

School Profile

Created Tuesday, November 04, 2014

Page 1

School Information

System Name:	Rockdale County
School or Center Name:	Salem High School
System ID	722
School ID	0192

Level of School

High (9-12)

Principal

Name:	Tonya Bloodworth
Position:	Principal
Phone:	770.929.0176
Email:	tbloodworth@rockdale.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Brooke Gendron
Position:	Instructor
Phone:	770.929.0176
Email:	bgendron@rockdale.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

102

FTE Enrollment

1370

Grant Assurances

Created Tuesday, November 04, 2014

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

Created Tuesday, November 04, 2014

Page 1

Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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.

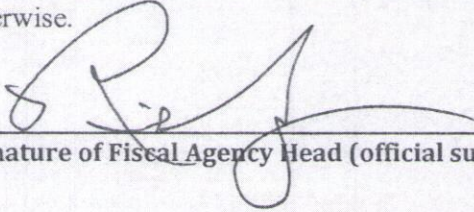
II. Disclosure of Conflict of Interest after Agreement Execution

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

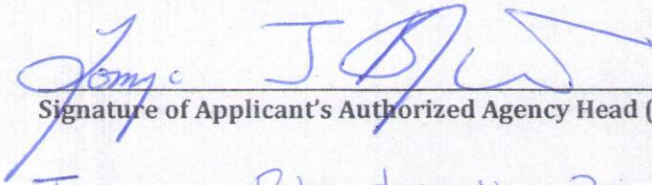
The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at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



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

Richard Autry, Superintendent
Typed Name of Fiscal Agency Head and Position Title

11/07/2014
Date



Signature of Applicant's Authorized Agency Head (required)

Tonya Bloodworth, Principal
Typed Name of Applicant's Authorized Agency Head and Position Title

11/18/2014
Date

N/A
Signature of Co-applicant's Authorized Agency Head (if applicable)

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

N/A
Date (if applicable)

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: Richard Autry

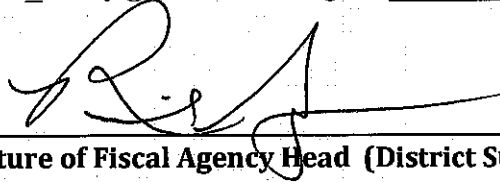
Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 954 North Main Street

City: Conyers Zip: 30012

Telephone: (770) 860-4211 Fax: (770) 860-4266

E-mail: rautry@rockdale.k12.ga.us



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

Richard Autry

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

10/29/2014

Date (required)

Brief History of the System

Rockdale County is located approximately 25 miles east of Atlanta on Interstate 20 and within the Metropolitan Atlanta Region. Despite being the second smallest county in Georgia geographically, Rockdale County ranks 10th in population density and 28th in overall population, with a total population of approximately 85,765 (2010 US Census.) The median household income in Rockdale was \$55,779 in 2010, up 4.07% since 2000, though income growth rate is more than 50% lower than the state average rate of 9.42%. This is substantially lower than the national average rate of 19.17%. Categorized as being on the "urban fringe of a large city," Rockdale is uniquely comprised of 34% suburban, 35% rural and 16% urban class/land structures and is equally represented by both White and African American residents, including significant identification with Hispanic, Asian and East Indian cultures. This is not, however, reflective of our student population. As a result of the county's slow economic growth, we have experienced a large number of home foreclosures and a rapid and steep decline in the tax digest.

Rockdale County Public Schools (RCPS) has 16,300 children enrolled in 22 schools and programs for the 2014-15 school year - 11 elementary schools, 4 middle schools, 3 high schools and a variety of specialty schools and programs. RCPS is fully immersed in high rigor and strong academic standards and expectations as evidenced by its remarkable accomplishments in student achievement and closing gaps among subgroups.

System Demographics

RCPS has experienced increasing numbers of students who are traditionally underrepresented in higher education. District-wide, the student population is 65% African American, 18% White, and 12% Hispanic. All of our eighteen "traditional" schools are Title I eligible. The free and reduced meal rate in RCPS is currently 71% with some schools as high as 91%, up from 63% in 2009. 99.8% of RCPS certified staff are "Highly Qualified."

Current Priorities and Strategic Planning

RCPS's renewed strategic plan identifies six overarching strategies which will drive district and school initiatives over the next five years.

1. Create a rigorous system of teaching and learning that empowers students to define and achieve their educational success.
2. Create safe and supportive learning environments that inspire and activate the love of learning.
3. Create a culture that nurtures individual uniqueness and embraces the diversity of our school community.
4. Provide optimum resources to support a world-class educational system.

5. Continually maximize the district’s capacity through the individual growth of each person.
6. Engage students, parents, community members and other stakeholders to build an alliance for student success.

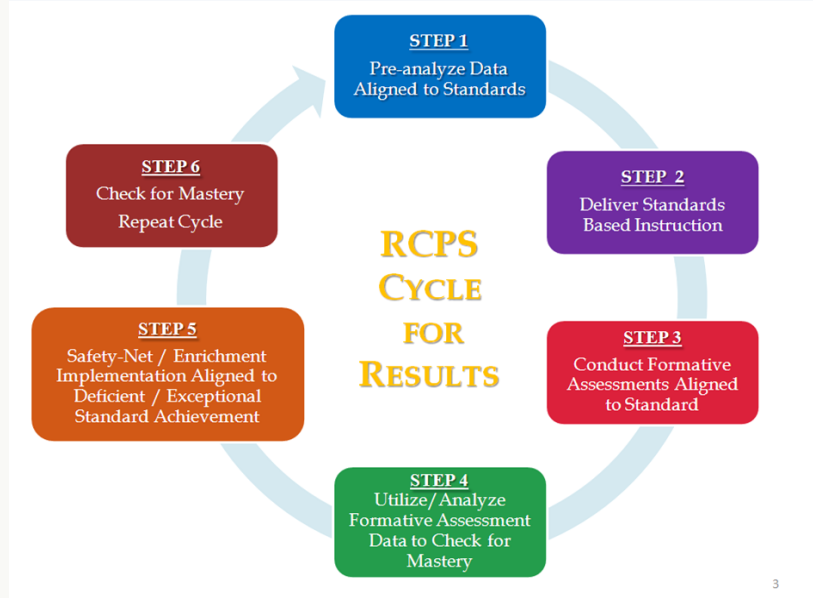
RCPS has a comprehensive and coherent reform vision that will 1) ensure educational equity; 2) accelerate student achievement by supporting each student’s unique learning needs and individual interests; and 3) help each student achieve his or her greatest potential through a wide variety of strategies, supports and resources that are appropriate to his or her interests, abilities and learning styles. RCPS understands that this requires thoughtful, intentional planning and movement toward its goal of increasing literacy, and has identified the practices, policies, supports, systems and technologies needed to reengineer participating schools.

Current Management Structure

Mrs. Shirley Chesser, Chief Academic Officer, will oversee all management of the Striving Readers grant. Ms. Erika Tucker, RCPS English and Language Arts Coordinator, will serve as project manager. A Striving Readers Support Specialist will be identified once the project begins and all will provide technical support to participating schools. All schools in Cohort 4 will implement their own Striving Readers grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

Past Instructional Initiatives

RCPS has prioritized its efforts to fully embrace the Georgia Performance Standards and the supporting tenets of Standards-based Education; thus, we have implemented a content coaching model and now employ district-based coaches. The Cycle for Results is the focal point.



RCPS has developed a framework for K-12 specialty and Choice options. For the first time ever, RCPS implemented four new Choice options for the 2013-14 school year. Thus far, three elementary, two middle schools, and two high schools offer Choice specialty programs, with plans to roll out additional Choice options over the next 3-5 years. In addition, Rockdale Virtual Campus expanded its offerings to enable a high school student to fulfill all graduation requirements through online courses, and welcomed its first full-time students last year.

Literacy Curriculum

Our curriculum is based on Common Core GPS. High schools and middle schools currently use the Pearson Common Core Literature series. Elementary schools are using Story Town.

Literacy Assessments used District Wide

- STAR Early Literacy assessment from Renaissance Learning is the reading assessment for K-2. Grades 3-10 take the Scholastic Reading Inventory. Both assessments are given three times a year.
- In addition, we administer the Write Score mock writing assessment to grades 3, 5, and 8 and 10th, which this year included 2-3 reading passages along with the prompt. The old version with just a prompt and no passages was given twice in the fall to grades 3, 5, 8, and 10.
- The District ELA Benchmarks are given three times a year for grades 1-8, 9th & 10th.
- In addition, we receive data from other assessments such as SLO's, ITBS, CogAT, CRCT, and beginning in December for high school, the new Georgia Milestones assessment.

Need for a Striving Reader Project

Student performance on state tests, such as the CRCT, reveals the need for a more structured enrichment process for the entire student population. On the 2014 CRCT, only 28% of our 6th graders and 41% of our 8th graders scored in the exceeds category on the ELA portion. The performance on the reading portion of the CRCT also highlights an area of improvement. In 5th grade, 40% of the students scored in the exceeds category, but the percentages varied widely, from 26% to 57% across the district. In 7th grade, only 39% of the students scored in the exceeds category, with a county low of 33% at EMS. While we have made great strides in increasing the percentage of students who meet the standards on the CRCT, there are still gains to be made. While our county average on the Georgia 5th grade Writing Assessment was higher than the state average of 80%, eight of our elementary schools scored below the Metro RESA. On the 8th grade writing assessment, we showed a decline district-wide from the previous year's performance. This downward trend is evident in our students' performance on the Georgia High School Writing Test. In examining the two year trend, we showed a decline in all subgroups. Additionally, the increased rigor of Georgia Milestones will only widen this gap.

RCPS Striving Readers is highly responsive to a rapidly changing high-need student population and increasing call for attention to personalized learning, with an overall goal of having a significant impact on improving student outcomes. The *RCPS Striving Reader* program will incorporate a customizable learning path that puts the needs of students first, honors each student as an individual learner, and recognizes that each student has a unique learning style, interests, aspirations, and challenges to learning. It is a deliberate framework that blends professional development, comprehensive literacy assessments, a multi-layered RTI process, and cross-curricular literacy programming for students in seven Rockdale schools and infused into early learning programs.

District Management Plan and Key Personnel

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made only after discussion with all elementary school leaders, school staff and district level support personnel. Responsibilities included with the grant application and implementation were fully vetted. The system is committed to applying for, receiving, implementing, and monitoring the grant with integrity and fidelity. Grant funding will provide a vehicle to support many of the goals within our district’s strategic plan. The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level through the Office of Curriculum and Instruction. The chart below indicates those individuals involved in the district level process.

Responsibility	Personnel	Supervisor
Purchasing	Project Manager; DeDe Cottingham, Purchasing Manager; and Lisa McMillan, Finance Reporting Manager	Keith Hull, Director of Business Services
Finances	Keith Hull, Director of Business Services	Lee Davis, Chief Financial Officer
Professional Learning	Tammy Smith, Director of Professional Learning	Shirley, Chesser, Chief Academic Officer
Technology	Grover Dailey, Director of Technology	Gene Baker, Chief of Staff
Assessment	Erika Tucker, ELA Coordinator and Laura Grimwade, Director of Research, Assessment and Accountability	Shirley Chesser, Chief Academic Officer
Site Level Oversight	Principals, Literacy Teams	Superintendent and Cabinet
District Level Oversight	TBD, Project Manager and Erika Tucker, ELA Coordinator	Andrea Pritchett, Director of Curriculum and Instruction

The RCPS Striving Readers Program Manager will be responsible for managing the grant operations, implementing related activities, coordinating relevant meetings, preparing and/or disseminating information and surveys to schools and administrators as an evaluation tool to determine project success and needs for improvement, collaborating with district and school level administration in all program implementation(s), collaborating with partners on relevant activities, establishing a plan to ensure sustainability of grant initiatives, establishing goals and objectives of the grant that are aligned with the philosophy within the RCPS strategic plan, overseeing funding for the grant, and collecting and analyzing data to ensure and evaluate the quality of the implementation of the service learning program. RCPS will post the job description for the Project Manager no later than 2 weeks after the start of grant period.

