

# School Profile

Created Friday, December 13, 2013

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## Page 1

### School Information

School Information   District Name:	Crisp County School System
School Information   School or Center Name:	Crisp County High School

### Level of School

High (9-12)

### Principal

Principal   Name:	Russell Sowell
Principal   Position:	Principal
Principal   Phone:	229-276-3430
Principal   Email:	rsowell@crispschools.org

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	April Garner
School contact information   Position:	Assistant Superintendent
School contact information   Phone:	229-938-0186
School contact information   Email:	agarner@crispschools.org

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

64

### FTE Enrollment

1067

# 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: Dr. Rhonda Hayes

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

Address: 201 South 7<sup>th</sup> Street

City: Cordele, GA Zip: 31015

Telephone: ( 229 ) 276-3400 Fax: ( 229 ) 276-3406

E-mail: rhayes@crispschools.org

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

Dr. Rhonda Hayes

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

October 11, 2013

Date (required)

# Preliminary Application Requirements

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## Page 1

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

SRCL General Information Packet-Cohort 3

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

- 
- Yes
- 

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

SRCL Scoring Rubric-Cohort 3

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

- 
- Yes
- 

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

SRCL Required Assessments Chart

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

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

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

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

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• I Agree

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# Grant Assurances

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## Page 1

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
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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
- 

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
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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
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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.

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- 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
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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.

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

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

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

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

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- Yes
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## **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)

Dr. Rhonda Hayes - Superintendent  
Typed Name of Fiscal Agency Head and Position Title

December 4, 2013  
Date



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

Dr. April Garner - Assistant Superintendent  
Typed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2013  
Date



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

Dr. Rusty Sowell  
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

December 4, 2013  
Date (if applicable)

## **District Narrative**

### Community Demographics

Crisp County, Georgia is located in south-central Georgia on the I-75 Corridor about 80 miles north of Valdosta and about sixty miles south of Macon. Cordele, which has its origin as a humble railroad hub, serves as the county seat and the largest city in Crisp County. The population of Crisp County is approximately 23,182. Approximately 4,360 residents are school-aged children who currently attend one of the Crisp County School System's seven public schools. Demographically, Crisp County's population is comprised of 52.2% white persons, 43.4% African-American persons, 3.0% Hispanic persons, 1.1% Asian and 0.3% other persons, including bi-racial persons. Children under the age of 18 comprise approximately 27% of the population.

The annual median personal income is \$29,960 for those employed in the community compared to a national median of \$51,914. According to the 2011 Kid Count, forty-six percent of Crisp County's school age children are living in poverty with Fifty-three percent of those children living more than 150 percent below the poverty level. This number is almost twice the Georgia average. Seventy-seven percent of the children in Crisp County qualify for free/reduced lunches. The teen birth rate is 36.4% compared to a state level of 19.7%. Crisp County ranks 155<sup>th</sup> out of 159 counties for its percentage of children living in families where no parent is in the labor force, and it ranks 158<sup>th</sup> out of Georgia's 159 counties for children living in poverty.

The family composition in Crisp County is largely non-tradition. A single parent raises forty-two percent of Crisp County's children, with only two other Georgia counties having a higher percentage of single parent families. Crisp County's teen birth rate is among the top ten counties

in the state, a significant challenge to the stability of the community's families. High unemployment rates, high poverty rates, high teenage pregnancy rates, and a high percentage of non-traditional families create a challenge. The award of this grant will allow us to provide much needed resources and support to children that are most at-risk of dropping out of school.

Currently the drop out rate in Crisp County is 39%.

### Statement of Need:

Leaders of Crisp County School System would like to request SRCL Grant funding to improve outcomes for all students. School leaders applied for this grant last year and missed funding by .10. We were disappointed, however; we learned a great deal about the literacy needs of our students, teachers, and parents. Needs assessments completed by teachers, parents, students and staff, literacy surveys, and community and school data analysis provided the district with a sense of urgency that could not be ignored and the development of the Community Literacy Council aligned our mission with Georgia's Literacy Plan. This application represents a strategic comprehensive school improvement plan focused on implementing "The How" with fidelity for students aged birth-to 12. We have already begun to implement many of the school literacy improvement initiatives outlined in last years grant with the realignment of State, Title I, Title IIA, and Title IVB monies. Some of our most important changes include:

- Implementing formative and summative assessments,
- hiring critical staff to promote literacy (District Literacy Trainer, Speech-language specialist for Pre-K, Parent Engagement Specialists for schools),
- attending professional development focused on literacy,
- and school site-visits to highly effective districts implementing the SRG.

- developed collaborative partnership with our local RESA for contract services for weekly professional development to establish a learning management system to improve learning outcomes and develop a vehicle for communication for students, parents, staff, community and schools.
- trained all teachers and have identified Edmodo as our learning platform. We will work this entire year to implement this initiative.
- reprioritized funds to purchase much needed technology outlined in each school grant.
- developed a prioritized list of literacy and technology to be purchased if awarded this grant that fully aligns to Georgia's Literacy Plan.

### District Organization

The district is going through some much needed reorganization that will reduce the number of schools from 7 schools to 5 schools. This restructure will allow us to improve efficiency, focus resources, and reduce student transfers that interfere with student achievement. Competition between grade-ban schools will be eliminated and equity will be possible. This grant will allow us to align literacy and technology to support each student. We want to catch kids up and engage them to become successful students graduating college and career ready.

The reorganization will not affect the Crisp County Pre-K Center currently housing all Pre-K students in the district at O'Neal Elementary. Crisp County Pre-K has been identified as community strength with 82.3% of our students attending Pre-K. Our system has a longstanding cooperative working relationship with all other day care providers and Head Start in the area. This commitment was strengthened last year with the organization of the Community Literacy Council. Grant funding would be used to enhance this working relationship to better plan instructional alignment, resources and transition from services for all children birth-12<sup>th</sup> grade.

We know that a strong partnership among community members, institutions of higher learning, local businesses, schools, teachers, parents, and students is vital for sustained school improvement. We have developed a team, however, this grant will assist us to focus, align, and strengthen the work.

