PCHS</b>	<b>STATE</b>	<b>PCHS</b>	<b>STATE</b>	<b>PCHS</b>	<b>STATE</b>
<b>All students</b>	92%	93%	97%	95%	88%	91%
<b>Regular Program</b>	96%		99%		91%	
<b>Special Education</b>	57%		64%		50%	
<b>Male</b>	89%		96%		87%	
<b>Female</b>	96%		98%		90%	

**Formative and summative benchmark data**

Teachers collect benchmark data through common course teams by giving common assessments every nine weeks. All teachers analyze data in course teams and determine which standards were met and which standards need to be retaught. This system identifies students who are behind and need remediation prior to EOCT or GHSWT. These students are then placed in study skills or reading courses so that weak skills can be targeted.

## Pierce County Schools – Pierce County High – Analysis and Identification...Data

### Teacher retention data

The PCHS principal, in his position for 12 years and the Curriculum AP in her position for 10 years, have led to a cohesive faculty in which there is minimal teacher turn over. There are only three teachers retiring in 2012-2013. Teachers eligible for retirement over the next three years include a band teacher, assistant principal, math teacher, and a graduation coach. With little teacher turn over, PCHS has seen improvements in student achievement for 12 years.

<b>Years/Degree</b>	<b>Number</b>	<b>Percent of Faculty</b>
0-5 years	9	13
6-10 years	16	23
11-15 years	9	13
16-20 years	12	17
21-25 years	11	15
26-30 years	5	.07
Over 30 years	2	.02
Gifted Certification	17	24
Leadership Certification	10	14
Master's Degree	37	53
Specialist Degree	17	24
Doctoral Degree	1	.01

PCHS has 18 teachers who have over 20 years experience, 21 with between 10 and 20 years experience, and 25 teachers with fewer than 10 years experience. Most teachers have obtained advanced degrees. Large numbers of teachers have gifted certification and seventy-seven percent have advanced degrees.

### Goals and objectives based on assessment data

Data indicates significant achievement gaps between student subgroups, particularly students with disabilities. Also, data is clear that PCHS has a high percentage of students who meet the standard but more work must be done to increase the percentage of students who exceed the standard on EOCTs and GHSWT. The following goals and objectives have been developed based on assessment data.



## **Pierce County Schools – Pierce County High – Analysis and Identification...Data**

Goal 1: Increase the percent of special education students who pass or exceed on the EOCT in all areas and the GHWT.

### **Objectives**

- Use the RTI process and progress monitoring more effectively to target and remediate students.
- Provide professional learning on literacy instruction as outlined in the Georgia Literacy Plan.

Goal 2: Increase the percent of all subgroups who exceed on the EOCT in all areas and the GHSWT.

### **Objectives**

- Increase the quality of literacy instruction to allow for more opportunities for students to engage in assignments and instruction that are at an exceeds level or rigor.
- Provide professional learning on writing instruction and develop a school wide rubric for grading writing in content areas.

### **Teacher participation in professional learning communities**

Each month teachers with common planning meet in professional learning communities to discuss research based strategies and participate in job-embedded professional learning activities. The curriculum assistant principal either leads or facilitates these meetings. The faculty views focus groups as crucial to the sustained and improved academic performance the school has accomplished over the past ten years. All faculty receives two Professional Learning Units (PLU's) for their work in focus groups each year. This system of job-embedded professional learning already in place at PCHS will allow for sustained implementation of grant initiatives.

**Pierce County Schools – Pierce County High – Project Plan**

**PCHS Project Plan, Procedures, Goals, Objectives, and Support**

PCHS will implement the Striving Reader Literacy Grant by addressing the results of our needs assessment, concerns, and root cause analysis. These goals are aligned to “The Why”, “The What”, and “The How” documents of the Georgia Literacy plan. Many of these objectives are already in place but need to be expounded upon and implemented in all subject areas. Current practices were considered in determining goals and objectives. Pierce County High School lacks the funding needed to add additional programs and resources to implement the literacy standards in the CCGPS and CCR.