At the building level, each school principal will be responsible for overseeing the grant at his/her school. The Program Manager and District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the *RCPS Striving Readers* Program Manager. Our established procedures for internal control for federal programs will be followed. All school coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Team. *Striving Reader* goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

Rockdale County Public Schools oversees an annual budget of approximately \$129 million including federal, state, and local funds. As one of the only school systems in Georgia to continue to operate debt-free, RCPS has a well-established internal and external structure for successfully managing large projects as evidenced by its career academy (the largest in the state of Georgia,) virtual campus, Georgia Race to the Top grant, Safe Schools/Healthy Students federal grant, Math-Science Partnership grants, Readiness and Emergency Management for Schools federal grant, Governor’s Office Innovation Fund grant and year-round pre-kindergarten Early Learning Center model. RCPS has managed partnerships of similar size and scope, through a participatory planning process with all partners – more specifically, the STARS project (Safe Schools/Healthy Students) brings together community members to create a “Support Team for All Rockdale Students”. The STARS Project has seen improvement in the areas of bullying, mental health services, early childhood education and alcohol/tobacco/ substance abuse prevention. Additionally, Rockdale County is the birthplace of the Georgia System of Care Model – a network of community partners creating a menu of comprehensive, needs-based wrap-around services for children and their families. The RCPS Early Learning Center and its supportive programs allow many of the county’s neediest children to be prepared for success when they begin Kindergarten. Additionally, as a result of sound budgeting and community support/confidence, students are benefitting from enhanced learning opportunities through technology, school safety and improved facilities funded by the fourth E-SPLOST referendum.

These multi-million dollar projects involve large-scale compliance, fiscal, personnel, purchasing and program management activities, and included a variety of evaluative and auditing processes. RCPS also uses a continuous improvement model to ensure the projects are high-quality and operating with fidelity. The proposed activities will be managed within this structure, using existing internal and external groups for communication and feedback to meet stakeholder needs.

RCPS has no audit findings in the last three years to report.

Salem High School's School Narrative

School History

Founded as a charter school under the guidance of the Coalition of Essential Schools, Salem was established in 1991 as the third high school in Rockdale County, coming to be known as the Seminoles. The school was named a State School of Excellence in 1999 and in 2007. The school was named a National School of Excellence in 2000. The school has maintained stability in leadership with only having three principals (Robert Cresswell, Gloria Jackson, and Tonya Bloodworth) in its twenty-two years of existence. The Salem community is dedicated to the pursuit of academic excellence, democratic ideals, and reputable character as students learn in a diverse and collaborative environment. The campus includes numerous outdoor facilities, science labs, an outdoor ROTC fitness area, computer and science labs, a theatre, and visual and performing arts classrooms, a media center, gymnasium, various sports fields, track, tennis courts, a detached weight room/field house, and eighty-five Twenty-First Century equipped classrooms.

Enrollment has grown steadily since its beginning, with a current enrollment of 1370 for the 2014-2015 school year. Salem serves various racial and ethnic backgrounds, income levels and academic performance levels. The student body is 79% - African American, 11% - White, 6% - Hispanic, 2% Asian, with a small representation from American Indian and multi-racial populations. The diverse population of the school has resulted in concerns related to the achievement gap that exists between subgroups, which led to Salem High School being defined by the state of Georgia as a Focus School, which acknowledged the point that our SWD (student with disabilities) population's graduation rate was lower than our Black student population graduation rate. SHS offers a wide variety of academic programs to prepare students for a diploma. Approximately twenty-three percent of the students are served in the Advanced Placement (AP) courses, and the school has sixty students in the gifted program. In the 2011-2012 school year, Salem High School became a Title I school. Due to the declining economy, Salem's free and reduced-priced meals population was 66% during the 2013-2014 school year.

At the heart of Salem's mission is the dedicated staff comprised of 100% highly qualified teachers. Salem's faculty and staff demographics are comprised of 60% African American, 36% White, 1%Hispanic, and 1% Asian. Salem has 86 certified staff and 24 classified staff.

Salem High School is located in Conyers, Georgia, a fast-growing suburb of Atlanta. The demographics of the community have changed over the years. When the economy declined, there was an increase in rental properties, which transformed the community to a transient area. The enrollment trend has been on an upward slope; however, this has brought challenges to the school in other areas. For example, school personnel has seen an increase in the

percentage of economically disadvantaged families, percentage of students that require aid from the attendance support team, and percentage of students who need support to achieve academic and behavioral success. However, Salem has been blessed with business and community partners that are willing to offer their support both monetary and time in order to foster a learning environment where students can succeed.

School's Purpose

The mission of Salem High School, a student-centered teaching and learning community, is to optimize student achievement; promote school pride; develop students' minds and talents; and prepare students to become productive members of a global society. Salem High School's objectives and strategic plan support this mission.

Salem High School strives to reach the following objectives:

- 100% of Salem students will graduate and enter the workforce, the community, the military, or pursue further education and/or training.
- 100% of faculty and staff will be actively involved in applicable professional development and training on a continual basis.
- 100% of Salem students will pass local, state, and national assessments at levels that exceed established standards in four years.

Salem High School's Building Leadership and Strategic Planning team are comprised of a myriad of stakeholders consisting of administration, certified faculty, students, parents, classified staff, and community members. Salem's mission, beliefs, objectives, and strategies are evident in the various programs offered for students from Advanced Placement Academy to Response to Intervention team to Peer Mentoring. Through the collaborative planning efforts of the faculty and curriculum coaches, Salem strives to be a learning environment where students are actively engaged and take responsibility for their own learning.

Current Initiatives

Salem High School is constantly engaged in the cycle of results meaning that students are formatively and summatively tested both formally and informally. Several assessments such as the SRI (Scholastic Reading Index), the EOCT, the Georgia Writing test, and the benchmark exams aid in the analysis of instructor effectiveness. Salem is dedicated to the success of all students. While our most recent data suggests that Salem provides excellent instruction regardless of racial or ethnic background, major discrepancies occur among students with disabilities and the economically disadvantaged, particularly in American Literature and US History.

Professional Learning Needs

The staff at Salem High School participates in district professional learning, such as incorporating technology into the classroom; however, in light of the data and the needs assessment, there are several areas where additional professional learning is needed. Teachers and administrators recognize a need for additional training in teaching literacy strategies, incorporating writing into all content area classes, understanding Lexile scores and adjusting instruction, incorporating technology into the writing process, and integrating informational texts into all classes.

Description of Need for the Striving Reader Comprehensive Literacy Grant

In August the administration met with the district literacy team to analyze data and determined a need for the SRCL Grant at Salem. A Literacy Leadership Team was established and a needs assessment survey was sent to the entire staff. Based on the results of that survey and the analyzed data, the Literacy Leadership Team developed the School Literacy Plan. The Literacy Leadership Team continues to meet monthly to discuss literacy needs and steps to be taken to correct identified concerns. The Literacy Leadership Team consists of the administration and members of all departments, including CTAE, special education, and the media center specialist. The team members are listed below.

Name	Position
Tonya Bloodworth	Principal
Beth Gillis	Assistant Principal
Rodney Williams	Assistant Principal
Jacqueline Harmon	Assistant Principal
Cynthia Morton	Counselor
Lenae Rose	Fine Arts Department Chair
Travis Hewell	English Department Chair
Kim Brassard	Math Department Chair
John Whitmon	Science Department Chair
Darren Wilkins	Physical Education Department Chair
Sarah Broome	Social Studies Department Chair
Syreeta Lawson	World Languages Department Chair
Dottie McCullough	Registrar
Penny Clark	Testing Coordinator
Samuel Higgins	Prevention and Intervention Specialist
Candice Anderson	Graduation Coach
Brooke Gendron	Literacy Coordinator

While Salem High School has made academic achievement a focus since it opened its doors, students have struggled in recent years to keep up with their district counterparts. Salem High

School students have consistently scored lower than the district average on county benchmarks and EOCTs. For the past two years, Salem's 9th graders have had the lowest scores in the county on the ELA benchmarks and the EOCT for that course. Salem's 11th graders also scored below the district on the county American Literature benchmarks and EOCT for that course. While Salem's biology students have shown an upward trend on the county benchmarks for the past two years, they still are the lowest performing student group in the county. While we continue to make gains, there is much work to be done to reach our goal of all students succeeding.

III. Needs Assessment

A. Needs Assessment Description

Salem High School (SHS) assembled a Literacy Leadership Team comprised of representatives from all content area classes, and including the Media Specialist, Principal, Assistant Principals, and Digital Learning Specialist. They reviewed the Georgia Literacy Needs Assessment as well as student assessment data. The Georgia Literacy Needs Assessment Survey for SRCL Cohort 4 was administered to certified staff. Results were compiled and analyzed. Data from the needs assessment survey and student assessments were used to identify areas of strength and weakness.

B. Assessments Used

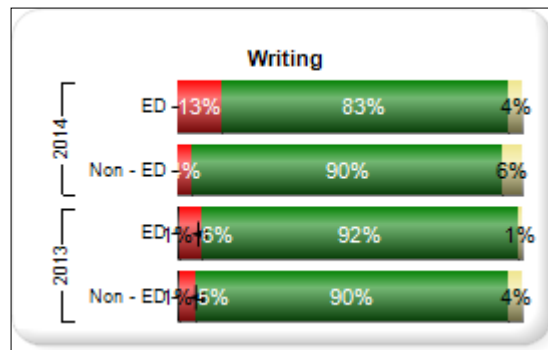
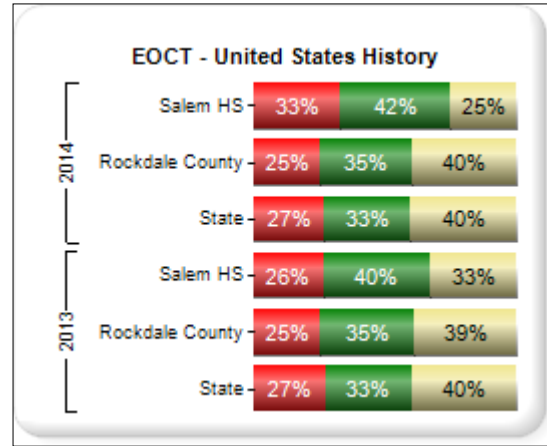
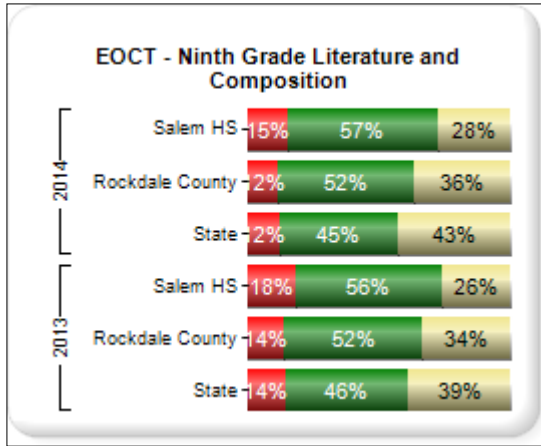
Teachers were asked to complete an anonymous online survey which was modeled after the Georgia Literacy Needs Assessment Survey. It included questions about teacher confidence in literacy instruction, professional learning needs, and available resources for literacy instruction. Of the 77 full-time staff members at SHS, 21% completed the online survey. The participation rate for the online surveys reflects the current school culture, which sees literacy as being the responsibility of the English department. Survey results highlighted professional development in the areas of writing instruction and using Lexile scores from the Scholastic Reading Inventory (SRI) to adjust instruction.