We will reorganize the district primary and elementary schools. Students in grades K-2 currently attending J.S. Pate or Blackshear Trail will be served in the new Crisp County Primary School, which will result in the closure of J.S. Pate and Blackshear Trail Elementary schools. The new facility will also house students in grades 3 currently attending A.S. Clark Elementary School and Southwestern Elementary School. A.S. Clark that currently serves students in grades 3-5, will be closed and students will be served at Southwestern that will then become Crisp County Elementary School. Middle school students in the county will continue to attend Crisp County Middle School. High School students will continue to be educated at Crisp County High School.

#### Grant Leadership

If awarded this grant, the grant would be administered under the direction of Dr. Rhonda Hayes, Superintendent of Crisp County Schools. The office of Teaching and Learning will spear head the work in conjunction with the District Literacy Trainer, principals, directors, school academic coaches, and other key leaders. Dr. Hayes has deep roots in literacy and a deep commitment understanding of the importance of literacy and the comprehensive planning involved real school improvement. The district has a long history of sound financial stewardship and the team under the direction of the Director of Finance will strive to provide teachers, students, parents, and our community to unite with a shared vision.

District Leadership Team

Dr. Rhonda Hayes	Superintendent	Crisp County School District
Dr. April Garner	Associate Superintendent of Curriculum and Instruction	Crisp County School District
Alisa Daniel	District Literacy Trainer	Crisp County School District
Monica Warren	Director of Early Learning	Crisp County School District/CCPre-K
Cindy Hughes	Principal Crisp County Primary	Crisp County School District/CCPS
Suzi Gianonni	Principal of Crisp County Elementary	Crisp County School District/CCES
Brandon Williams	Principal of Crisp County Middle School	Crisp County School District/CCMS
Dr. Rusty Sowell	Principal of CCHS	Crisp County School District
Lisa Simpson	Director of Social Services	Crisp County School District
Tyciee Faison	Director of Afterschool Programs	Crisp County School District
Christa Cannon	ESOL Director	Crisp County School District
Katherine Harris	Director of Special Education	Crisp County School District
Donna Beavers	Director of Finance	Crisp County School District
Andrea Bickhause	Migrant Coordinator	Crisp County School District

## **District Management Plan and Key Personnel**

Administration of grant will be under the direction of Dr. Rhonda Hayes, Superintendent, The office of Teaching and Learning in conjunction with the District Literacy Trainer (DLT), Principals, Directors, School Academic Coaches (AC), and other key leaders (see district narrative) to implement our plan.

The office of Finance, district leaders, and SRG grant coordinator, Dr. April Garner will facilitate the implementation details to meet compliance protocols. She directs Federal and State Programs and will coordinate resources, protocols and develop sustainability of initiatives upon the completion of the 5-year funding cycle.

### **Implementation Plan According to “The How”**

District Team will provide support to the school through engaged leadership:

- Develop:
  - an identifying process of key leaders in the new school configurations;
  - a SRG “boot-camp” explaining implementation expectations, for district and school level SRG recipients;
  - a pipeline of leaders by identifying and training leaders for succession
- Participate in PL from both the State and local
- 
- Schedule and conduct monthly observations to monitor use of literacy strategies, student engagement, and effective classroom instruction.

Key Leaders(KL): Superintendent, Assistant Superintendent(AS), DLT, Principals

Organize the District and School Literacy Leadership Team:

- Create a district literacy vision aligned to Georgia’s State Literacy Plan.

- Ensure that all stakeholders understand the literacy goals and their roles in meeting these goals through a SRG “boot-camp”, on-going training, site-visits, walkthroughs and monthly accountability meetings.
- Participate in School Leadership Teams.
- Identify and allocate additional funding sources to support and sustain literacy.
- Analyze multiple student assessment results and refocus district goals based on CCGPS and share achievement gains with the BOE
- Use social media to involve parents and community members(involved and not currently involved) in the literacy efforts to pursue external funding

KL: AS, DLT, Principals

IC. Maximize the use of time and personnel

- Develop calendars, schedules and training ensuring stakeholders’ time is utilized efficiently and effectively.
- Maximizing the use of times for collaborative district and school-level meetings
- Using technology to provide PL to all teachers.
- Lead learning, utilize talents, and continually assess assessment results to make adjustments.
- Work toward effective differentiated instruction, promoting engagement, and assessments of literacy and writing instruction.

KL: AS, DLT, Principals, Director of Technology, School Literacy Teams

ID. Create a district culture in which teachers across the curriculum are responsible for literacy instruction

- Analyzing multiple forms of data, participate in state-sponsored training, and plan

for sustained PL for district, school, and community on literacy strategies and deep content knowledge.

- Designing and implementing an infrastructure that will provide guidance and support for children and families birth-to-12<sup>th</sup> grade.
- Assisting schools in the incorporation of technologies to more creatively and effectively support stakeholder engagement.

KL: AS, DLT, Instructional Technology Coordinator, and Principals

1E. Optimize literacy instruction across all content areas

- Requiring academic vocabulary, writing, and choice in developing instructional units.
- Implement a system-wide policy of using technology to coach, model, co-teach, observe, and give feedback
- Provide on-going PL opportunities for teachers and staff through a variety of mediums.
- Develop district writing rubrics aligned to the CCPGS and set clear expectations of performance goals.

KL: Superintendent, AS, DLT, Directors, Principals, and AC

Enlist the community support in the development of college-and-career ready students

- Create a shared vision for literacy between community, parents, and schools.
- Develop a continuous improvement of effectiveness of strategies through multiple means
- Broaden and expand local business participation to heighten awareness of literacy
- Foster relationships among schools, postsecondary educational institutions, the

workforce, families, and communities.

KL: Superintendent, AS, Director of Social Services, Directors, Principals, Parent Engagement Specialists, Community Literacy Council

Developing a system of Tiered Intervention (RTI) for All Students:

- Aligning school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring procedures
- Ensure ongoing communication between the district and school
- Ensure fidelity of implementation and progress of student subgroups.
- Provide PL to all system staff on RTI procedures.