<b>a. Goal 1:</b> Students at Pierce County High School receive “gold standard” literacy instruction and are college and career ready when they graduate from the Pierce County school district.	
<b>b. Objectives</b>	<ul style="list-style-type: none"> <li>• All students, staff, and other stakeholders will have a shared understanding of scientific, evidence-based literacy strategies and instructional routines.</li> <li>• All teachers will implement literacy instruction and teach literacy standards as outlined in the CCGPS and CCR</li> <li>• Provide job embedded professional learning in literacy instruction for all teachers</li> <li>• Provide various types of literacy including technology in all content areas (“The What” pg 7)</li> </ul>
<b>c. Evidence</b>	<ul style="list-style-type: none"> <li>• Administrative and peer awareness walks focusing on best practices in literacy instruction using the Georgia Literacy Instruction Observation Checklist</li> <li>• Qualitative data acquired from student and teacher surveys</li> <li>• Graduation Rates</li> <li>• Annual Georgia High School Writing Test Scores</li> <li>• CCGPS units</li> <li>• Sign-in sheets, agendas, and minutes from collaborative meetings</li> </ul>
<b>d. Instructional Schedule</b> <b>e. RTI model (with (i.) tiered instruction by grade level)</b>	<ul style="list-style-type: none"> <li>• Instructional Schedule             <ul style="list-style-type: none"> <li>• PCHS will incorporate 2 hours of literacy instruction in the content areas throughout the school day. In addition, a reading class will be provided for students who need additional literacy support.</li> <li>• Students who do not score well on predictor writing assessments will be scheduled into study skills courses that provides the student with an additional hour of direct literacy instruction each day.</li> </ul> </li> <li>• Tiered Instruction/RTI Process             <ul style="list-style-type: none"> <li>• Students in Tier 1 receive instruction in math and literacy. Tier 2 and 3 students are placed in a RTI reading class, study skills and/or remedial language arts and/or math. Students in</li> </ul> </li> </ul>

**Pierce County Schools – Pierce County High – Project Plan**

	<p>Tier 4 are scheduled into co-taught classes with special education teachers.</p> <ul style="list-style-type: none"> <li>• Tier 4 students are progress monitored for fluency and comprehension biweekly.</li> <li>• Tier 2 and Tier 3 students are scheduled into study skills classes that provide support for students who did not pass the GHS GT or EOCT.</li> </ul> <ul style="list-style-type: none"> <li>• Reading Class is provided for students who are in Tier 2, 3 and 4.</li> </ul>
<b>f. Support Personnel/ Who will address the needs</b>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Media specialist</li> <li>• Paraprofessionals</li> <li>• Guidance Counselors</li> <li>• Technology Support Specialist</li> </ul>
<b>g. Current Practices</b>	<ul style="list-style-type: none"> <li>• Implementing CCGPS and CCR</li> <li>• Developing initiatives for literacy-focused instruction across all curricula</li> <li>• Emerging differentiated instruction practices</li> <li>• Emerging focus on acquisition of content and literacy vocabulary</li> <li>• Emerging focus on consistent instructional strategies in writing</li> </ul>
<b>h. Additional Funding Sources</b>	<ul style="list-style-type: none"> <li>• Current Practices are being funded through QBE, Title and local funds.</li> </ul>
<b>i. Sample Schedule indicating a Tiered Instructional Schedule</b>	<ul style="list-style-type: none"> <li>• Students are scheduled into interventions as described in d and e.</li> </ul>
<b>j. Research-based practices (“What” and “Why” document)</b>	<ul style="list-style-type: none"> <li>• Implement PCHS Literacy Plan aligned with “The What”, “The How” and “The Why” documents</li> <li>• Collaborative planning to embed literacy instruction in all areas of a student’s education according to the “ The Why” document</li> <li>• Consistent monitoring of shared literacy strategies and instructional routines by administrators and teachers as set forth in “ The Why” document</li> <li>• Professional learning targeted on literacy strategies within the content areas according to the “The What” document</li> </ul>

<b>a. Goal 2:</b>	All students at PCHS will receive literacy instruction needed to meet and/or exceed the rigor of Common Core Georgia Performance Standards and College and Career Ready Standards as measured by the EOCT and/or Post Test scores.
<b>b. Objectives</b>	<ul style="list-style-type: none"> <li>• Provide students with complex reading texts across all content areas</li> <li>• Provide professional development in explicit literacy strategies that supports reading in all content areas</li> <li>• Provide classrooms and media with multiple modes of nonfiction text aligned to CCGPS</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provide access to 21<sup>st</sup> Century technology resources</li> <li>• Improve student reading fluency and comprehension skills so that all students exit their grade level meeting or exceeding requirements on standardized assessments</li> </ul>
<b>c. Evidence</b>	<ul style="list-style-type: none"> <li>• EOCT Scores</li> <li>• Lexile Levels of Reading Texts</li> <li>• SRI data</li> <li>• Common Benchmark Assessment Data</li> <li>• EOCT</li> <li>• Post Test Results</li> <li>• Written and verbal responses</li> <li>• Results of walkthroughs using Georgia Literacy Instruction Observation Checklist</li> </ul>
<b>d. Instructional Schedule</b> <b>e. RTI model (with (i.) tiered instruction by grade level)</b>	<ul style="list-style-type: none"> <li>• Refer to Instructional Schedule and RTI process described in goal 1 part d and e.</li> </ul>
<b>f. Support Personnel/ Who will address the needs</b>	<ul style="list-style-type: none"> <li>• Refer to Goal 1</li> </ul>
<b>g. Current Practices</b>	<ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Common Assessments</li> <li>• Disaggregating data</li> <li>• Examining student work</li> <li>• First year implementing CCGPS and CCR</li> <li>• Standards-based planning days for teachers</li> <li>• Webinars provided by GaDOE</li> </ul>
<b>h. Additional Funding Sources</b>	<ul style="list-style-type: none"> <li>• Current Practices are being funded through QBE, Title and local funds.</li> </ul>
<b>i. Sample Schedule indicating a Tiered Instructional Schedule</b>	<ul style="list-style-type: none"> <li>• Students are scheduled into interventions as described in d and e.</li> </ul>
<b>j. Research-based practices (“What” and “Why” document)</b>	<ul style="list-style-type: none"> <li>• Provide professional learning in all aspects of literacy instruction</li> <li>• Use technology to include digital age literacy, inventive thinking, effective communication and high productivity (“The Why” pg 51)</li> <li>• Provide time for students to read and to comprehend meaningful, complex literary and informational texts</li> <li>• Structure content area reading assignments</li> <li>• Differentiate fluency and comprehension instruction based on students’ needs</li> <li>• Use appropriate assessments <i>of</i> and <i>for</i> learning</li> </ul>