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

- Benchmark Results
- SRI Scores
- Georgia High School Writing Test (GHSWT) Results
- EOCT Data for 9th and 11th grade Literature
- EOCT Data for US History (11th grade)

The literacy team also reviewed Salem High School's 2014-2015 Strategic School Improvement Plan to align all components of the SRCL Grant with current initiatives and concerns at SHS.

Below is a sampling of assessment data analyzed by the literacy team. Additional data is located in the Analysis of Student Data section. While the percentage of 9th graders who met the standard on the Ninth Grade Literature and Composition EOCT increased slightly from 82% in 2012-2013 to 85% in 2014-2015, SHS's 9th graders continue to be outperformed by both RCPS students and the state. Additionally, the gap between SHS's students and the state is growing on the US History EOCT, with 33% of SHS's juniors not meeting the standards while only 27% of the state's juniors did not meet. When the data are disaggregated by subgroups, the gap widens. For example, on the GHSWT, 13% of SHS's economically disadvantaged (ED) students did not pass the GHSWT while only 4% of the non-economically disadvantaged students did not pass.



C. Root Cause/Underlying Causes

The Needs Assessment Survey and review of our school achievement data revealed the following **strengths**:

- The English Department is dedicated to improving literacy instruction and partners with the Media Center to promote high interest reading materials.

The Needs Assessment Survey and review of our school achievement data revealed the following **needs**:

- A significant number of students enter Salem High School from middle school reading below grade level.
- Lack of fluency impacts comprehension in all content areas.
- Many students struggle with comprehending informational texts.
- Limited vocabulary development impacts students’ reading and writing proficiency.

The literacy team identified the following **root causes**:

- Socio-economic Level
 - 70% of SHS’s students are eligible for free or reduced lunch
- Special Education Population
 - SHS houses 11% special education students
- Continuity of Literacy Instruction
 - Literacy is not emphasized in all content area classes

- Secondary teachers do not have the training (i.e., reading courses) to incorporate literacy strategies into their classes
- Limited Student Proficiency in Reading
 - 36% of SHS’s ninth graders arrive at SHS reading in the below basic (< 854 Lexile) category
- Teacher Professional Development
 - On-going professional development in literacy is needed

F. Areas of Concern Related to Research-Based Practices

Subgroup(s)	Area(s) of Concern	Root Cause	Current Strategies	Future Strategies
Economically Disadvantaged (ED) Students with Disabilities (SWD)	Informational text (comprehension)	Number of Special Education students Continuity of instruction Social promotion	Common benchmarks EOCT Flex Fridays	Reading program Data teams training Professional development Cross-content collaboratives
ED SWD	Reading and writing does not take place in all content area classes	Continuity of instruction Lack of professional development	Common lesson plan template	Professional development School-wide writing rubric
	Lack of School Based Literacy Plan	Professional development	Create Literacy Leadership Team Create School Literacy Plan Regularly scheduled walkthroughs	Discussion of needs during monthly collaboratives Professional development Use of literacy checklist during walkthroughs
	Parent Engagement	Socio-economic status High mobility rate	PTA Title 1 meetings School messenger (electronic phone system) Website	Host sessions at Parent University Update Parent Resource library Family literacy events

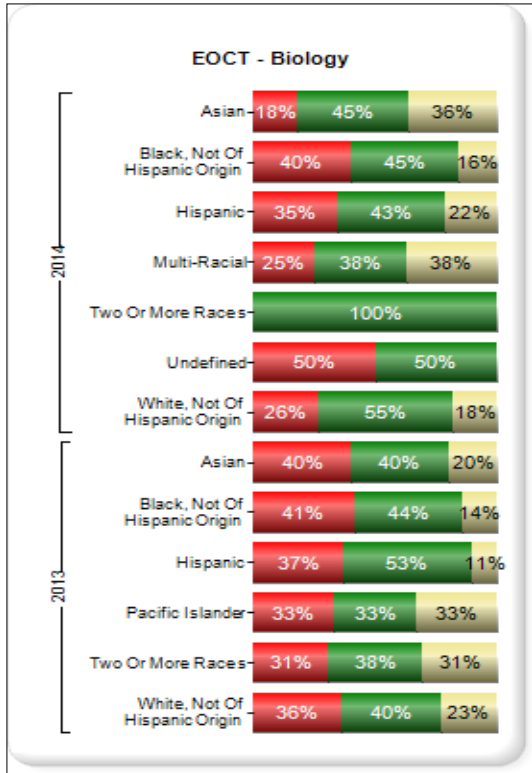
ED SWD	Incoming student deficits	Social promotion Professional development	Common benchmarks SRI assessment	Summer Bridge Program Professional development Vertical team meetings with feeder schools
	Lack of data analysis	Professional development	Administration analyzes assessment data	Data team training Professional learning on instructional strategies Protocol for data analysis

D. School Staff Involved in Needs Assessment

The Needs Assessment included all certified and classified staff at Salem High School.

E. Disaggregated Data:

Salem High School’s overall EOCT scores in 2014 were strong, with 90% of students meeting or exceeding standards for American Literature and 85% meeting or exceeding the standards for 9th grade Literature and Composition; however, discrepancies exist between sub-groups.



GHSWT (Percent Did Not Meet)

Subgroup	2012-2013	2013-2014
ED	6.4%	12.7%
Non-ED	4.9%	4.3%

American Literature EOCT (Percent Did Not Meet)

Subgroup	2012-2013	2013-2014
SWD	38%	52%
Non-SWD	9%	7%

Analysis and Identification of Student and Teacher Data

Salem High School used the analysis of applicable data along with the literacy needs assessment to develop the goals and objectives identified in the Project Plan section.

Salem High School has over the past two years remained stagnant with the percentage of students Meeting/Exceeding the standard both in Ninth Grade Literature and American Literature. The percentage of students with disabilities who Met or Exceeded the standards has declined in the ELA subjects analyzed below. Gaps still exist among the economically disadvantaged students, and all students need improvement in the Exceeds category. Of particular concern is the weak performance of students with disabilities and the economically disadvantaged within the US History, Ninth Grade Literature, American Literature, and the GHSWT assessments.

A. Assessments by Grade Level

EOCT by Grade Level

School Year	Subject	Grade Level	Did Not Meet	Meets	Exceeds
2013-2014	9 th Grade Literature	09	17%	56%	27%
	American Literature	11	10%	64%	26%
	US History	11	21%	41%	37%
2012-2013	9 th Grade Literature	09	18%	57%	25%
	American Literature	11	12%	71%	17%
	US History	11	35%	41%	24%
2011-2012	9 th Grade Literature	09	14%	62%	24%
	American Literature	11	16%	61%	23%
	US History	11	36%	39%	26%

Georgia High School Writing Test

School Year	Subgroup	Did Not Meet	Meets	Exceeds
2013-2014	Total Population	0%	85%	5%
	SWD	44%	56%	
	Non-SWD	7%	88%	5%
	ED	13%	83%	4%
	Non-ED	4%	90%	6%
	White	9%	83%	8%
	Black	9%	87%	4%
	Hispanic	18%	82%	
	Asian	18%	64%	18%

	Multi-racial			
2012-2013	Total Population	6%	91%	3%
	SWD	26%	70%	
	Non-SWD	4%	93%	3%
	ED	6%	92%	1%
	Non-ED	5%	90%	4%
	White	8%	88%	4%
	Black	5%	93%	2%
	Hispanic		89%	11%
	Asian		83%	17%
	Multi-racial		100%	

B. Disaggregated Data

Ethnicity Data by Grade Level

School Year	Subject	Race/Ethnicity	Did Not Meet	Meets	Exceeds
2013-2014	Ninth Grade Literature and Composition	Asian		67%	33%
		Black	15%	58%	27%
		Hispanic	12%	73%	15%
		Multi-racial	13%	62%	25%
		White	17%	39%	44%
		Two or More			100%
	American Literature and Composition	Asian	11%	44%	44%
		Black	9%	60%	31%
		Hispanic	6%	61%	33%
		Multi-racial		80%	20%
		White	11%	42%	47%
		Two or more	67%	33%	
	US History	Asian	12%	50%	38%
		Black	33%	43%	24%
		Hispanic	53%	16%	32%
		Multi-racial		60%	40%
		White	23%	42%	35%
		Two or more	50%	50%	

2012-2013	Ninth Grade Literature and Composition	Asian		100%	
		Black	17%	57%	26%
		Hispanic	22%	72%	6%
		Pacific Islander	33%		67%
		White	28%	42%	30%
		Two or More	15%	31%	54%
	American Literature and Composition	Asian	50%	25%	25%
		Black	10%	69%	21%
		Hispanic	23%	54%	23%
		White	8%	60%	32%
		Two or more		57%	43%
	US History	Asian	40%	40%	20%
		Black	26%	42%	32%
		Hispanic	39%	46%	15%
		White	28%	26%	46%
		Two or more	13%	50%	37%

Students with Disabilities

School Year	Subject	Subgroup	Did Not Meet	Meets	Exceeds
2013-2014	Ninth Grade Literature and Composition	<i>SWD</i>	59%	39%	2%
		Non-SWD	10%	59%	31%
	American Literature and Composition	<i>SWD</i>	48%	52%	
		Non-SWD	7%	58%	35%
	US History	<i>SWD</i>	66%	20%	14%
		Non-SWD	30%	44%	26%
2012-2013	Ninth Grade Literature and Composition	<i>SWD</i>	60%	40%	
		Non-SWD	16%	56%	28%

	American Literature and Composition	<i>SWD</i>	38%	62%	
		Non-SWD	9%	65%	26%
	US History	<i>SWD</i>	69%	31%	
		Non-SWD	24%	41%	35%

Socio-Economic Status

School Year	Subject	Subgroup	Did Not Meet	Meets	Exceeds
2013-2014	Ninth Grade Literature and Composition	<i>ED</i>	17%	58%	15%
		Non-ED	11%	54%	35%
	American Literature and Composition	<i>ED</i>	12%	61%	27%
		Non-ED	7%	53%	40%
	US History	<i>ED</i>	38%	41%	21%
		Non-ED	25%	44%	31%
2012-2013	Ninth Grade Literature and Composition	<i>ED</i>	22%	55%	23%
		Non-ED	10%	57%	33%
	American Literature and Composition	<i>ED</i>	14%	67%	19%
		Non-ED	5%	62%	33%
	US History	<i>ED</i>	31%	43%	26%
		Non-ED	20%	35%	45%

C. Identified Strengths and Weaknesses

Strengths

Race and ethnicity did not noticeably impact the scores of students from Salem High School. Because of the diverse culture of Salem High, students from all racial and ethnic backgrounds are able to thrive. In many areas, such as with our Hispanic population's performance on the 9th Grade Literature and American Literature EOCTs, we are closing the gap between subgroups; however, there are several areas where the gap is increasing.

Weaknesses

A noticeable discrepancy exists among the students with disabilities and the economically disadvantaged. There was an increase in the number of ED students who Did Not Meet the standards on the US History EOCT. There was also an increase in the number of SWD students who Did Not Meet the standards on the American Literature EOCT. On the GHSWT, both ED and SWD subgroups were outperformed by their non-ED and non-SWD counterparts.