KL: AS, Directors, Principals, RTI Coordinators

### **Crisp County Experience of Applicant**

The Crisp County Board of Education and Crisp County Leadership Team have been good financial stewards of both State and Federal monies and have never been issued a finding. The system has operated 21<sup>st</sup> Century Grants for the last 8 years and has always been compliant.

Under the direction of the Superintendent, Dr. Rhonda Hayes, this grant will be administered by the Office of Teaching and Learning. Dr. April Garner will be the SRG administrator and will work closely with Director of Finance to develop expectations, roles and responsibilities of the administration of this grant.

If awarded, the grant will be adopted by the Crisp County BOE. The grant will be administered in accordance with all applicable laws and regulations. Dr. Garner will serve as the organizational representative and point of contact for all business management aspects of the award agreement. Management controls will be established according to the Responsibilities of the Fiscal Agent (SRG Cohort 3 application packet, p 13). The system has a budget analyst that will assist with the monitoring of the budget and an accounts payable clerk that will assist with the ordering and resource management of the grant.

The district staff will work closely with the school leadership team to assist and support with the process. All appropriate staff will receive training on the grant administration. The SRG administrator will prepare necessary reports and keep the GaDOE and public aware and informed about the grant progress. Together with the Director of Finance, the district will prepare for audits, record retention, and completion reports outlined in this grant.

#### **Past initiatives supported by community leaders include:**

1. Retired teacher organizations which have provided inexpensive books for students

2. Local media reports school news, parent involvement opportunities, and does service announcements on literacy
3. Working with the recreation department and sports organizations, making sure they understand and promote literacy as well as athletics
4. Working with local businesses toward improving citywide literacy

<b>Past Initiatives</b>	<b>Years of support</b>
Learning Focused Schools	15 years
Common Benchmarks for literacy	3 years
Collaborate Planning	5 years
Better Seeking Teams	5 years
Team Maze (Career Development)	6 years
21 <sup>st</sup> Century Afterschool Programs at 3-8	8 years
High School Community Collaborative (Farm Day, Focus on Technology, etc.)	8 years

**Sustainability of Past Initiatives:**

The system is fortunate to have highly qualified staff working collaboratively through professional learning communities. Learning Focused practices are still redelivered and refreshed through professional learning communities and collaboratives lead by the system Academic Coaches. The hiring of the District Literacy Trainer will also ensure that we build a pipeline of leaders that understand best practices.

The teacher retention rate is very high. Thus allowing us to retain the knowledge and skills learned throughout this grant. The Assistant Superintendent of Teaching and Learning has reallocated funds and organized budgets to provide for professional learning and the purchase of limited technology. Throughout this grant process, the SRG administrator will work to identify funding sources, write grants, and allocate resources for sustainability.

**LEA Initiatives implemented internally with no outside funding support include:**

- 2013-2014 Hiring of the District Literacy Trainer

- 2013-2014 Hiring of Parent Engagement Specialists for each school
- Speech Language Pathologist for CCPK
- Technology upgrades outlined in this grant
- Academic Coaches at each school
- Professional learning opportunities (trade-book purchase, site-visits to schools, conferences, professional learning communities, Summer Literacy Academies)

## Crisp County High School Narrative

### **Administrative and Teacher Leadership Team**

Crisp County High School (CCHS) is the only school in the county serving grades nine through twelve. Dr. Rusty Sowell is the principal and is currently in his first year of service in this capacity for our system. Each content area has a separate administrator; Kelly Shields is the Language Arts, Physical Education and Fine Arts assistant principal, Mr. Ben Mallory is the Science and Math assistant principal, and Miss. Lynn Pitts is the Social Studies, CTAE and SPED assistant principal.

There are several other levels of leadership within our building. In addition to the administrative staff, Mrs. Tara Shurley serves as the Academic Coach. Our school also utilizes strong teacher leadership teams who inform, guide, and support staff. They consist of team leaders from each grade level and department chairpersons for all academic subjects including math, science, English/language arts, social studies, fine arts, special education, and CTAE.

CCHS is home to approximately 1090 students. Our role is to ensure students are progressing successfully from grade to grade which will impact completion rate at the high school level. Our decisions are data-driven to identify our strengths and weaknesses in curriculum and instruction. Every effort we make is driven by the need to improve the 61% graduation rate.

### **Demographics**

Crisp County High School is located in a high-poverty area with 100% of our students receiving free lunches and reduced lunches.

	Black	White	Hispanic	Asian	Multi-racial
Student Population	57%	36%	3%	1%	3%

	Students with Disabilities	LEP	Gifted
Student Population	12%	1%	6%

### **School History**

In 1995, construction was completed on our current high school facility. Since its original construction, improvements have been made that have focused primarily on expanding our capacity for the integration of technology in instruction.

### **Accomplishments**

In 2010 CCHS achieved national recognition for our Advanced Placement and CTAE programs.

### **Past Instructional Initiatives**

CCHS’s instructional initiatives include, but are not limited to, the following: Learning-Focused Schools, Response to Intervention, Common Benchmark Assessments, Technology Integration, Accelerated Reader Program, Tiered Interventions, Tutoring, 21<sup>st</sup> Century Classrooms, Extended Learning Time, IN tCommon unit and lesson plans, and implementation of the Common Core Georgia Performance Standards(CCGPS).

The graduation rate for 2013 – 4 year cohort is 61%. The graduation rate for minority males is 51%. We believe that this can be overcome, in part, by providing high-quality literacy software that screens students, differentiates instruction, and produces valid and reliable data to guide instruction.

### **Current Instructional Initiatives Collaboration**

CCHS staff participates in common subject area planning meetings weekly to design instruction, strategies, and resources to meet students’ needs. We meet once each month to share and discuss

benchmark data in order to refine our instructional practices. During this time, the academic coach and/or other staff member will also share information gained from recent professional development trainings.