**Pierce County Schools – Pierce County High – Project Plan**

<b>a. Goal 3:</b> All students at PCHS will perform at levels that meet and/or exceed standards in writing as measured by the Georgia High School Writing Test.	
<b>b. Objectives</b>	<ul style="list-style-type: none"> <li>• Implement PCHS Literacy Plan aligned with “The What”, “The How” and “The Why” documents</li> <li>• Implement a systematic writing process across all content areas</li> <li>• Provide professional development in writing instruction to maintain consistency among students across all grade levels and content areas</li> <li>• Provide technology to support the instruction of writing in all content areas</li> <li>• Provide a systematic intervention system for students whose writing predictor assessments indicate probable failure of the GHSWT.</li> </ul>
<b>c. Evidence</b>	<ul style="list-style-type: none"> <li>• Georgia High School Writing Test results</li> <li>• CCGPS units across all content areas</li> <li>• Writing predictor scores/ benchmarks</li> <li>• MyAccess! Data (Grades 9-11)</li> <li>• Results of walkthroughs using Georgia Literacy Instruction Observation Checklist</li> <li>• Student writing samples</li> <li>• Common course team/common assessment data</li> </ul>
<b>d. Instructional Schedule</b> <b>e. RTI model (with (i.) tiered instruction by grade level)</b>	<ul style="list-style-type: none"> <li>• Refer to Instructional Schedule and RTI process described in goal 1 part d and e.</li> </ul>
<b>f. Support Personnel/ Who will address the needs</b>	<ul style="list-style-type: none"> <li>• Refer to goal 1</li> </ul>
<b>g. Current Practices</b>	<ul style="list-style-type: none"> <li>• Disaggregating data (ELA teachers)</li> <li>• Examining student work (ELA teachers)</li> <li>• MyAccess! (9-11th Grade Language Arts Courses)</li> <li>• First year implementing CCGPS and CCR</li> <li>• Standards-based planning</li> <li>• LDC module creator (two teachers)</li> </ul>
<b>h. Funding Sources</b>	<ul style="list-style-type: none"> <li>• Limited Title I funds</li> </ul>
<b>i. Sample Schedule indicating a Tiered Instructional Schedule</b>	<ul style="list-style-type: none"> <li>• Students are scheduled into interventions as described in d and e.</li> </ul>
<b>j. Research-based practices (“What” and “Why” document)</b>	<ul style="list-style-type: none"> <li>• Implement PCHS Literacy Plan aligned with What, How and Why documents</li> <li>• Use technology to allow students to access information in a variety of formats (“The Why” 2E.3 pg 49)</li> </ul>

## Pierce County Schools – Pierce County High – Project Plan

	<ul style="list-style-type: none"><li>• Provide students with multiple writing opportunities for genre-specific tasks across the curriculum</li><li>• Implement use of a school wide writing rubric aligned with CCGPS as stated in (“The What” pg 7)</li><li>• Differentiate writing instruction</li><li>• Use a writing rubric comparable to GHSWT</li></ul>
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The Pierce County High School Literacy Leadership Team will assess the implementation of the Striving Reader project plan, procedures, goals, and objectives. The goals in this section were developed after assimilating the information obtained from the root cause analysis and needs assessment.

## Pierce County Schools – Pierce County High – Assessment/Data Analysis Plan

### PCHS Assessment/Data Analysis Plan

Pierce County High School is a data driven school. Teachers utilize “assessment of” and “assessment for” learning data to monitor student progress and guide instruction. Data is used to determine needs and root causes that drive the school improvement process. Many assessments that are given are state mandated, but PCHS teachers also use teacher created common assessment data to make instructional decisions around the mastery of standards.