D and E. Teacher Data

Teacher Data

		Administrators	Teachers
Race	Asian		1%
	Black	50%	60%
	White	50%	36%
	Hispanic		1%
Certificate Level	BT-4		7%
	BT-5		1.5%
	T-1		1.5%
	T-4		13%
	T-5	25%	58%
	T-6	50%	15%
	T-7	25%	3%
Years of Experience	<3 years	0	34
	4-19 years	4	36
	>20 years	0	2

G. District-Prescribed Data

Universal Screeners (SRI)

School Year	Grade Level	Advanced	Proficient	Basic	Below Basic
2014-2015	9	9%	32%	30%	30%
	10	6%	46%	27%	21%
	11	*insufficient data			
	<i>Total</i>	8%	39%	28%	26%
2013-2014	9	7%	23%	34%	36%
	10	3%	44%	30%	23%
	11	5%	41%	38%	16%
	<i>Total</i>	5%	37%	33%	26%
2012-2013	9	2%	16%	28%	55%
	10	3%	32%	35%	29%

	11	6%	24%	47%	23%
	<i>Total</i>	4%	27%	36%	33%

Benchmark Assessments (*% of meets/exceeds*)

School Year	Grade Level	Subject	Benchmark 1	Benchmark 2	Benchmark 3
2013-2014	9	Grade 9 Lit/Composition	72%		
	11	American Literature	90%		
		US History	80%		
2012-2013	9	English/Language Arts	73%		
		American Literature	93%		
	11	US History	80%		

F. Goals and Objectives

Goal 1: Increase student performance on SRI assessment

Goal 2: Increase student performance in “meets” and “exceeds” categories on EOCT and Milestones assessment

Goal 3: Increase student proficiency in writing across the curriculum

Objective 1: Organize a literacy leadership team to support literacy throughout the building

Objective 2: Support teachers in providing literacy instruction across the curriculum

Objective 3: 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

Objective 4: Provide direct, explicit literacy instruction for all students

Objective 5: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

Objective 6: Provide professional learning for in-service personnel

H. Professional Learning

All teachers participate in department collaboratives monthly as well as district content-specific collaboratives quarterly. Teachers also attend district professional learning days twice a year during pre-planning and release days. Additional professional learning is delivered during monthly faculty meetings. All administrators participate in the district Instructional Support Team, which provides administrators and district staff, such as curriculum coordinators, with monthly professional learning. Administrators also attend monthly principal meetings where they engage in and lead professional learning with principals from all over the district. Teachers and administrators attend annual district-wide professional learning days which provide individualized options for various grade levels and subject areas. Participation in school and district collaboratives are required of all teachers.

Building Block 1. Engaged Leadership

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

As the instructional leaders in the building, principals and other administrators are the guiding force behind literacy instruction in their buildings. Any initiative, especially one as important as providing literacy instruction across the content areas, must be aligned with “the needs of the students and the goals of the school’s leadership team” in order to be effective (The Why, p. 124). “Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels” (The Why, p. 144), which is why Salem High School’s leadership team (principal, administrators, and department chairs) are committed to participating in, monitoring, and supporting the implementation of evidence-based literacy instruction in all of their classes.

Salem’s Current Practices

Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS (The What, p. 5)

Be strategic about assigning teachers non-academic duties

Provide professional learning based on student data and teacher needs

Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly

(The How, p. 20)

Salem’s Goals:

Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current iteration of the Georgia Literacy

Participate in professional learning in literacy leadership in order to support classroom instruction (The What, p. 5)

Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices (The What, p. 5)

Provide time and support for staff to participate in job-embedded professional learning

(The How, p. 20)

B. Action: Organize a Literacy Leadership Team

Salem High School has created a Literacy Leadership Team (also the Building Leadership Team), to ensure that the goals and objectives of the School Literacy Plan align with the School Improvement Plan and district initiatives. The Literacy Leadership Team will be responsible for providing assistance in building trust with the faculty, helping the faculty to see the alignment between the School Literacy Plan and district initiatives, provide assistance in implementing strategies, provide access to instructional

<p>materials, and provide support following professional learning (Shanklin, 2007, p. 1-5, as cited in The Why, p. 148).</p>	
<p>Salem’s Current Practices</p>	<p>Salem’s Goals:</p>
<p>Identify and prioritize a list of students to be targeted for intervention or support based on relevant data (The What, p. 5)</p> <p>Ensure use of research-based practices aligned with CCGPS</p> <p>Provide professional learning and support for staff in making the transition to the CCGPS</p> <p>Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)</p> <p>Plan for ongoing data collection and analysis to inform program development and improvement</p> <p>Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement</p> <p>Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning</p> <p>(The How, p. 21-22)</p>	<p>Create a shared literacy vision for the school and community aligned with the state literacy plan (The What, p. 5)</p> <p>Evaluate current practices in all classrooms by using an observation or walkthrough tool</p> <p>Determine what additional data is needed in order to make informed decisions about the path forward</p> <p>Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty, and parents</p> <p>Re-assign staff as needed to maximize literacy goals</p> <p>Identify and allocate additional funding sources to support literacy</p> <p>Continue to participate on District Literacy Leadership Team</p> <p>Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)</p> <p>Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas</p> <p>Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved</p> <p>(The How, p. 21-22)</p>

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

Currently, Salem High School’s teachers participate in content area collaboratives as well as attend district level collaboratives. While the teachers use this time to share best practices and successes, these collaboratives do not provide for vertical alignment nor for cross-curricular planning. Providing teachers with professional learning in literacy and writing strategies for all content areas would create a common theme across content areas and help facilitate the cross-curricular collaboration. We recognize the need for discussions between content area teachers, especially with the increased focus on literacy in science and social studies under the Common Core and with the new Milestone Assessments. Moving forward, Salem’s administration plans to adapt the schedule to allow for more cross-curricular and vertical team meetings.

Salem’s Current Practices:	Salem’s Goals:
<p>Provide a protected, dedicated 90-120 minute block is allocated for literacy instruction in grades for all students in self-contained classrooms</p> <p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times</p> <p>Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p> <p>(The How, p. 22-23)</p>	<p>Provide 2 to 4 hours of literacy instruction across all content areas (The What, p. 6)</p> <p>Use technology to provide professional learning to new and continuing teachers</p> <p>Share professional learning at team and staff meetings</p> <p>Study flexible scheduling options to include additional time for reading intervention</p> <p>Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas</p> <p>Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments</p> <p>Schedule time for collaborative planning across the curriculum in regards to writing instruction (The What, p. 6)</p> <p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule such as the following:</p>

	<p>http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx</p> <p>Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons</p> <p>Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools</p> <p>Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)</p> <p>(The How, p. 22-23)</p>
<p>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</p> <p>While Salem High School’s administrators routinely check lesson plans and conduct walkthrough observations, the focus is not consistently on monitoring the effectiveness of literacy instruction, especially in content areas such as social studies and science. In order to create a culture that promotes literacy throughout the school, administrators and teachers need professional learning in how to monitor and how to deliver (respectively) literacy strategies. Additionally, all content area teachers will attend literacy-related professional learning, which will support the creation of a literacy-focused culture school-wide.</p>	
<p>Salem’s Current Practices:</p>	<p>Salem’s Goals:</p>
<p>Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA or some other instrument)</p> <p>Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement</p> <p>Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge</p> <p>Monitor instruction to ensure consistent use of effective instructional practices that include</p>	<p>Design and implement infrastructure to provide guidance and support for students and</p> <p>Establish a work group that focuses on how learning supports are used including all major resources, e.g., school counselors, psychologists, nurses, social workers, attendance, health educators, special education staff, after-school program staff, bilingual and Title I coordinators, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives</p> <p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)</p>

<p>disciplinary literacy and active student engagement across content areas (The What, p. 6)</p> <p>Be strategic about assigning teachers, i.e., assign staff that is not instruction or tutoring, non-academic duties</p> <p>(The How, p. 24)</p>	<p>Provide English language services that extend beyond the classroom</p> <p>Provide family-focused services and outreach that engage parents and family members in literacy programs and services</p> <p>Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders</p> <p>Provide ongoing professional learning in literacy strategies to ensure consistent instruction throughout the building (The What, p. 6)</p> <p>(The How, p. 24)</p>
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E. Action: Optimize literacy instruction across all content areas

The International Reading Association (IRA, 1999) outlined seven key principles that support literacy growth: access to a variety of reading materials, time to read daily, use of research-based strategies, the use of modeling and explicit teaching of strategies, etc. (The Why, p. 68). While Salem High School’s teachers continue to provide sound instruction in the area of literacy, the effectiveness of instructional practices is not consistent throughout the building nor across content areas. In order to support the literacy growth of all students, professional learning is needed for all teachers in content area literacy strategies.

Salem’s Current Practices:	Salem’s Goals:
<p>Identify appropriate strategies to help ELs meet English language proficiency standards</p> <p>Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> • Use of informational text in English Language Art classes • Supporting opinions with reasons and information • Determining author bias or point of view • Text complexity that is appropriate to grade level 	<p>Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas</p> <p>Writing instruction (narrative, opinion, and informational) occurs in all subject areas (The What, p. 6)</p> <p>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p>

<ul style="list-style-type: none"> • Text complexity that is adjusted to the needs of individual students <p>(The How, p. 26-27)</p>	<p>Provide teachers with resources to provide a variety and choice in reading materials and writing topics</p> <p>Ensure that teachers provide meaningful opportunities for students to write, speak, and listen</p> <p>Monitor literacy instruction across the curriculum through:</p> <ul style="list-style-type: none"> • Formal and informal observation • Lesson plans • Walkthroughs • Student work samples <p>Provide ongoing professional learning in how to incorporate informational texts into all content areas as well as how to model key reading strategies (The What, p. 6)</p> <p>Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)</p> <p>Host family nights that engage parents activities that demonstrate the importance of proficiency in literacy</p> <p>(The How, p. 26)</p>
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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.

Salem’s Current Practices:	Salem’s Goals:
<p>Focus proactively on broad issues that may prevent students from learning and implement a proactive behavior management program</p> <p>Partner with local colleges to provide college fairs for students</p>	<p>Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)</p> <p>Contact potential members and schedule at least two meetings annually</p>

	<p>Convene meetings of the community advisory board at scheduled times</p> <p>Pursue additional funding sources for specialized literacy staff and materials</p> <p>Ask local businesses to help heighten awareness about reading or literacy topics (e.g., a supermarket chain may agree to print a literacy message on its shopping bags; utility suppliers might feature tips in their monthly statements)</p> <p>(The How, p. 28)</p>
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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.)

One in four students in grades four through twelve was a struggling reader in 2005, and fewer than one-third of public school 8th graders read at or above grade level (Perie, Grigg, & Donahue, 2005, as cited in The Why, p. 28). Additionally, “the 2009 NAEP results show that slightly less than 3/4 of Georgia students are proficient readers, and these results echo those for the nation's public schools” (The Why, p. 30). In order to uniformly strengthen students’ reading and writing skills, we must develop teachers’ understanding of literacy strategies and the components of effective literacy instruction through the creation and implementation of collaborative teams (The Why, p. 37).