### **Writing**

CCHS teachers implement journal writing on a weekly basis. Focused journal writing occurs two to three times per week in all subject areas. In addition to journal writing, teachers of science and social studies require students to write two content-based mini-reports to assess learning of specific concepts through the writing process. Process writing is implemented throughout each nine-week unit of CCGPS instruction in the ELA classrooms.

Unfortunately, our writing scores dropped this year by more than 10%. The administration is concerned about how writing is being taught in the school. We feel that writing is a major focus for improvement. We have hired a District Literacy Trainer who will begin to implement teaching across all content areas. We are also beginning conversations with postsecondary institutions in order to foster relationships. Our teachers need training in how to incorporate writing across the disciplines.

### **Technology**

In 2006, CCHS implemented its first 21<sup>st</sup> century model classrooms. Three classrooms were initially equipped with a projector, interactive whiteboard, wireless slate, and classroom performance system. In the next several years, grants were written and awarded to help us equip additional classrooms with 21<sup>st</sup> century technology. An effort was made in 2010 to utilize school improvement funds to equip all academic classrooms with this same technology. However, the district has lacked the funds to support the classrooms and many have not been updated. The

schools computer labs are equipped with computers that are over 7 years old. This grant will allow us to provide updated technology.

We also have 2 carts of 30 ipads that are used during ELT (extended learning time) for SAT prep. These carts can be checked out for any classroom during the day.

### **Instruction**

While most classes are heterogeneously grouped, we do provide instruction for gifted learners grouped as a whole. Periodically, students are grouped within the classroom for instructional purposes or regrouped with a different classroom for the same reason. We are continuing to use elements from our past initiatives as we roll out the CCGPS and work to better integrate best practices while incorporating technology into our instruction.

### **Community and Parental Involvement**

This year, Title I funds were used to hire a Parent Engagement Specialist to increase parental involvement and educate parents through a variety of mediums.

### **Professional Learning Needs**

A recent survey revealed that CCHS staff is in need of organized, high-quality, research-based professional development opportunities in the areas of:

- Foundational reading skills
- Vocabulary building
- Reading comprehension
- Content literacy instruction
- Content writing across the curriculum
- Using assessments to modify instruction

Informal observations by administration and other staff will be conducted to ensure that learning is being put into practice with fidelity throughout the building. Our system has recently contracted with RESA to have a designated professional learning contact one day per week rotating thru our entire system of schools.

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

We acknowledge reading as the foundation upon which all other learning builds. By the time a student reaches the middle school level, any deficiencies in reading from previous years is magnified with the increased rigor and text complexity of the standards which they are expected to learn. We need to ensure that each child is ready to meet the demands of CCGPS in order to become college and career ready. To do this we must have every child reading on or above grade level as early as possible. The SRCL grant would afford us the structure to provide the materials and professional learning to improve both the classroom teachers' and students' literacy skills. Through the entire process of applying for this grant, we have learned much about our school, our members, and our current programs. It has given us the opportunity to come together as a district and community to discuss and outline our needs, weaknesses, and strengths. We know by working together we can accomplish great things, but more importantly, we can get our students to accomplish greater things.

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

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

According to the survey data our school is operational in this building block.

#### **Existing Action:**

When looking at the Engaged Leaders building block of the “How” document the administration at CCHS represents a strong, engaged team who are committed to supporting evidence-based literacy instruction. The administration searches for professional learning that relates directly to the needs of the teachers and the students(“The How” p 20). The professional learning selections are made as a result of informal/formal observations by administration and analysis of benchmark test data.

The administration is strategic about assigning teachers non-academic duties (“The How” p 20).

Administrators assign staff to committees based on their expertise and areas of interest. At the end of the year, committee evaluations are conducted to determine their effectiveness. Based on the evaluation results, committee assignments are adjusted for the upcoming school year.

New teachers are provided with opportunities to receive necessary support in becoming acquainted with programs, materials and previously learned strategies(“The How” p 20). They participate in a system-wide “New Teacher Orientation” to cover the basics of teaching in Crisp County schools.

Once they enter the high school, they are introduced to their content department head who will provide them with an orientation of school policies, classroom management guidelines, curriculum, and grading weights. They are introduced to the people who will meet their needs for supplies, technology, and media. The new teachers are also assigned a peer content mentor for support of their day to day questions.

The CCHS administrators and teachers are required to participate in state-sponsored Webinars and

face-to-face sessions to learn about the transition to CCGPS(“The What” p 5).

As a result of writing for this grant, the district and school literacy teams have studied research based guidelines, strategies, and resources for literacy instruction (“The What” p 5) The school district has hired a District Literacy Trainer(DLT).who will work with the Academic Coaches and teachers to incorporate literacy throughout the content areas. The DLT will provide training on direct instruction and scaffolding of writing across all content areas including writing to learn, writing to demonstrate learning and writing to publish. The DLT will help to enable us to reach our goal of integrating reading and writing across the content areas and move toward a more project based, student centered instruction.

**The Plan:**

- Participate in professional learning in literacy leadership in order to support classroom instruction (“The How” p 20). In order to meet the goals of this component, CCHS will use grant funding to provide substitutes for collaborative planning and professional learning days for each department to meet each of the goals listed below.
  - (a).Our teachers need professional development in how to teach children of poverty.
  - (b).Our content-area teachers need professional development in how to teach the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation (“The Why” p 26).
  - (c). Our teachers need training in how to teach writing across the curriculum.
- Have a shared literacy vision that has been agreed upon by the school and community that is aligned with the state literacy plan (“The What” p 5).
- Use multiple forms of student, school, and teacher data to analyze and develop a list of

prioritized recommendations and goals for improvement(“The What” p 5).

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

According to the Survey data our school is emergent in this building block.

**Existing Action:**

Our Literacy Leadership Team consists of: Principal, Assistant Principals, Academic Coach, Media Specialist, Counselors, Grade-level Teacher Representatives, Special Education Teacher Representative, Parents, and other Community Stakeholders.