#### a) PCHS Current Assessment Protocol

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>When Administered</b>	<b>Frequency</b>
Georgia High School Writing Test (GHSWT)	All students must pass this test in order to obtain a diploma	Persuasion and writing skills	Fall of the student’s Junior Year	Main administration 1 x per year
10 <sup>th</sup> Grade Supplemental Writing Test	Used to identify students who need writing interventions prior to the GHSWT	Writing skills	Fall of Sophomore Year	1 x per year
End of Course Tests	Monitors students’ mastery of content in 9 <sup>th</sup> Grade Lit Comp, American Lit Comp, Biology, Physical Science, US History, Economics	Content specific skills aligned with standards	Spring of each year	1 x per year
End of Pathway Tests (CTAE)	Allows teachers to monitor the curriculum of pathways taught in the school	Content specific skills aligned with standards in the pathway course	When a student completes a pathway	End of the semester student completes the pathway
Pre Test/Post Test	Teachers use this assessment to determine students’ prior knowledge and to make instructional decisions by standard	Content CCGPS, GPS taught in the course	Beginning of the course	1 x per year
Post Test/ Final	Teachers use this to determine standards that were mastered or not mastered by the end of the course	Content CCGPS, GPS taught in the course	End of the course	1 x per year
AP Exams for all AP Courses	Students can earn college credit if score is 3 or above	Content specific and aligned to College Board guidelines	May of each year	1 x per year

**Pierce County Schools – Pierce County High – Assessment/Data Analysis Plan**

Common Course Assessments/ Benchmarks	Teachers teaching the same course administer these assessments to guide instruction	Content taught in a course through the time when the assessment is given	Every 9 weeks	3 x per year
PSAT	Used as a tool to help identify students who should be placed into Advanced Placement Courses.	Critical Reading, Writing, Math	Fall of students' Sophomore Year	1 x per year
AIMSWEB MAZE	Progress Monitoring for RTI Tiers 3 & 4	Reading comprehension	3 benchmarks Fall, Winter, Spring and biweekly monitoring in between	Every 2 Weeks of every year
AIMSWEB Curriculum Based Measure	Progress Monitoring for RTI Tiers 3 & 4	Reading Fluency	3 benchmarks Fall, Winter, Spring and biweekly monitoring in between	Every 2 Weeks of every year
AIMSWEB Writing	Progress Monitoring for RTI Tier 3 & 4	Written Expression	All year every week in all grades	Weekly

**b) Comparison of Current Assessment Protocol with SRCL assessment plan**

The SRCL assessment plan will be easily implemented at PCHS. The SRCL plan protocol includes EOCT and SRI assessments for grades 9-12. As shown on the table above, PCHS already has EOCT assessments in place. The only new assessment that would be required for PCHS to add in order to follow SRCL protocol is SRI.

**c) How the new assessments will be implemented into the current assessment schedule**

SRI would be incorporated into language arts or study skills courses and could be used in grades 9-12. SRI will also be incorporated into or replace the AIMSWEB process for screening, progress monitoring, and obtaining outcome based results. SRI would provide lexile compatible reading levels. A program that monitors growth of lexile reading levels has been identified as a need by the faculty. SRI would be implemented according to the protocols established by the program to maintain the reliability and validity of the program. Professional learning for language arts teachers on how to use this instrument will be needed.

**d) Current Assessments that might be discontinued as a result of SRCL**

AIMSWEB assessments (AIMSWEB MAZE, AIMSWEB Curriculum Based Measure, and, AIMSWEB Writing) might be discontinued as a result of SRCL implementation. Teachers



## **Pierce County Schools – Pierce County High – Assessment/Data Analysis Plan**

will be able to use SRI instead of AIMSWEB for screening, progress monitoring, and obtaining outcome based results. The data obtained through SRI will be a better indicator of growth, aligning to CCGPS and CCR.

### **e) Professional Learning Needs**

Teachers will need adequate professional learning and support to implement SRI. They will need to be trained on all aspects of this assessment tool. In addition, faculty will need training on lexile measures and text selection that meet state guidelines for rigor of CCGPS.

### **f) How data is presented to parents**

Data from assessments is communicated to parents in a number of ways. PCHS administration presents disaggregated student achievement data to the school council, parent involvement committees, and school improvement committees. Parents and visitors to the school see EOCT, graduation rate data, and GHSWT data on posters displayed in the building. The school district mails brochures to all families in the district containing assessment data by school. Report cards/progress reports are sent home to parents each four and half weeks. In addition, the local newspaper and school newspaper is used to communicate assessment information to parents.