Salem’s Current Practices:	Salem’s Goals:
<p>Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work (The What, p. 7)</p> <p>Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible</p> <p>Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p>	<p>Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www.lasw.org/index.html (The What, p. 7)</p> <p>Plan and implement lessons that address the literacy needs of students</p> <p>Study formative student assessment results and use the results to continue to adjust instruction</p> <p>Utilize online options to provide ongoing professional learning to new and continuing teachers</p>

<p>Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible</p> <p>(The How, p. 29)</p>	<p>Share professional learning online and at team and staff meetings</p> <p>Collaborate with other schools using videotaping and online sharing options (i.e., YouTube) to conduct peer observations, share literacy expertise, etc.</p> <p>Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions</p> <p>Encourage teachers to share stories of success in the community and through school and teacher websites and blogs</p> <p>(The How, p. 29)</p>
<p>B. Action: Support teachers in providing literacy instruction across the curriculum</p> <p>According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing (The Why, p. 27). Surprisingly, “more than 40 percent of responding firms offer or require training for salaried employees with writing deficiencies” (The Why, p. 28). Since writing has a direct impact on students’ reading comprehension abilities, strengthening our focus on writing across all content areas will improve students’ performance on assessments and better prepare them for the future. As we continue to prepare students for post-secondary options, including college, the military, and the workplace, we must ensure that we are providing them with quality instruction on writing practices so that they are prepared for their future. (The Why, p. 45)</p>	
<p>Salem’s Current Practices:</p>	<p>Salem’s Goals:</p>
<p>Identify the concepts and skills students needed to meet expectations in CCGPS</p> <p>Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction</p> <p>Discuss ways to infuse literacy throughout the day including the use of technology</p> <p>Use research-based strategies and appropriate</p>	<p>Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback (The What, p. 7)</p> <p>Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area http://www.myread.org/explicit.htm (see also, The Why, p. 42)</p> <p>Integrate literacy strategies and skill</p>

<p>resources to support student learning of the</p> <p>Implement appropriate strategies to help ELs meet English language proficiency standards</p> <p>Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf</p> <p>Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options</p> <p>Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency</p> <p>Monitor the use of instructional strategies to improve literacy through formal and informal observations</p> <p>Discuss exemplary samples with students to model features of quality writing</p> <p>Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferring, graphic organizers)</p> <p>(The How, p. 30-31)</p>	<p>development necessary for achievement in all subjects as articulated within CCGPS</p> <p>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 (The What, p. 7)</p> <p>Make writing a required part of every class every day, using technology when possible (The Why, p. 45)</p> <p>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (The What, p. 7)</p> <p>Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media (The What, p. 7)</p> <p>Provide opportunities for reading varied genres to improve fluency, confidence, and understanding (The Why, p. 45)</p> <p>Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media</p> <p>Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)</p> <p>Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency</p>
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C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Students often do not see the relevance of what they are learning in school. In order to combat this disconnect, *Reading Next* suggested coordinating assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they

<p>experience in and out of school (Biancarosa & Snow, 2004, pp. 16 & 22, as cited in The Why, p. 51 and 67). In order for students to be surrounded with opportunities to strengthen and practice their literacy skills, it is important to make connections with the local community, including but not limited to parents, businesses, service organizations, etc. Above all things, “literacy is a community necessity” (The Why, p. 23). By strengthening the collaboration between the school, the district, and the community at large, we will be able to provide our students with increased resources, both physical and personal, as well as opportunities to see the relationship between their literacy skills and the world at large.</p>	
<p>Salem’s Current Practices:</p>	<p>Salem’s Goals:</p>
<p>Establish a work group (e.g., school counselors, psychologists, nurses, social workers, attendance and drop out counselors, health educators, special education staff, after school program staff, bilingual and Title I coordinators, safe and drug free school staff, union representatives, classroom teachers, non-certified staff, parents, older students, community representatives) that focuses specifically on how learning supports are used</p> <p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)</p>	<p>Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming) (The What, p. 8)</p> <p>Design avenues to connect students to the proper service providers in the community (The What, p. 8)</p> <p>Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)</p> <p>Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters) (The What, p. 8)</p> <p>Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments</p> <p>Provide for professional learning and resources that support literacy learning in outside organizations</p> <p>Open school buildings for adult learners from the community in the evenings, encouraging a community of learners</p>

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

National and state results from NAEP indicate that too many students lack proficient reading skills (The Why, p. 30). However, by the time the results are in from national and state assessments, it is too late to implement interventions. That is why it is necessary to provide ongoing formative and summative assessments to monitor student progress throughout the year. In The Why document, the GA DOE asserts that “continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners” (p. 32). As a district, we have worked to create, implement, and monitor student progress through the use of benchmark assessments in all content area courses, as well as using a universal screener multiple times throughout the year. However, additional professional learning would enable teachers to more effectively identify appropriate interventions for students based on that data.

Salem’s Current Practices:

Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)

Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment

Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) (The What, p. 8)

Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities

(The How, p. 34)

Salem’s Goals:

Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students

Locate or develop common mid-course assessments are used across classrooms and include a variety of formats

Task the data team with developing procedures and expectations for staff to review and analyze assessment results

Define a process for selecting appropriate interventions for struggling readers

Identify and purchase assessment and intervention materials aligned with students’ needs

Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)

Analyze student data in teacher teams to develop and adjust instructional plans (The What, p. 8)

	<p>Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format</p> <p>(The How, p. 34-35)</p>
<p>B. Action: Use universal screening and progress monitoring for formative assessment</p> <p>Salem High School is continually dedicated to the learning of every student. In order to further this dedication, it is important that each student has been screened to gain a full understanding of each student's level and abilities. SHS currently uses a universal screener for literacy (SRI) and a formative assessment for writing (Write Score). However, the county has only purchased the formative writing assessment for 10th grade students. With the implementation of the new Georgia Milestones Assessments, it is imperative that we provide formative assessments in writing to all of our students in order to better prepare them for the new assessment. Additional professional learning is needed to help teachers provide instruction in writing across content areas.</p>	
<p>Salem's Current Practices:</p> <p>Identify literacy skills needed to master CCGPS in each content area (The What, p. 8)</p> <p>Research and select effective universal screening to measure literacy competencies for all students across the curriculum</p> <p>Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction (The What, p. 8)</p> <p>Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording</p> <p>(The How, p. 36)</p>	<p>Salem's Goals:</p> <p>Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans (The What, p. 8)</p> <p>Use technology to share relevant student progress data with parents caregivers in an easily interpreted user-friendly format</p> <p>Utilize online options such as Skype and Google+ for collaboration among teachers and parents</p> <p>Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible (The What, p. 8)</p> <p>(The How, p. 36)</p>
<p>C. Action: Use diagnostic assessment to analyze problems found in literacy screening</p> <p>Salem High School utilizes the district-purchased diagnostic screener for literacy. The Scholastic Reading Inventory (SRI) is given three times per year to all students in grades 9-12. While the school is consistent in its implementation of the diagnostic screener, teacher do not have adequate training in</p>	

<p>how to analyze the data and modify instruction to meet students needs as identified by the screener. While providing diagnostic assessments is one component to an effective literacy assessment plan, teachers need to be able to access and analyze the data, as well as implement the necessary instructional changes (The Why, p. 96). Additional professional learning and resources are needed to support the effective use of the SRI screener.</p>	
<p>Salem’s Current Practices:</p> <p>Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment (The What, p. 9)</p> <p>Use results of the diagnostics for student placement within an intervention and to adjust instruction</p> <p>Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (The How, p. 37)</p>	<p>Salem’s Goals:</p> <p>Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards (The What, p. 9)</p> <p>Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (The What, p. 9)</p> <p>Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading)</p> <p>Use technology to share relevant student progress data with families in an easily interpreted format</p> <p>Use technology for communicating data to the district literacy leadership team in a timely manner</p> <p>Provide ongoing professional learning to all staff in the use of and analysis of diagnostic assessments to monitor student progress (The How, p. 37)</p>
<p>D. Action: Use summative data to make programming decisions as well as to monitor individual student progress</p> <p>While the administration utilizes summative data to determine teacher schedules and overall student needs, there is a need for formal data teams training for teachers in order to support their utilization of data and to guide ongoing professional learning (The Why, p. 94).</p>	
<p>Salem’s Current Practices:</p>	<p>Salem’s Goals:</p>

<p>Discuss assessment results with students to set individual goals</p> <p>Administer summative assessments at scheduled intervals</p> <p>Include specific times on the school calendar for analyzing summative assessment data (The What, p. 9)</p> <p>Plan lessons, re-teaching and intervention activities that target areas of need</p> <p>(The How, p. 37-38)</p>	<p>Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed</p> <p>During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students (The What, p. 9)</p> <p>Disaggregate data to ensure the progress of subgroups (The What, p. 9)</p> <p>Analyze assessment data to identify teachers who need support</p> <p>Provide training on the data teams protocol</p> <p>(The How, p. 37-38)</p>
<p>Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)</p> <p>The administration at Salem High School routinely collects and analyzes data in order to determine the effectiveness of instructional initiatives; however, teachers have not been trained in how to analyze the data and use the information to improve teaching strategies. Professional learning is needed in the data teams protocol and how best to implement proven strategies based on the data provided by our formative screeners (The Why, p. 96). Currently, data is accessible through the State Longitudinal Data System, but teachers need training and practice with how to collate and analyze this data.</p>	
<p>Continue to build collaborative meetings into the monthly calendar</p> <p>(The How, p. 38)</p>	<p>Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities (The What, p. 9)</p> <p>Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention</p> <p>Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers</p> <p>Using online options to continue to train new members of the meetings in the expectations and function of the established protocols</p>

	<p>Ensure that the data storage and retrieval system is effective and efficient (The What, p. 9)</p> <p>(The How, p. 39)</p>
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Building Block 4. Best Practices in Literacy Instruction

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

As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers, such as visualizing, making connections, inferring, determining importance, etc (The Why, p. 41-43). However, these strategies are often taught in isolation by English/Language Arts teachers. In order for students to be able to apply these strategies “flexibly and with purpose” (Duke and Pearson, 2002, as cited in The Why, p. 41), it is imperative that *all* content area teachers explicitly teach literacy strategies and provide students with opportunities to determine which strategy to use and when.

Salem’s Current Practices:

Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts (The What, p. 9)

Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension) (The What, p. 9)

Share effective differentiated lessons and differentiation strategies in teacher team meetings

(The How, p. 40)

Salem’s Goals:

Provide professional learning to all content area teachers in reading strategies (including but not limited to visualizing, making connections, asking questions, inferring, determining importance, etc.) (The How, p. 42-43; The What, p. 10)

Identify and purchase materials to support literacy instruction for all students

Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area (The How, p. 40; The What, p. 10)

Collaborate with and obtain additional support from other educators who on differentiated instruction via online communities of educators (The How, p. 40)

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

With the growing use of technology in daily life and in the business world, teaching one writing method is no longer effective (The Why, p. 44). Today’s students need to be adept at collaborating online, synthesizing research into a proposal, adapting writing styles to meet the needs of the audience, and using technology to create and share information across the world. With all of these

additional demands on students, it is no surprise that the NCTE argued that “instructional practices, writing genres, and assessments should be *holistic, authentic, and varied*” (NCTE, 2008, p. 2, as cited in *The Why*, p. 44). In order for students to be prepared for the increased writing demands of the 21st century, we must provide them with direct, varied, and effective writing instruction in all content area courses.

Salem’s Current Practices:	Salem’s Goals:
<p>Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions) (<i>The How</i>, p. 41)</p>	<p>Provide students with opportunities to self-select reading material and topics for research</p> <p>Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives</p> <p>Providing students with relevant reading materials and assignments</p> <p>Increase opportunities to collaborate with peers to strengthen their writing skills, using technology to expand the collaboration beyond the classroom</p> <p>Leverage the creative use of technology within the learning process to promote engagement and relevance (<i>The What</i>, p. 10)</p> <p>Create a vertically-aligned plan for writing instruction across all content areas that is aligned with the CCGPS (<i>The What</i>, p. 10)</p> <p>(<i>The How</i>, p.41-42)</p>

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

Engagement effects student performance and is listed as a key component of how best to reach struggling readers (*The Why*, p. 131). In order to improve student engagement, teachers can provide students with opportunities to exercise choice, to experience success, to work with peers, and to use technology in their literacy activities (*The Why*, p. 59). Salem High School’s teachers are dedicated to providing students with rigorous, engaging learning opportunities. However, in light of district budget shortfalls, we have not been able to provide students with access to up-to-date reading materials or technology. While Rockdale County Public Schools is implementing a 1 to 1 technology initiative at all schools over the course of the next three years, we want to ensure that students have access to engaging and instructional electronic materials, such as e-books and collaborative applications. While the SRCL grant funding would not be used to purchase computers, it would be used to provide supporting resources to students in order to foster engagement and learning.