The Literacy Leadership Team was developed. The principal and assistant principals make formal and informal observations during the year. The administration uses Teacher Keys and other informal observation tools while making their teacher observations. The principal, assistant principals, and academic coach do walkthroughs several times each year. They use an observation checklist was created by the academic coach based on Learning-Focused Schools (LFS). The administration and teachers use the EOCT scores, Benchmark test results, and RTI data to identify and prioritize a list of students to be targeted for intervention or support. From this information, data-driven decisions are made to determine interventions. Data is also used by administrators to determine teacher effectiveness and to provide professional learning goals. There have been times when teachers have been reassigned to different duties to maximize their talents. Continued efforts are made to assess results and refine literacy goals. The parents who were invited to be on this leadership team were selected as a result of their involvement in their child’s education and their willingness to support school activities. The community members invited to be a part of our literacy team are volunteers that have connections to our school through our school council committee or business partnerships. These individuals have shown their willingness to invest in our school by their attendance at critical

meetings and their support of our school activities. They have provided us with valuable insights as they have worked with our administration and staff.

**The Plan:**

- Literacy Leadership Team will review and revise School Improvement Plan goals, objectives, and actions according to student achievement results (“The How” p 21; “The What” p 5). In order to meet the goals of this component, CCHS will use grant funding to purchase formative and summative assessments identified in the grant, professional learning to implement and analyze the assessments, and participate in grant sponsored professional learning to assist literacy team in the identification of effective literacy practices.
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS (“The How” p 21).
- Utilize our literacy team to help us promote literacy in our school and community.
- Use the Literacy Instruction Checklist, GA when making observations and doing walkthroughs to determine strengths in literacy instruction and to identify needs for improvement (“The How” p 21).
- Use multiple forms of student, school, and teacher data to analyze and develop a list of prioritized recommendations and goals for improvement (“The What” p 5).

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

According to the survey data our school is operational in this building block.

**Existing Action:**

**Current Scheduling:**

The administrators work diligently to utilize research-based guideline, strategies, and resources for literacy instruction incorporated into all practices and instruction (“The What” p 5; “The Why” p 43,

68). The Students currently have seven 50 minute class periods daily and 30 minutes of Extended Learning Time (ELT). We are currently focusing on math in our ELT time but with grant funding we will be able to expand our focus to include literacy. We have determined through data analysis that inability to read complex word problems, we realize that we must also focus on literacy. We have just begun offering Saturday school as well as after-school tutoring to students at risk. Currently we are using the Reading+program with some of our 9<sup>th</sup> graders with success. With additional technology, we will be able to provide access to literacy improvement programs such as Reading+ to more students.

**Current Collaborative Planning:**

All teachers within each content area have the same planning period to allow for collaborative planning. Collaborative meetings with assigned assistant principal are held weekly during teacher planning time. Teachers meet as teams to discuss Response to Intervention (RTI).weekly with RTI Coordinator. Administrators and Teachers redeliver information to staff after they have attended professional learning meetings. Agendas and action summaries are used at each collaborative planning meeting as well as attendance records.

**The Plan:**

- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as:  
[http://www.reading.org/Libraries/Reports\\_and\\_Standards/MEMC\\_070620.sflb.ashx](http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx)  
("The How" p 23).
- Implement flexible scheduling options to include additional time for reading intervention  
("The How" p 23).
- Analyze formative student assessment results and use the results to continue to determine the

impact of efforts to maximize use of time (“The How” p 23).

- The leadership team will work with the District Literacy Trainer to provide instructional time for literacy leveraged by scheduling disciplinary literacy in all content areas (“The What” p 6; “The Why” p 68).

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

According to the survey data our school is emergent in this building block.

**Existing Action:**

At this time the ELA and Math teachers have participated in content-specific CCGPS state-sponsored webinars. Currently the ELA teachers are responsible for informational text and literary texts instruction as articulated in CCGPS. ELA teachers teach the standards utilizing novels and other supplemental texts that are prescribed by the CCGPS. Science and Social Studies teachers teach the literacy standards of CCGPS through their unique content areas. Journal writing is done in all academic classes two to three times per week. In addition students demonstrate conceptual understanding through two required mini-reports in Science and Social Studies each nine week period. Currently our practices are not as effective as they could be. Our system has created a Crisp County Facebook page in order to communicate with the public and to showcase important events happening across the school system (“The How” p 24). Our commitment to literacy is evident on the Crisp County Facebook page. The page features classroom and school events. Communication to parents is done through phone calls, written communication in student agendas, Infinite Campus, and the extended parent conference night (“The How” p 24).

**The Plan:**

- During the writing of this grant, we find that we need to improve in this area. We need to plan

for targeted, sustained professional learning for the staff on literacy strategies to promote deeper content knowledge (“The How” p 24). We have already hired a district literacy trainer and next year this grant will allow us to explore additional resources and partnerships with post-secondary institutions.

- Monitor instruction to ensure consistent use of effective LFS instructional practices that include disciplinary literacy and active student engagement across content areas (“The How” p 25).
- Plan for targeted, sustained professional learning for the staff on literacy strategies to promote deeper content knowledge (“The How” p 24; “The Why” p 46-49, 154-155).

E. Action: Optimize literacy instruction across all content areas

According to the survey data our school is emergent in this building block.

**Existing Action:**

Currently, all content teachers collaborate weekly with assigned assistant principal to develop CCGPS lesson plans, devise instructional strategies, and create writing topics to optimize literacy instruction.

Although writing is required in all classes, not all teachers are trained in the teaching and assessing of writing. By working together, teachers can share strategies and support each other in their efforts to implement the CCGPS. In addition, ELA teachers administer timed reading probes to all students to monitor literacy progress, particularly for those students in the RTI process. The school agrees upon the necessity of having a plan to integrate literacy in all subjects articulated within CCGPS (“The How” p 26; “The Why” p 44, 48). The grant will provide funding to train all teachers in the teaching and assessing of writing. Collaborative planning will allow for teachers to share ideas and strategies.

Crisp County has established a Pinterest page in which teachers can share instructional ideas.