### **g) How data will be used to develop instructional strategies**

Overall student achievement data is analyzed in late spring when the GHSGT and EOCT results are released by the state. This analysis is broken down to compare achievement of student groups including migrant, English Language Learner, special education, gifted, and socioeconomically disadvantaged. School level staff including the principal, assistant principals, better seeking team, and department heads analyze the school data identifying areas that require focus for improvement in the upcoming year. In addition, each teacher is required to complete an EOCT data analysis that asks him/her to identify standards where students performed poorly on the EOCT and to write suggestions for instructional changes needed for the following year. After each common assessment, course teams meet to analyze data by standard and determine areas that require re-teaching/remediation. All teachers are asked to analyze all data related to their course (common assessments, pretest / posttests , EOCT, End of Pathway Tests) and write

## **Pierce County Schools – Pierce County High – Assessment/Data Analysis Plan**

a reflection on how this data should be used to modify the instructional plan for the following year. Data for the school is compared to the state and RESA. Data is also analyzed to compare student groups identified in state reports. To identify the academic achievement needs of PCHS students, an academic profile is updated yearly and compared to previous year's data. This profile includes national measures such as the SAT, as well as state measures including the GHSWT and EOCT. SRI data will be used throughout the year to help monitor and inform instruction and interventions.

### **h) Who will perform the assessments**

School faculty will administer the assessments taken by students each year. PCHS has a testing coordinator and Advanced Placement Coordinator who monitors the assessments according to state guidelines. SRI will be the new assessment to be given in implementing SRCL. The faculty will follow protocols established and required by the program if the school is awarded the grant.

**Pierce County Schools – Pierce High – Resources, Strategies, and Materials**

**PCHS Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan.**

**A) Resources needed**

Table 1 Resources and Funding Alignment

<b>Resources</b>	<b>How resources support literacy</b>	<b>Funding Alignment</b>
Professional Learning	Professional Learning for Literacy instruction is critical. Training is also needed on integrating strategies and technology into literacy instruction.	SRCL Grant, Title, Local Budget
e-Books and e-Readers	Encourage student engagement and literacy by integrating interactive learning experiences and encourage reading.	QBE Media Budget & SRCL Grant
Tablets	Devices can be used in the classroom to increase student interactivity with lessons and encourage engagement with topics.	Title I, QBE, & SRCL Grant
Scholastic Reading Inventory	A lexile compatible program to match student interest with their reading levels to help ensure engagement.	SRCL Grant
Interactive boards, projectors, learner response devices.	To engage students in interactive, integrated technology and real time assessment tools. The learner response system will enable students to become active participants interacting with digital content in real time.	Title I, QBE, & SRCL Grant
Digital Resources	Digital databases and online textbooks to encourage student engagement in learning.	SRCL Grant & QBE Media Budget
Print and Non-Print Resources	Resources across the curriculum to supplement the CCGPS standards	QBE Media Budget & SRCL Grant
Laptops	Mobile laptop or tablet labs to allow teachers the ability to collaborate learning with students. Engage students in writing activities and research tools for immediate instructional support in the classroom.	Title I, QBE & SRCL Grant
Reading Program for struggling readers	Adopt a reading program to enhance reading skills for high school students that struggle with reading.	SRCL Grant
Wireless Connectivity	Wireless connectivity will allow students to access computer resources in all areas. Incorporating mobile classroom tablets and/or laptops underscores the need for fast, secure, reliable, and easy to manage wireless internet access.	E-Rate, Splost, & SRCL Grant

## Pierce County Schools – Pierce High – Resources, Strategies, and Materials

Interactive Slates	Slates will provide mobility for teachers to direct instruction from anywhere in the classroom and provide student interaction within lessons.	Title I, QBE, & SRCL Grant
Student Response System	To engage students in the lesson and allow teachers informal assessment/feedback	SRCL Grant, Title I

### B) Activities to support literacy

Pierce County High School faculty recognizes the need for all teachers and all classrooms to implement activities that support literacy. Currently, the school is limited in materials and technology needed to support a total school literacy project, but with additional funding the school is ready to become one of a few high schools that promote literacy as the main focus across all content areas as well as CTAE courses.

- Writing everyday in every class
- Reading across the curriculum
- Vocabulary and fluency in all content areas
- Technology enriched lessons

### C) Shared resources

PCHS has four computer labs that are shared by all teachers throughout the building. In addition, seven science teachers share three science labs. PCHS teachers do a great job maximizing the limited resources available to them. Below is a list of shared resources:

- Computer labs
- Science labs
- Literature novels
- Test prep software
- Copy machines
- Scantron & Prosper Assessment Software

### D) Library resources

The PCHS media center contains a collection of 13,771 books. This collection includes 27% non-fiction titles and 24.5% fiction. The average age of the collection is 1991, however; some areas such as reference have an average age of 1987. We have a limited selection of audio books and eBooks available to students. A professional section

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has been added this year to provide teachers with up-to-date books that have been used in focus group for training.