Salem’s Current Practices:	Salem’s Goals:
<p>Students receive writing instruction in their ELA courses and partial instruction in other content areas</p>	<p>Design a vertically and horizontally articulated writing plan consistent with CCGPS</p> <p>Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally (The What, p. 10)</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (The What, p. 10)</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include:</p> <ul style="list-style-type: none"> • explicit instruction • guided practice • independent practice (The What, p. 10) <p>Provide professional learning on best practices in writing instruction in all subject areas</p> <p>(The How, p. 42)</p>

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

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

Salem High School utilizes data in the implementation of an RTI process. The RTI team analyzes all relevant data, including but not limited to state-mandated assessments, district benchmarks, and universal screeners. However, in order for the RTI process to be systematic, teachers need to be fully trained in how to analyze data as it pertains to the RTI process. Research shows that it is critical that we provide ongoing professional support for teachers and interventionists if we expect the intervention strategies to work (Gersten et al., 2007, as cited in The Why, p. 132). With this research in mind, Salem High School will use funding from the SRCL grant to provide professional learning in intervention strategies for all teachers and support staff.

Salem’s Current Practices:	Salem’s Goals:
<p>Determine percentage of students currently being served in each tier at each grade level</p> <p>Monitor results of formative assessment to ensure students are progressing (The What, p.11)</p> <p>(The How, p. 43)</p>	<p>Purchase, train, and implement data collection</p> <p>Purchase, schedule, train providers, and implement intervention</p>

	<p>Analyze data for individuals to identify students in need of intervention according to established protocols (The What, p. 11)</p> <p>Monitor to ensure that interventions are occurring regularly and with fidelity</p> <p>Train all teachers in the Data Teams Protocol</p> <p>Schedule grade-level data-analysis team meetings</p> <p>(The How, p. 43)</p>
<p>B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)</p> <p>Research shows that “standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction” (The Why, p. 132). Additionally, if quality instruction is provided with fidelity, research shows that “80-100% of students are successful in the general education classroom” (The Why, p. 132). In order to ensure the fidelity and consistency of implementation of Tier 1 strategies, teachers at Salem High School need ongoing professional learning on proven intervention strategies. The administration also recognizes a need for updated resources to support interventions.</p>	
<p>Salem’s Current Practices:</p>	<p>Salem’s Goals:</p>
<p>Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)</p> <p>Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction</p> <p>Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of lessons and to plan necessary changes</p> <p>Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS at each grade level for all schools</p> <p>Provide protected meeting times for professional learning communities within the school day</p>	<p>Establish protocols to teach and monitor teachers’ effective questioning and feedback skills (The How, p. 43)</p> <p>Monitor teacher lesson plans and instruction (via walkthroughs) to ensure that teachers continue to provide instruction that includes explicit literacy instruction (The How, p. 43)</p> <p>Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness (The How, p. 44)</p> <p>Provide professional learning to support literacy, either face-to-face or online, for all content area teachers, paraprofessionals, etc. (The How, p. 45)</p> <p>Provide school-wide professional learning on the understanding of assessment data and anticipated levels of student mastery during the school year (The How, p. 45)</p>

(The How, p. 43-44)	
<p>C. Action: Implement Tier 2 needs-based interventions for targeted students</p>	
<p>Students in Tier 2 work closely with mentors and teachers to improve skills or knowledge as appropriate. We set and monitor individual progress toward goals. For example, a student with poor scores in English or writing may attend tutorial with teachers, have extra practice assignments, have additional time to do an assignment, or may read materials that are scaffolded at a lower Lexile level and progress toward higher levels. Although Salem High School has a clearly articulated practice for providing support for Tier 2 students, teachers need additional professional learning and resources in order to best support student learning.</p>	
<p>Salem’s Current Practices:</p>	<p>Salem’s Goals:</p>
<p>Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para-educators)</p> <p>Monitor student movement between T1 and T2</p> <p>Document data points to monitor student response to intervention</p> <p>Create teacher-specific caseloads of students in Tier 2</p> <p>(The How, p. 45)</p>	<p>Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)</p> <p>Establish protocols to ensure consistent progress monitoring, data collection, and reporting</p> <p>Provide sufficient resources (time, training cost, materials, and implementation of interventions)</p> <p>Ensure that teachers consistently provide research-validated interventions to meet individual student's needs</p> <p>(The How, p. 45)</p>
<p>D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly</p>	
<p>Students move to Tier 3 if they do not respond to the specific accommodations and instruction provided in Tier 2. These students may need to meet with a reading teacher or work in a special small group in order to improve learning and skills. Students may read materials that are scaffolded at a lower Lexile level and progress toward higher levels, or they may have modified assignments. Previously, Salem High School had a program that provided funding a reading class at the 9th and 11th grade levels. However, funding for the reading class has not been consistent, and we do not currently have a reading class scheduled to accommodate students in Tier 3. We continue to set and monitor goals, and determine whether students need additional testing to determine whether they have a specific learning disability or other difference in learning. Grant funding would provide for</p>	

<p>reading-specific training for teachers across content areas, which allow Salem to provide flexible instructional support to students in Tier 3 without hiring an additional teacher.</p>	
<p>Salem’s Current Practices:</p> <p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psychologist, EL teacher, SLP, etc.) meet to:</p> <p>--Discuss students in T3 who fail to respond to intervention</p> <p>Interventions are delivered 1:1--1:3 during a protected time daily by a trained interventionist</p> <p>Ensure that T3 includes proven interventions that address behavior</p> <p>(The How, p. 46)</p>	<p>Salem’s Goals:</p> <p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psychologist, EL teacher, SLP, etc.) meet to receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance</p> <p>Teachers consistently provide research-validated interventions designed to meet individual student's needs</p> <p>Ensure that data is used to support and monitor response to intervention</p> <p>Ensure that schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions</p> <p>Provide on-going training for interventionists in current research-validated interventions</p> <p>(The How, p. 46-47)</p>
<p>E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students’ inability to access the CCGPS any other way</p> <p>Students in Tier 4 have an individual education plan, an IEP, that details instruction and other services to meet their specific needs. In our building, we have a special education reading class for students who need help with decoding and comprehension. Students with IEP goals in Math and English have classes in co-taught classrooms. Additional professional learning in how to provide appropriate interventions in the regular education setting would strengthen our ability to support students across the building.</p>	
<p>Salem’s Current Practices:</p> <p>School schedules are developed to ensure least restrictive environment (LRE)</p> <p>Ensure that building and system administrators are familiar with funding formulas affecting students in special programming</p>	<p>Salem’s Goals:</p> <p>Ensure, through scheduling, that the most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs</p> <p>Special education, ELL, or gifted case managers meet to plan and discuss students' progress regularly with general education teachers</p>

<p>Assign a case manager to each students with (IEP) so that communication with student and parents is seamless</p> <p>Special education, ELL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings</p> <p>(The How, p. 47)</p>	<p>Use data (i.e., benchmark assessments, teacher lesson plans, walkthroughs, etc.) to ensure fidelity of implementation and to monitor student progress in subgroups (The How, p. 47)</p>
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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

According to Greenwald et al. (1996), “teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement” (The Why, p. 141). In order for professional learning to have the greatest impact, however, it must be ongoing and include adequate human and material resources (The Why, p. 142). Salem High School’s administration recognizes the importance of hiring highly-qualified teachers with literacy experience. They are committed to providing professional learning for new teachers and pre-service teachers assigned to SHS as well as for the staff as a whole.

Salem’s Current Practices:

Provide new teachers with experienced mentors

Develop partnerships with local colleges and universities in order to provide pre-service teachers with student teaching and observation opportunities within our school

Salem’s Goals:

Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

Continue to monitor and support the integration of disciplinary literacy through lesson plans and walkthroughs

Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

(The How, p. 48)

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

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

<p>Research shows that the most effective professional learning addresses the use of data to make instructional changes, deepens teachers' content knowledge, and provides opportunities for teacher collaboration (The Why, p. 142). At Salem High School, teachers meet regularly in content areas to discuss the standards and instructional practices. However, professional learning that targets literacy strategies and best practices are still needed. Teachers also need professional learning on and time to analyze data and modify teaching strategies based on the data.</p>	
<p>Salem's Current Practices:</p> <p>Provide targeted professional learning on the CCGPS based on student and teacher needs</p> <p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Use teacher data (surveys and interest inventories) as well as student data to target professional learning needs</p> <p>Include all staff members (teachers, paraprofessionals, interventionists, etc.) in professional learning opportunities</p> <p>Identify experienced teachers to share professional learning during school- and district-wide professional learning opportunities</p> <p>(The How, p. 48-49)</p>	<p>Salem's Goals:</p> <p>Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice</p> <p>Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations</p> <p>Provide teachers with opportunities to observe master teachers within the school, within the district, and outside of the district</p> <p>Provide opportunities for teachers to practice techniques in non-threatening situations</p> <p>Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, or some other equivalent instrument)</p> <p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring</p> <p>Provide teachers with opportunities to use the Literacy Instruction Checklist to evaluate peers or videotaped lessons and then provide time for teachers to discuss their observations</p> <p>Contract with consultants to provide professional learning in content-specific literacy instruction</p> <p>Provide all content area teachers with professional learning in how to create and use a school-wide writing rubric (The How, p. 42)</p> <p>(The How, p. 48-49)</p>

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

A, B, and C: Implementation Plan

Salem High School’s goals, objectives, and tasks are informed by the research and Building Blocks in the “What” and “Why” documents.