<http://www.pinterest.com/crispcountyscho/>. Through this medium, teachers can post and share ideas

that will help to enhance instruction in the classroom with teachers within the system as well as outside of the system.

**The Plan:**

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (“The How” p 26).
- Continue to develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>). (“The How” p 26).
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS (“The How” p 26).
- Require writing as an integral part of every class every day (“The How” p 26; “The What” p 6; “The Why” p 87).

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.

According to the survey data our school is emergent in this building block.

**Existing Action:**

Parent workshops are held quarterly focusing on literacy strategies for parents to use at home with their students. This year, the district hired a parent engagement specialist who is assigned to the school to work with parents and teachers and coordinate workshops and activities. Media outlets are used to communicate literacy goals and incentives. Civic organizations foster support for the school’s reading goals by providing books to the school media center. Community leaders have been invited to join the school’s literacy team to discuss and plan for improved efforts in literacy instruction.

Businesses donate funding for AR incentives. Student athletes and AP students go to elementary schools to read to students.

**The Plan:**

- Expand and continue partnerships with local businesses. Currently we only have one partnership but will seek others (“The Why” p 57).
- Continue to celebrate academic successes publicly through traditional and online media (“The How” p 28).Information is published in the local newspaper, school and system webpages and Facebook page.
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities (“The How” p 28). Continue to send students athletes and AP students to elementary schools to read and mentor to students.

**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.).

According to the survey data our school is emergent in this building block.

**Existing Action:**

Currently, there is collaboration among departments and same subject teachers. Collaborative groups meet bi-weekly to discuss and plan for instruction to ensure continuity among all teachers. Resources are developed and shared across the collaborative groups as well. Benchmarks are developed and data is analyzed to drive changes in instruction. The academic coach shares strategies for increasing vocabulary and comprehension at the collaborative meetings and teachers are encouraged to implement one new strategy in their classes. Mini-reports are required in Science and Social Studies classes each nine weeks and focus mainly on informational writing topics. CTAE courses require daily journal writing and reports or presentations throughout the school year. Although we have received literacy training via the state CCGPS webinars in Science and Social Studies, the level of

“shared responsibility” among these teachers for literacy instruction is not at the level that we need it to be.

We are now utilizing social media Facebook (<https://www.facebook.com/crispcountyschools>) as well as the Pinterest (<http://www.pinterest.com/crispcountyscho/>) to communicate and promote literacy throughout the community at large (“The How” p 29; “The Why” p 57). Teachers are encouraged to post ideas and share stories of success within our school as well as with other schools outside of our district.

**The Plan:**

- Provide training on the teaching of writing across the curriculum.
- Proponents of a professional learning community model need to be implemented and professional learning provided to increase the effectiveness of The Planning time. (“The Why” p 154-155).
- Develop a plan for teaching academic vocabulary for all subjects.
- Design an infrastructure for shared responsibility for development of literacy across the curriculum (“The Why” p 46-49).
- Devise a writing plan to require writing as an integral part of every class every day. (“The How” p 26).

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

According to the survey data our school is operational in this building block.

**Existing Action:**

Through regular collaborative meetings teachers get support for classroom instruction. Resources to support literacy across the curriculum are limited. This grant will allow us to purchase materials and supports that will allow us to provide variety and choice in the types of media and genre of both

reading and writing assignments (“The How” p 31).By sharing research-based strategies and resources, teachers are able to gradually integrate the literacy skills from the CCGPS into their content-based instruction. Teachers have received professional learning to gather more knowledge about literacy instruction across the curriculum and this information is re-delivered to other teachers at the school. However, teachers need professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction (“The How” p 31). Student engagement will be increased if we are able to develop meaningful opportunities for students to write, speak, listen, using social media for both face to face and online opportunities (“The How” p 31). Teachers and students need more opportunities to explore 21<sup>st</sup> Century technologies. This grant will allow us to purchase resources which will allow us to accomplish the goal of 21<sup>st</sup> Century literacy. Ultimately we would like to go to a one-to-one computer model.

**The Plan:**

- Provide professional learning in teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation.
- Identify and purchase materials to provide a variety and choice in the types, media and genre for both reading and writing assignments (“The How” p 31).
- Channel available funding to more toward a one-to-one computer model for entire student body (“The How” p. 31).
- Create a plan to integrate literacy in all subjects as articulated within CCGPS (“The How” p 26; “The Why” p 57).
- Continue to stay abreast of effective strategies for literacy instruction (“The How” p 30) by allowing teachers to go to conferences and professional learning opportunities.

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

community

According to the survey data our school is operational in this building block.

**Existing Action:**

Supplemental academic support is offered through literacy and writing tutors that work with students during ELT 30 minutes per day on specific deficits. We offer an After School Program to assist students with homework and specific targeted skills in the CCGPS. A summer school program is available for students who do not meet academic proficiency at the end of the year. During summer school, students work in A+ (credit recovery) program to complete courses not completed during the school year. Remediation review is offered for students not passing the GHSGT before retakes.

**The Plan:**

- Include academic supports such as tutoring, extended learning opportunities such as summer programs, and after school programs to enhance literacy learning. (“The How” p 32).
- Continue to foster relationships/networks among schools, families, and communities. (“The How” p 33).

**MISSING BUILDING BLOCK 3 AND 4** is at bottom

**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.).

According to the survey data our school is operational in this building block.

The District is currently working to develop a comprehensive RTI process that will meet the needs of children birth-to-12<sup>th</sup> grade. The award of this grant will allow us to fully implement a more comprehensive approach that is both horizontally and vertically aligned and provides all students the

opportunity to become College and Career Ready.

**The District Plan:** (“The How” p 43-47)

- Aligning all school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring plans to ensure fidelity of implementation and progress of student subgroups.
- Ensure that communication between the district, administration, and teachers is ongoing and effective.
- Develop process monitoring the implementation of research-based interventions Birth-to-12<sup>th</sup> Grade.
- Develop schedules to ensure that students have intervention time built into the school day. Develop opportunities for students to receive instruction through extended learning, extended day, afterschool and/or summer school.
- Monitor the planning, delivery and assessment for students with special learning needs.
- Use technology to track and ensure the movement of students between tiers of intervention.
- Provide opportunities for professional learning to all system staff on new procedures, assessments, and protocols for RTI.