- Follett's digital bookshelf
- Lexile levels on books and in the online card catalog
- Computer lab
- Audiovisual Materials

### **E) Activities to support classroom practices**

PCHS faculty feels the following classroom practices would provide support for students to develop and/or improve literacy skills:

- Research based instructional strategies
- Writing in all content areas
- Reading across the curriculum
- Literacy instruction including vocabulary, comprehension, fluency, and writing
- Differentiated instruction
- Progress monitoring
- Formative & summative assessments
- Benchmark testing
- Reading support class

### **F) Additional Strategies**

PCHS has implemented Learning Focused Schools strategies for ten years as a way to develop a common language around best practices for instruction. Since that time, the strategies below have also been added to ensure student success:

- Standard based classrooms strategies
- Computer based instructional strategies
- Differentiated Instruction

### **G) Current classroom resources**

PCHS has limited classroom resources but what is available is maximized. The following is a list of resources some PCHS classrooms currently have:

- Textbooks in all content areas except math

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- Interactive boards and projectors in 19 classrooms
- Teacher computer
- Teacher laptop
- Document camera in most classrooms
- CTAE classroom computer labs

### **H) Alignment Plan for SRCL and other funding.**

PCHS will use Title 1 funds, QBE funds and Striving Reader Literacy Grant funds to implement the project plan. Pierce County School System leverages all available funds for instruction purposes; however, budget cuts have limited the resources we are able to purchase. Professional learning monies have not been available for us to integrate the programs and technology that we currently have in place. Therefore, we will use some grant money to provide teachers that have technology in their classroom with needed training and purchase technology and training for classrooms without technology. We only have a limited numbers of rooms that have 21<sup>st</sup> century technology. (Refer to Table #1)

### **I) Proposed Technology Purchases**

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology based reading and writing intervention program would meet the individual needs of students and provide differentiated instruction. Students are engaged in instruction when technology is used. EOCT assessments will be taken on computers for the 2013 school year. Students and teachers need computerized resources and assessments to adequately prepare students for these high stake assessments.

Technology is an essential tool in enhancing the learning experience. Effective use must support four key components of learning; active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Student's motivation to learn is increased when using technology. In order for us to be college and career ready students must be trained in using technology. PCHS understands the importance of incorporating technology with instruction and feel that we

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need to move in this direction in order to keep up with educational trends. Using technology will help students acquire skills needed in our technological world.

## Pierce County Schools – Pierce High – Professional Learning Strategies

### PCHS Professional Learning Strategies Identified on the Basis of Documented Needs

#### A) Professional learning activities staff attended in the past year.

Lack of funds have limited the professional develop that teachers have participated in over the past few years. The professional learning that has been selected is based on the needs of the staff and the requirements of the state. Table 1 shows the professional learning activities that PCHS staff participated in last year.

**Table 1 Professional Learning Activities 2011-2012**

<b>Professional Learning Activity</b>	<b>Percent of Staff Participating</b>
GA DOE CCGPS Webinars	83
The Art and Science of Teaching/ Focus Groups	100
Lexile Training	100
Student Longitudinal Data System Training	100
Dell Interactive Board Training	11
Standards Based Planning Days	58
IEP Training	12
Bullying Prevention	.8
Formative Assessment and Standards Based Grading	10
Career Pathways Dr. Bill Daggett	10
GASSP/DOE sessions for High School	10
Promoting Academic Success for English Learners	80

#### B) Percent of Staff

See Table 1

#### C) List of ongoing professional development

- Georgia Department of Education CCGPS Webinars
- Standards Based Planning
- Focus Groups/ Differentiation
- Math Design Collaborative
- Literacy Design Collaborative
- Technology Training
- Co-Teaching Training



## Pierce County Schools – Pierce High – Professional Learning Strategies

- Crisis Prevention Training
- High School Economics and the GPS
- Differentiated Instruction

### D) Programmatic professional learning needs identified in the needs assessment.

Professional Learning Activity	Description
Literacy Instruction in the Content Areas	All teachers identified professional learning in literacy instruction as a major need
Scholastic Reading Inventory Training	Teachers will need training on SRI to be able to track student progress and identify reading levels.
Integrating Technology in Instruction	Not all teachers are comfortable with integrating technology into instruction and more professional development in this area is needed.
Computer Based Literacy Intervention Instruction	Teachers need training in how to use technology to support intervention for struggling readers
Differentiation	Teachers will continue to need training in how to differentiate instruction based on student ability.
Training in the use of e-Books and e-Readers	Most teachers do not have a tablet or e-book and need to be trained themselves before using this technology in the classroom
Writing Instruction	All teachers need training in a systematic writing process that includes grading writing using a school wide rubric.