Goal 1: Increase student performance on SRI assessment	Goal 2: Increase student performance in “meets” and “exceeds” categories on EOCT and Milestones assessment	Goal 3: Increase student proficiency in writing across the curriculum
<p>Objective 1: Organize a literacy leadership team to support literacy throughout the building</p> <ul style="list-style-type: none"> • Action 1: <i>Recruit individuals to represent literacy across content areas</i> • Action 2: <i>Schedule monthly meetings with quarterly goals for students</i> • Action 3: <i>Create action plan to encourage students and instructors to reach goals</i> 		
<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <ul style="list-style-type: none"> • Action 1: <i>Utilizing the literacy leadership team to promote and monitor literacy across curriculum</i> • Action 2: <i>Provide vital resources (i.e. books, reading programs, professional learning resources, etc.) to instructors and students</i> • Action 3: <i>Promote individual student goals by providing rewards to both students and instructors</i> • Action 4: <i>Provide complex texts appropriate to grade level and adjusted to the needs of individual students through a variety of resources (books, computers, e-readers)</i> 		
<p>Objective 3: 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</p> <ul style="list-style-type: none"> • Action 1: <i>Administer assessments (i.e. SRI, EOCT, Milestone, etc.) and input and analyze data according to the established timeline (The How, p. 34)</i> • Action 2: <i>Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress) (The How, p. 34)</i> • Action 3: <i>Upgrade technology infrastructure to support assessment administration and dissemination of results(The How, p. 34)</i> • Action 4: <i>Analyze student data in teacher teams to develop and adjust instructional plans (The How, p. 34)</i> • Action 5: <i>Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (The How, p. 34)</i> 		
<p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <ul style="list-style-type: none"> • Action 1: <i>Use data to identify students needing intervention</i> • Action 2: <i>Allocate which aspects of literacy instruction students are to receive in each subject area (The How, p. 40)</i> • Action 3: <i>Provide training to all pertinent to all pertinent staff in the use of the core program (The How, p. 40)</i> • Action 4: <i>Stay abreast of current research and new findings relate to differentiated instruction by developing a library of professional books, journals, and online sources (The How, p. 40)</i> • Action 5: <i>Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally (The How, p. 42)</i> 		

<ul style="list-style-type: none"> • Action 6: <i>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (The How, 42)</i> • Action 7: <i>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level (The How, 42)</i>
<p>Objective 5: Use information developed from the school-based data teams to inform RTI process</p> <ul style="list-style-type: none"> • Action 1: <i>Purchase, train, and implement data collection (The How, p. 43)</i> • Action 2: <i>Purchase, schedule, train providers, and implement intervention (The How, p. 43)</i> • Action 3: <i>Analyze data for individuals to identify students in need of intervention according to established protocols (The How, 43)</i> • Action 4: <i>Monitor to ensure that interventions are occurring regularly and with fidelity (The How, 43)</i>
<p>Objective 6: Provide professional learning for in-service personnel</p> <ul style="list-style-type: none"> • Action 1: <i>Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (The How, p. 48)</i> • Action 2: <i>Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations (The How, p. 48)</i> • Action 3: <i>Encourage all teachers to share information learned at professional learning sessions (The How, p. 49)</i> • Action 4: <i>Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation (The How, p. 49)</i>

As stated in our goals, state assessments will be the summative measure of our plan. Implementation will be formatively monitored and measured as summarized below:

Formative Measures	Objectives	Summative Measures for Students	Objectives
<i>SRI</i>	<i>2,3,4</i>	<i>SRI</i>	<i>2,3,4</i>
<i>EOCT</i>	<i>1,2,3,4,5</i>	<i>EOCT</i>	<i>1,2,3,4,5</i>
<i>Milestone</i>	<i>1,2,3,4,5,6</i>	<i>Milestone</i>	<i>1,2,3,4,5,6</i>
<i>GHSWT</i>	<i>1,2,3</i>	<i>GHSWT</i>	<i>1,2,3</i>
<i>Benchmarks</i>	<i>1,2,3</i>	<i>Benchmarks</i>	<i>1,2,3</i>

D and E: Tiered Instruction and RTI Model

Salem High School will provide literacy instruction in a tiered instruction protocol through a differentiation model. The model presented below represents the four-tiered intervention plan implemented at Salem High School. In addition, literacy instruction will be provided across content areas.

Grade Level	Tier 1 Personnel	Tier 2 Personnel	Tier 3 Personnel	Tier 4 Personnel
9 th -12 th	Teacher & Paraprofessional	Teacher & Paraprofessional	Teacher 20 minutes	<ul style="list-style-type: none"> • ESS Inclusion Paraprofessional

	90 minutes	<p>45 minutes</p> <p>Students work towards goals with close attention from instructors to improve skills and knowledge</p> <p>Student may complete additional practice assignments or have additional time to do an assignment</p>	<p>Student has not responded to accommodations in Tier 2</p> <p>Student may work in a small group or with a reading teacher</p> <p>Student may read lower Lexile level texts in progress too higher complexity texts</p> <p>Continue to set and monitor goals</p> <p>Determine whether student needs additional testing</p>	<ul style="list-style-type: none"> • Gifted • Speech/Language Pathologist • ESOL Teacher <p>45 minutes</p> <p>Student given an Individualized Educational Plan (IEP)</p> <p>IEP details instructions and other services to meet particular needs of student</p> <p>Students with IEP's taught in co-taught classrooms</p> <p>Reading classes available for students with difficulty in decoding and comprehension</p>
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F: Inclusion of all Teachers and Students

Our School Literacy Plan will include all teachers, students, and grade levels at Salem High School. All students will receive grade-level core literacy instruction and appropriate interventions.

G: Practices Currently in Place

Salem High school administers the Scholastic Reading Inventory (SRI) three times a year. Salem High School gives content-specific benchmark assessments three times a year as formative assessments leading to the EOCT/Milestone examinations. Salem High School also administers the Write Score exam twice a year.

Interventions and instructional strategies are in place, but are not consistent between or across grade levels.

H: Goals Funded with Other Sources

District funds will continue to pay for formative and summative assessments such as EOCT/Milestones, benchmarks, and SRI, which will support our goal and all objectives. No charges to the grant will be made for in-place instructional materials or district-wide professional development. District funding of ESPLOST technology funding will support our plan.

I: Sample Schedule

Students receive a minimum of 2 to 4 hours a week of literacy instruction. This instruction is received throughout their schedule in their Social Studies, English, and Science courses. Below is an actual student's schedule.

Block	A Day	B Day
1	World History	Geometry
2	Geometry	World Literature
3	Forensic Science	Spanish
4	Honors Chemistry	Advanced Drama

Additional technology, software, literacy materials, and professional development are needed to support all six objectives. Stipends or substitutes to release teachers for professional development will also be needed.

J: Reference Research-Based Practices in “What” and “Why”

See references in Section A: Implementation Plan

VI. Assessment/Data Analysis Plan

A. Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
SRI	9 th and 10 th	Assess and track students' reading ability and progress	Scholastic Reading Index	2/academic school year
EOCT/Milestones	9 th and 11 th ELA	Assess student knowledge of CCGPS skills	CCGPS standards	1/academic school year
Benchmarks	9 th and 11 th ELA	Monitor student progress toward mastery of the standards	CCGPS standards	3/academic school year
Write Score	10 th	Assess and track students' writing ability and progress	Argumentation writing skills	2/academic school year

B. Comparison of Current Assessments to SRCL Assessments

Salem High School will continue administering the SRI and extend the biannual testing to the 9th, 11th and 12th grade levels and expand the testing to be completed three times per year. Salem High School will continue to administer the Georgia Milestone/EOCT and benchmark tests in an effort to monitor student progress towards mastery of the CCGPS standards. Salem High School will continue to administer the Write Score test and extend testing to all grade levels in order to better assess student progress in argumentation skills.

C. Implementation of New Assessments into Current Assessment Schedule

With the implementation of the grant, our school will follow the schedule for literacy assessments as listed below. State tests will continue as mandated. Assessments in bold will be expanded to additional grade levels using funds from the SRCL grant; however, assessments that are currently in place, such as the SRI and the Write Score assessments for 10th grade will continue to be purchased using district funds.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
SRI	9th, 10th, 11th, and 12th	Classroom teachers	3 times per year
Write Score	9th, 10th, 11th, and 12th	Classroom teachers	2 times per year
EOCT/Milestones	9 th , 10 th , 11 th , and 12 th	Classroom teachers	1 time per year
Benchmarks	9 th , 10 th , 11 th , and 12 th	Classroom teachers	3 times per year

D. Assessments that may be discontinued as a result of SRCL Implementation

We will discontinue the EOCT due to the state doing away with this assessment. It will be replaced by the Georgia Milestone Assessment, which will not be paid for by the SRCL grant funds. We will continue to implement SRI and Write Score in the 10th grade, but we will use SRCL grant funds to expand these assessments to 9th, 11th, and 12th grades. We will continue to implement the district-created benchmarks.

E. Professional Learning for Teachers for Assessment Implementation

Teachers will need professional learning on the SRI assessment and the Write Score assessment. In order to fully utilize the Scholastic Reading Inventory, teachers will need professional learning in understanding Lexiles and in matching students' reading levels to texts. A system team will be trained by SRI by a Scholastic consultant, and all schools will receive additional on-site support. Teachers will need professional learning in understanding the Write Score data as well as in utilizing writing strategies to meet the needs of individual students. This will be especially important as all content area classes move to incorporate writing in preparation for the new Milestone Assessments.

F. Presentation of Data to Parents and Stakeholders

Parents/guardians receive information about school-level data at the Title I Annual Meeting each fall. In addition, data points are shared with families through parent-teacher conferences. The Rockdale County Public School District compiles data summaries on assessment results of each school to report to the media. Data points will be shared with district personnel, such as the appropriate Assistant Superintendent, curriculum coordinators, and support staff, during the school data briefings.

G. Data Used to Develop Instructional Strategies

Data will be used to inform and guide instruction in the classroom. Teachers will analyze data in order to select strategies to be used to differentiate instruction with the classroom. Data will also be used to determine small groups, select instructional strategies, and to monitor effectiveness of interventions. Data will be used to inform students and parents of progress toward goals and to adjust goals based on student progress. School- and district-level data will be used to determine the effectiveness of programs, interventions, and strategies. ("Why," p. 96)

H. Assessment Plan and Personnel

All assessments, both formative and summative, will be given by classroom teachers. Assessments and testing protocols are overseen by the school testing coordinator in conjunction with the district testing director. Testing coordinators attend training each year on updated testing protocols, and they re-deliver this training to the teachers in their buildings. Initial screeners, such as the SRI, will be given within the first month of school. Subsequent formative assessments will be spaced out throughout the school year in order to provide ongoing data of student progress towards the mastery of the appropriate standards.

Resources, Strategies, and Materials

A. Resources Needed to Implement the Literacy Plan

- Research-based literacy instructional materials
- Professional learning –consultant fees, stipends, or release time (subs), and materials
- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center
- Updated reading materials for the media center and classroom libraries
- Travel expenses for conferences and training
- Training on the analysis of Scholastic Reading Inventory data
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Trained intervention specialists
- Grant administrator/district-based literacy specialist
- Networkable printers
- Portable lab of interactive tablets with appropriate applications
- Online databases to support and enhance student research
- Updated and relevant classroom sets of novels

B. Activities that Support Literacy Intervention Programs

- Dedicated scheduled time for intervention
- Flexible, needs-based grouping
- Formative assessment in writing
- Use of data to drive instruction
- Research-based intervention materials
- Professional learning on strategies for teaching academic content vocabulary
- Collaborative planning across the curriculum

C. Shared Resources

- 2 Computer labs
- Clickers
- Elmos

D. Library Resources

- 28,386 books in the media center
- 19 years is the average age of books in the media center
- 450 videos in the media center
- DestinyQuest and Webpath Express are available online databases
- 0 magazine subscriptions
- 36 computers in media center
- 2 projectors in the media center

E. Activities that Support Classroom Practices

- Formative and summative assessments
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Collaborative grade-level and subject-level planning including resource staff (school-wide and county-wide)
- Building level professional learning at faculty meetings

F. Strategies Needed to Support Student Success

- Strategies for increasing student engagement
- Scholastic Reading Inventory –full use of data
- Effective use of flexible grouping based on formative data
- School-wide writing rubric
- Writing in all content area classes
- **Professional Learning in the following areas:**
 - Reading strategies
 - Writing instruction across content areas
 - Understanding Lexiles and matching readers to texts
 - Strategies for student engagement and motivation
 - Integration of technology in instruction (especially for student collaboration and production)
 - Literacy across all content areas
 - Effective data usage for planning instruction, implementing interventions, and monitoring student progress
 - Interventions for all tiers of RTI
 - Differentiation and small group instruction

G. List of Current Classroom Resources

Each classroom has varying resources at Salem High School. Very few classrooms have a computer for students besides those classes that are computer-literacy based. Each room throughout the building is supplied with class sets of text books that relate to their corresponding content area.