**Existing Action for School:**

Currently, there is a protocol that has been developed and is followed for making decisions to identify the instructional needs of students. Data is stored in Infinite Campus through the RTI data storage and retrieval system, and is understood and used by all staff members. Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place. Protocols for team meetings include:

**Tier 1**

All students participate in the general education curriculum using data driven differentiated instruction. Progress is monitored by balanced assessments.

**Tier 2**

Students who struggle with the general education curriculum receive needs based small group instruction with scheduled progress monitoring using curriculum-based assessments.

**Tier 3**

Students who do not make minimal progress with Tier 2 interventions receive more intense, individualized intervention with more frequent progress monitoring.

**Tier 4**

Students who continue to demonstrate significant problems with the general education curriculum after receiving a minimum of twenty-one weeks of rigorous interventions are referred for a special education evaluation.

**The School Plan:**

- Implement the developed standardized protocols (“The How” p 43).
- Monitor to ensure that interventions are occurring regularly and with fidelity (“The How” p 43; “The Why” p 133).
- Monitor results of formative assessment to ensure students are progressing (“The How” p 43).

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

According to the survey data our school is emergent in this building block.

All students receive Tier 1 interventions which includes the general education core curriculum using learning-focused strategies such as activation, vocabulary development, summarizing,

extending/refining, acceleration and cooperative learning. In order to clearly monitor every child's progress, formative assessments are administered frequently and routinely. With this data, teachers are better able to identify specific areas of need in which to focus, implement new strategies and differentiate the learning for the students to reach the expectation. Students continuing to struggle as evidenced by daily assignments and assessments are referred to Tier 2 for supplemental intervention in addition to the core instruction.

**The Plan:**

- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension and writing skills (See Section IV.A.) ("The How" p 44).

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

According to the survey data our school is operational in this building block.

Tier 2 is data-driven, small group supplemental instruction provided during regular classroom time, before school, after school or during ELT period. Teachers use a specific scientific researched based intervention to address the reading needs of the group while keeping in line with CCGPS. Student response to intervention is progress monitored using formative assessments that are administered frequently and routinely by content teachers who meet once a week to discuss the progress monitoring data. Based on this data, the team decides how to proceed. The Teacher may continue with the current intervention, change the intervention, or move the student to Tier 1. Students not making sufficient progress in Tier 2 after a minimum of nine weeks of Tier 2 interventions may be considered for Tier 3.

**The Plan:**

- Monitor effectiveness of standard intervention protocols in place for students ("The How" p

45).

- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year (“The How” p 45).
- School level leaders will ensure effectiveness of interventions by: building sufficient blocks of time into the daily schedule, providing adequate space conducive to learning, ensuring that they are provided by competent well-trained teachers (“The How” p 46).
- Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions (“The How” p 45).

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

According to the survey data our school is operational in this building block.

Students who are not responding to Tier 2 are placed in Tier 3 to receive more intense and individualized interventions. Students in Tier 3 are scheduled into a thirty minute, two days a week, supplemental reading intervention program which is scheduled during the ELT period. Students are instructed using the Reading Plus program based on the individual needs of the student. The RTI team develops a specific plan of action and meets once a month to discuss the student’s response to the intervention with regard to progress demonstrated in the general education classroom. Students who continue to make minimal progress after receiving twelve weeks of intense intervention may be referred to Tier 4 for a Special Education Evaluation.

**The Plan:**

- Implement consistent SST/Data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points (“The How” p 46).
- Continue Tier 3 SST/data teams to follow protocols to determine students with specific issues

including EL, migrant, and homeless status are not interfering with the learning process (The How” p 46).

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students’ inability to access the CCGPS any other way According to the survey data our school is operational in this building block.

**Existing Plan:**

Students who qualify for an IEP receive instruction in the least restrictive environment. Their individual needs are assessed to enable tailoring of services, accommodations, and interventions. After writing this grant, the district has made a concerted effort to increase the rigor and relevance of instruction to ensure that all students have the opportunity to be successful. We have reviewed schedules to ensure that students are served in the least restrictive environment while receiving necessary support to succeed. Students with IEPs also receive an additional 45 minute instructional period where they are taught reading and math skills. This instruction is aligned with the instruction being taught in the regular education classroom.

The Education Director is a part of both our district literacy team and our school literacy team. The success of our special education students is of primary concern and the team is committed to continue to collaborate to ensure that students and teachers have the necessary support.

**The Plan:**

- The district and school will develop a system of checks and balances to ensure fidelity of implementation and progress of students identified as special education (“The How” p 47).
- All special education teachers will be provided all professional learning opportunities outline in this grant (“The How” p 47).

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

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

According to the survey data our school has not addressed this building block.

**Existing Action:**

Currently, we have collaboration with local colleges and universities to provide field experiences for prospective education majors. These students observe classroom teachers, prepare mini lessons, and assist teachers in simple classroom duties. As outlined in section 1, we will increase partnerships with post-secondary institutions to improve collaboration to ensure preservice teachers have best practices, resources, and support to meet the challenges of the classroom. Our district focuses on pre-service courses on content literacy strategies and reading instructional best practices in order to prepare new teachers (“The Why” p 150-151, 156). We also require teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom (“The Why” p 150-151).

**The Plan:**

- Continue existing collaboration with local colleges and universities.
- Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice (“The What” p 13).
- Include representatives from local colleges on the school’s Literacy Leadership Team.

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

According to the survey data our school is emergent in this building block.