### E) Process to determine effectiveness of professional development

Several indicators will be used to determine the effectiveness of professional development. Teacher surveys will indicate if the professional development enhanced teacher understanding. Walkthroughs and teacher observations will be used to determine if the professional development activities are being implemented in the classroom. The main indicator of the success of professional development is whether the training leads to improved student achievement. SRI, EOCT, and GHSWT data will be analyzed to determine if new professional practices contributed to improved student performance. The Literacy Leadership Team will continue to analyze all formative and summative data to refine literacy goals as needed to follow implementation of PCHS Literacy Plan. The team will define priorities and allocate resources to sustain

## **Pierce County Schools – Pierce High – Professional Learning Strategies**

improvement initiatives over time and ensure that all improvement strategies follow the research-based guidelines set forth in “The Why” document.

**F) Professional learning plan tied to stated goals and objectives and**

**G) Method of Measuring effectiveness that can be tied back to the goals and objectives**

Goal 1: Students at Pierce County High School will receive “gold standard” literacy instruction and are college and career ready when they graduate from the Pierce County school district.

Professional learning that is needed to achieve goal one includes the following for all teachers:

- Literacy Instruction in the content areas
- CCGPS training and support
- SRI software training
- Computerized literacy program training
- E-Books and tablet training

**Method of measuring effectiveness of goal one of the PCHS Literacy Plan:**

- Administrative and peer awareness walks focusing on best practices in literacy instruction using the Georgia Literacy Instruction Observation Checklist
- Qualitative data acquired from student and teacher surveys
- Graduation Rates
- Annual Georgia High School Writing Test Scores
- CCGPS units
- SRI data
- EOCT data

Goal 2: All students at PCHS will receive literacy instruction needed to meet and/or exceed the rigor of Common Core Georgia Performance Standards and College and Career Ready Standards as measured by the EOCT and/or Post Test scores.

## **Pierce County Schools – Pierce High – Professional Learning Strategies**

Professional learning that is needed to achieve goal two includes the following for all teachers:

- Provide professional learning in all aspects of literacy instruction
- Provide technology training for teachers to facilitate digital age literacy instruction
- Provide differentiation professional learning
- Data analysis of common assessments, SRI data, and other indicators

### **Methods of measuring effectiveness of goal two of the PCHS Literacy Plan:**

- EOCT Scores
- Lexile Levels of Reading Texts
- SRI data
- Common Benchmark Assessment Data
- EOCT
- Post Test Results
- Written and verbal responses
- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist

Goal 3: All students at PCHS will perform at levels that meet and/or exceed standards in writing as measured by the Georgia High School Writing Test.

Professional learning that is needed to achieve goal three includes the following for all teachers:

- Training on a systematic writing process to maintain consistency among students across all grade levels and content areas
- My Access! training for all teachers
- Training on grading student work samples using a school-wide writing rubric

### **Methods of measuring effectiveness of goal three of the PCHS Literacy Plan:**

- Georgia High School Writing Test results
- CCGPS units across all content areas
- Writing predictor scores/ benchmarks
- MyAccess! Data (Grades 9-11)
- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist

## **Pierce County Schools – Pierce High – Professional Learning Strategies**

- Student writing samples
- Common course team/common assessment data

The Literacy Leadership Team will continue to analyze all formative and summative data to refine literacy goals as needed to follow implementation of PCHS Literacy Plan. The team will define professional learning priorities and allocate professional learning resources to sustain improvement initiatives over time and to ensure that teachers are supported through the process by receiving quality job-embedded professional learning.

**Pierce County Schools – Pierce High – Sustainability Plan**

<b>Area to be Sustained</b>	<b>Sustainability Plan</b>
<p><b>a) Extending the Assessments Protocol</b></p>	<p>Pierce County High School is a high performing school that utilizes assessment data to foster sustained improvement. Assessment protocols have been in place for at least ten years that ensure assessment data is used and progress monitoring is completed as required by Response to Intervention guidelines. The only new assessment that SRCL requires beyond what is already in place at PCHS is Scholastic Reading Inventory. PCHS will sustain this program by purchasing the computer based SRI program that is a onetime payment. PCHS will be able to cover upgrades for SRI through Title and local money.</p>
<p><b>b) Plan for Developing Community Partnerships and/or Other Sources to Assist with Funding</b></p>	<p>Pierce County High School is a small school in rural southeast Georgia with limited community resources that assist with funding initiatives. Pierce County has Title, QBE, and local money that can be allotted to assist with funding initiatives beyond the grant.</p>
<p><b>c) A clear, detailed plan discussing sustainability addressing plans for the following:</b></p>	<p>Expanding Lessons Learned (See H)            Extending the Assessment Protocols (See A)            Training for New System Employees (See D)            Maintaining Technology (See G)            On-going Professional Learning (See F)</p>
<p><b>d) Training New System Employees/Teachers After Funding has Ended</b></p>	<p>The Pierce County School system has a district wide new teacher induction program that provides professional learning for initiatives in the system and at each school. Each new teacher at PCHS also has a mentor that provides assistance with instructional initiatives. All programs that new teachers need professional learning to implement school initiatives will be provided by the school system. Funding for professional learning for new teachers to PCHS will be provided through system professional learning funds.</p>