H. Alignment of SRCL Funding with District Funding

Resources, Strategies, and Materials	SRCL will fund...	Other Funding Sources
Professional Learning	Literacy specific PL costs—consultant fees, stipends, materials, and travel costs	Title II funds will be used to provide district-wide professional learning
Instructional Technology	Literacy specific technology—e-reader programs, electronic texts, applications that promote literacy, online database prescriptions	ESPLOST funds will be used to upgrade school computers and wireless connectivity and to purchase tablets for the 1-to-1 initiative according to district schedule
Instructional Materials	Explicit literacy materials, such as informational and literary texts	District funds will continue to be used to purchase district-supplied materials, such as textbooks
Literacy Assessments	Professional learning in the analysis of data provided by universal screeners	District funds will continue to be used to purchase universal screeners that are currently in place
Family Literacy Materials	Literacy materials to be used during family/parent workshops and to be checked out by parents	
Extended Day/Year Activities	Provide stipends to teachers for extended day activities and to provide literacy camps during non-school times	District funds will be used to pay for extended day personnel related to the regular activities of the school

I. Explanation of Proposed Technology

Salem High School will be providing Microsoft tablets for each student in the 2015-2016 school year. While the excitement from faculty and students alike is tangible, technology does not promote literacy alone. These tablets have the potential to bring books home to students who would otherwise not have books in their homes. With the aid of the Grant, Salem hopes to supply online books and reading programs, such as Kindle or Nook apps that will allow students to access free books online. Educational apps could also be purchased that would promote and encourage literacy across content areas. Salem has access to two online databases but with the aid of the grant, Salem hopes to subscribe to more academic and scholarly based databases that will better aid students in their preparation for college.

VIII. Professional Learning Strategies

A. Past Professional Learning

Topic/Focus	Time Frame	Participants	Facilitator/Provider	Delivery Format
ELA Adoption Training	August 2014	All ELA teachers	Erika Tucker, ELA Coordinator	1 day session
Let's Talk using Socratic Seminar and HOT questions	August 2014	All teachers	Erika Tucker, ELA Coordinator	1 90 minute session
Close Reading and Response to Literature and Text Dependent Writing	August 2013	All teachers	Chara Moore, ELA Coordinator	1 90 minute session
Strategies in the Shifts in ELA: High School	August 2013	All ELA teachers	Chara Moore, ELA Coordinator	1 90 minute session
Assessment Reimagined	October 2014	9 th and 11 th grade Math and ELA teachers	Curriculum Coordinators	2 all-day sessions (16 hours total)

B. Percentage of Staff Attending Professional Learning

All instructional staff attended assigned professional learning.

C. On-Going Professional Learning

Topic/Focus	Time Frame	Participants	Facilitator/Provider	Delivery Format
Data Team Training	October 2014	All certified teachers	RCPS Professional Learning Staff	PLC-grade level teams
Data Review of Benchmark and EOCT Data	August-December 2014	All certified teachers	Curriculum Coordinators	PLC content area teams
Weekly Content Area PLC	August 2014 to May 2015	All certified teachers	Content area teachers	PLC content area teams
Technology Training	August 2014 to May 2015	All certified teachers	Digital Learning Specialist	Faculty meetings, monthly
Classroom Management Strategies	August 2014 to May 2015	New teachers, as assigned	Penny Clark	Monthly meetings
Testing Ethics and Administration Guidelines	October 2014 and March 2015	All certified teachers	Penny Clark, testing coordinator	Faculty meetings

Assessment Reimagined	August 2014 through April 2015	9 th and 11 th grade Math and ELA teachers	Curriculum Coordinators and RESA	2 all-day sessions (16 hours total)
Red Clay Writing Project	February and March 2015	Select ELA teachers	University of Georgia's Red Clay Writing Project facilitators	2 Saturday sessions (6 hours total)

D. Professional Learning Needs

- Understanding Lexile scores
- Core literacy program
- Interpreting and using assessment data
- Differentiating instruction
- Writing across the curriculum (creating and implementing a school-wide writing rubric)
- Vertical alignment of curriculum and expectations
- Understanding formative writing data
- Using technology to increase engagement and improve student writing

E. Evaluation of Professional Learning

- Participants provide feedback on PL sessions via a survey
- Formative and summative assessment data, along with district walkthrough data
- Teacher lesson plans and TKES observation data

F. Professional Learning Plan

Topic	Project Goal(s)	Objectives
Understanding Lexile scores	1, 2	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 3: 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</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 5: Use information developed from the school-based data teams to inform RTI process</p> <p>Objective 6: Provide professional learning for in-service personnel</p>

Rockdale County Public Schools
 Salem High School
 Professional Learning Strategies

Core literacy program	1, 2	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Literacy Strategies	1, 2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Interpreting and using assessment data	1, 2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 3: 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</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 5: Use information developed from the school-based data teams to inform RTI process</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Data Teams Training	1, 2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 3: 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</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 5: Use information developed from the school-based data teams to inform RTI process</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Differentiating Instruction	1, 2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p>

Rockdale County Public Schools
 Salem High School
 Professional Learning Strategies

		<p>Objective 3: 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</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 5: Use information developed from the school-based data teams to inform RTI process</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Writing Strategies	2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Vertical Alignment	1, 2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Interpreting Informational Texts in the Content Areas	1, 2	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 6: Provide professional learning for in-service personnel</p>
Technology and Writing	2, 3	<p>Objective 2: Support teachers in providing literacy instruction across the curriculum</p> <p>Objective 4: Provide direct, explicit literacy instruction for all students</p> <p>Objective 6: Provide professional learning for in-service personnel</p>

Goal 1: Increase student performance on SRI assessment

Goal 2: Increase student performance in “meets” and “exceeds” categories on EOCT and Milestones assessment

Goal 3: Increase student proficiency in writing across the curriculum

G. Effectiveness of Professional Learning

The ultimate measure of the effectiveness of professional learning will be student achievement data because effective professional learning is linked to higher student achievement (The Why, p. 7). However, it may take time to see significant growth in student achievement. Therefore, we plan to include additional measures for determining the effectiveness of professional learning. Those measures are listed below:

- Observe teachers using the Georgia Literacy Instruction Observation Checklist three times per year.
- Create and implement a professional learning rubric aligned to goals and objectives.
- Use teacher data (surveys and observations) to identify key areas for professional learning.
- Use teacher data (surveys, observations, and lesson plans) to monitor effectiveness of professional learning.

Salem High School's Sustainability Plan

The needs assessment process has afforded Salem's literacy team the opportunity to have critical conversations about what can be done to meet the needs of our students. Conversations and survey results have consistently led us to believe that professional learning opportunities are essential to ensuring our literacy efforts are sustained far beyond the expiration of grant funding.

a. Extending the Assessment Protocol

All current assessments, such as benchmarks and the SRI in grades 9 through 11, will continue to be funded by the district. Using SRCL grant funds, the SRI and formative writing assessments will be expanded to include grades all grades. The use of the State Longitudinal Data System (SLDS) allows access to historical data collected by the state. There is no cost to the school or district to access and utilize this resource; however, SRCL grant funds will be used to train teachers in accessing and analyzing the data in SLDS.

b. Developing Community Partnerships

In order to create and support a shared view of student literacy, we will expand partnerships in our community. During the grant writing process we have already begun looking outside of the school to help build our students' literary proficiency. Establishing and maintaining community partnerships will allow us to continue to support literacy efforts beyond the life of the grant.

c. Sustaining the Literacy Plan

Salem is focused on sustaining the initiatives outlined in the School Literacy Plan beyond the life of the grant. We will review the goals of the grant, as well as the School Literacy Plan, annually with all staff. We will continue to formatively and summatively assess our students' literacy levels and growth through the use of benchmarks, SRI, and the Milestones. We will analyze relevant data to determine which materials and professional learning are not having the desired effectiveness on student learning. Our district's grant writing department will allow us to utilize data collected during this process to identify and apply for additional grant funds.

e. Extending Professional Learning

An identified key component of our literacy initiative is ongoing teacher professional development. By recruiting and developing leaders at Salem High School, we ensure that our literacy initiative has continuous support even as new teachers are hired. Allowing select teacher leaders to redeliver content and support teachers builds ownership and sustainability.

g. Expanding Lessons Learned with other Schools and New Teachers

Salem's literacy plan was crafted utilizing Georgia's Literacy Plan as well as our School Improvement Plan. The result of these efforts has led to the creation of a literacy plan that can be adapted and replicated to improve literacy achievement across our district. Teachers and administrators in our district meet monthly to share best practices and receive direct support from

the curriculum department as well as Cabinet members. Because our literacy initiative is centered around professional development, we hope to build capacity within our school and to encourage teacher leaders to redeliver content to others at district professional learning days, collaboratives, and New Teacher Orientation.

d and f. Maintaining Resources and Technology

Salem High School will enlist the support of the Digital Learning Specialist, Media Specialist, and Instructional Technology Support Specialist to ensure the software programs and technology are running effectively and to support teachers in monitoring students' progress.

Because the district is dedicated to supporting a 1-to-1 technology initiative, any technology purchased through the SRCL grant will be subsumed under the district's technology replacement plan. We will allocate money from our Title I and school-level budgets to replace literacy resources as needed.

SHS Budget Summary

As a result of a comprehensive review of literacy efforts at Salem High School, needs have been assessed and identified, data and available resources have been analyzed, and plans have been made to utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon the Fall 2014 FTE count of 1370 and an estimated award of \$540 per student, the total funds received over a five year time frame are anticipated at \$739,800.

Literacy needs to be funded through the grant are outlined below:

Curriculum Needs: In order to meet students' literacy needs across the curriculum, grant funding will be used to purchase the following items:

- Leveled texts for classrooms and media center across all content areas
- Consumable materials
- Access to online databases
- Informational texts to support implementation of CCGPS literacy standards in all content areas
- Class sets of relevant novels that support thematic teaching outlined in CCGPS

Professional Learning Needs: Professional learning is key to providing students with effective literacy instruction. Staff members, including teachers, paraprofessionals, and administrators, must have adequate training in order to effectively provide and monitor literacy instruction. While initial training is imperative to the successful implementation of any new initiative, follow-up training to support new staff is also vital in the sustainability of initiatives.

- Consultant fees (i.e., writing across the curriculum, understanding Lexile scores, matching students to texts, etc.)
- Instructional materials for training
- Stipends for off-contract training
- Funding for substitutes

Response to Intervention: Rockdale County Public School System recognizes a lack of uniformity in the implementation of the Response to Intervention (RTI) process across the district. Efforts are necessary to insure the consistency of the effective use of data to inform instruction and the application of intervention strategies to improve student learning. In order for the RTI process to truly impact student learning and achievement, teachers and interventionists must be provided ongoing professional learning and support.

- Screening and assessment tools—Scholastic Reading Inventory (funded by the district)
- Intervention resources, materials, and programs
- Progress monitoring tools

Personnel Needs: In light of recent financial constraints and the impact that has had on the number of personnel employed by the district, using grant funding to hire a literacy specialist for the district would be beneficial. In addition, a grant administrator will be necessary during the first two years of grant implementation in order to monitor funding and implementation.

- Grant administrator for the first two years of the grant
- Literacy specialist for the district (to assist with monitoring implementation and effectiveness of SRCL initiatives)

Technology Needs: While the SRCL grant is not a technology grant, the innovative use of technology will promote student engagement and motivation while also enhancing instruction. Rockdale County Public School System is committed to providing students with 1-to-1 technology, but the technology plan spans multiple years, with several schools and students not receiving individual devices for several years. Because RCPS is using ESPLOST funds to purchase 1-to-1 technology for every student in the district, we are not requesting technology funds for computers or tablets. However, the SRCL grant will allow Salem High School to provide students with access to technology to support and enhance literacy instruction and to increase student engagement.

- E-readers
- Online databases
- Software (such as online reading programs)