**Pierce County Schools – Pierce High – Sustainability Plan**

<p><b>e) How Print Materials are to be Replaced When Necessary</b></p>	<p>Funding will be available to replace print materials when necessary at PCHS. QBE money, as well as Title money, can be spent to purchase the needed materials. Media QBE money is almost totally spent on print materials. This will allow for sustainability of print materials purchased through the grant.</p>
<p><b>f) Ongoing Professional Learning</b></p>	<p>Pierce County High School has in place a system of providing job-embedded professional development during the school day. Professional learning on programs such as SRI that are purchased through the grant will be sustained using system professional development funds. Pierce County Schools keep a record of all professional learning and professional learning units (PLUs) earned by each staff member. This provides a clear picture of the professional learning received by each staff member and allows for planning professional development around teacher need. The system has professional learning funds that are used only for professional learning and PCHS can use these funds to sustain professional learning for all staff as well as initial training for new staff. In addition, PCHS has an assistant principal in charge of curriculum and instruction that will be used to redeliver training when appropriate.</p>
<p><b>g) Sustaining Technology</b></p>	<p>Pierce County has a system wide Technology Director and PCHS has a full time Technology Specialist. This specialist will maintain all equipment and software purchased through the grant. In addition the county has E-SPLOST funds that are used for sustaining technology.</p>

**Pierce County Schools – Pierce High – Sustainability Plan**

<b>h) Expanding Lessons Learned</b>	Lesson learned throughout the SRCL will be used to promote continuous improvement at PCHS. All data obtained throughout the grant will be used to update and improve the PCHS Literacy Plan.
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**Pierce County Schools – Pierce County High – Budget Summary**

**PCHS Estimated Budget Summary**

The following is a detailed list of the estimated budget for PCHS to implement the PCHS Literacy plan. This budget is intended to show the resources needed over the three year cycle of the SRCL and will not all be spent in year one. The PCHS school literacy leadership team will follow the needs assessment and goals of the literacy plan to determine the implementation timeline.

<b>Item</b>	<b>Description/Use</b>	<b>Quantity</b>	<b>Total Estimated Cost</b>
<b>SRI- Scholastic Reading Inventory</b>	Lexile Assessment Program	950 Licenses	\$10,803
<b>Professional Learning for SRI</b>	Teachers will need training on the SRI program 3 Days		\$7,497.00
<b>Computer Based Reading Program and Professional Learning and Materials for the Program</b>	Computerized reading program, materials, and 3 days of training.	40 Student Licenses	\$65,350.00
<b>Interactive Boards</b>	Interactive boards will be used for literacy instruction	41	\$102,500.00
<b>Tablets</b>	Teachers need the technology to implement hands on literacy instruction	52	\$20,800.00
<b>Professional Learning for integrating technology in literacy instruction</b>	Teachers will need training on how to integrate technology into literacy instruction/ Teachers attending GA Technology Conference		\$5,000.00
<b>My Access!</b>	Computerized Writing Program	1,200 student licenses	\$12,000.00
<b>Professional Learning for My Access!</b>	1 Days of Training		\$1,000
<b>Tablet Lab</b>	30 Tablets with Cart for taking to classrooms	2	\$19400.00
<b>Laptops</b>	Portable Laptop lab for Teachers to use for literacy instruction	85	\$58,140
<b>Professional Development on Literacy Instruction</b>	3 Professional Learning Days for Literacy Instruction		\$4,000



**Pierce County Schools – Pierce County High – Budget Summary**

<b>Consumable Technology Resources and Supplies</b>	Supplies for Technology such as bulbs, toner, etc.		\$4,000
<b>Wireless Network</b>	To use eBooks, PCHS must be wireless network ready		\$72,000
<b>CCGPS Planning Days</b>	Substitute for Planning Days	6 Planning Days	\$18,000.00
<b>Printed Novels, Nonfiction Texts, CCGPS Textbooks</b>	Books to use for instruction for CCGPS instruction		\$40,000
<b>Summer Stipend</b>	CCGPS Summer Planning Days	3 Planning Days	\$12,000