**Existing Action:**

Teachers have received training on the new standards, school improvement initiatives, and content

related CCGPS literacy training and continue to participate in ongoing professional learning opportunities in literacy skills. We have a protected time for teachers to meet collaboratively to plan lessons, analyze data, and reflect on literacy issues. The academic coach provides training during collaborative planning on research-based instructional strategies and methods for improving student achievement. Training is being provided for all new staff for technology such as: i-pads, **mimios**, Smartboards, student response clickers and AV Rovers. Chattahoochee RESA is now under contract to work with staff to improve instruction using technology. As a result, training has begun to implement a system-wide learning management system. We have chosen to use Edmodo. After writing the grant, we recognized the need for more professional learning. The system has hired a District Literacy Trainer who will provide professional learning and continued support for literacy instruction across the curriculum.

Anyone working with students are provided program-specific training in intervention programs before the beginning of the year to prepare for implementation (“The How” p 49). Each year substitute teachers are provided training on instructional expectations. Teachers and paraprofessionals work together to plan lessons and to ensure differentiation during classroom instruction. Our school is in the process of developing a professional library that includes print text and on-line sources that teachers and staff can access (“The How” p 49).

Teachers are required to redeliver information after attending staff development or conferences. This provides opportunities for all teachers and staff to practice specific techniques in non-threatening situations (“The How” p 49). The administration insists that teachers and staff be aware of how comments might be perceived by the community at large and keep to “professional talk”.

**The Plan:**

- Include protected time in the school calendar for teachers to collaboratively analyze data, share

expertise, study the standards, plan lessons, examine student work and reflect on practice (“The What” p 13).

- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs (“The How” p 49).
- The leadership team will use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning (“The How” p 49).
- Continue to encourage “professional talk” among staff and provide time for discussions (“The How” p 49).

**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

According to the survey data our school is operational in this building block.

**Existing Action:**

Prior to writing last year’s SRG, we used school-level locally made assessments and benchmarks. We realized the need for a system wide measurement tool aligned to Common Core. The district has invested in an effective universal screener, Thinkgate, to help us store and retrieve data to help us make instructional decisions based on data. However, we have not implemented and provided training to utilize this software. This grant will allow us the opportunity to train teachers to use the

software, analyze results, and modify curriculum and instruction based on the results. We are utilizing multiple formative assessments such as unit tests, timed reading probes, tasks, and benchmarks to identify individual student's strengths and weaknesses. This data is analyzed to determine which interventions are necessary and which instructional strategies are most effective. Thinkgate will increase our effectiveness by providing normed assessments and disaggregated data. The EOCT is administered at the end of the year to determine student mastery in the course. Adjustments are made accordingly. Reading plus software is now being used by all 9<sup>th</sup> graders 30 minutes per session, twice per week. Teachers use the results to plan instruction and differentiation needs in Language Arts. We also need to develop a calendar to help us stay abreast of the due dates and guidelines for administering assessments. This will help us to make sure we all know what and when assessments are due and who the responsible persons are for administering the assessments. Once we have all of the data collected, we need to have a data team who will develop procedures and expectations for review and analyzing results as well as helping to select appropriate interventions for struggling students ("The How" p 35).

**The Plan:**

- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal and informal, and performance-based) ("The How" p 34; "The What" p 8).
- Provide teachers with training on the use of Thinkgate ("The How" p 35).
- Develop a summative assessment that will provide a performance predictor based on nationally normed data correlated to CCGPS.
- Develop a formative assessment calendar based on local, state, and program guidelines,

including specific timeline for administration and persons responsible (“The How” p 35).

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

According to the survey data our school is emergent in this building block.

**Existing Action:**

All students are given timed reading probes three times per nine weeks to monitor ongoing progress. Particular attention is given to those students identified as “At Risk”. Benchmark data is analyzed quarterly to provide more focused attention to individual students’ progress. Through Title I funds, the district purchased normed software correlated to the CCGPS to progress monitor reading and math. The goal of this software is to provide universal screening, progress monitoring, and curriculum-based assessments that are used to determine instructional decisions regarding flexible 4-tier service options for Response to Interventions (“The What” p 8). Students currently in the RTI process are given screeners to identify specific weaknesses and gaps in learning. Academic action plans are developed by teachers to address the interventions needed. Plans may include focus in ELT, after-school tutoring, or Saturday school. The district also researched and selected an effective universal screener (Thinkgate) to measure literacy competencies for students across the curriculum. We have developed an assessment calendar along with dates for formative and summative assessments to be administered (“The How” p 35).

**The Plan:**

- Use universal screening and progress monitoring for ongoing formative assessments (“The How” p 35).
- Develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction. (“The How” p 36).

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

According to the survey data our school is emergent in this building block.

**Existing Action:**

All 9<sup>th</sup> grade students are given a diagnostic assessment of their reading skill level. This assessment is then used to develop interventions and strategies specific to each individual student's weaknesses. Students in 10<sup>th</sup> through 12<sup>th</sup> grades who are identified at risk are provided supplemental literacy instruction as described in section B. Currently, literacy is mainly addressed with Reading and Language Arts teachers. In order to avoid a one-size fits all approach, the leadership team has identified interventions which include diagnostic assessments and multiple-entry points ("The What" p 9).

**The Plan:**

- Administer a diagnostic assessment to all students as outlined in the striving readers grant.
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. ("The How" p 37).

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

According to the Survey data our school is operational in this building block.

**Existing Action:**

Currently we analyze EOCT results for 9<sup>th</sup> graders by subject, teacher, and grade to identify strengths and weaknesses in curriculum and instruction, pedagogical practices, and the need for personalized professional development. Upperclassmen are analyzed using EOCT results and grading reports. We further assess individual student data to monitor student achievement. Teacher performance can also be assessed based on student achievement. The literacy leadership team will analyze student data and determine interventions necessary for students who did not make

adequate progress. Students may be assigned to RTI, extended learning time, and/or extended school day based on needs. A summer school program is offered for students who do not successfully complete courses and students are given the opportunity to retake EOCTs.

**The Plan:**

- Collect, analyze, and utilize data to align and adjust instructional decisions (“The Why” p 94-95).
- Analyze assessment data to identify students and teachers who need support (“The How” p 38).

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.).

According to the survey data our school is emergent in this building block.

**Existing Action:**

In addition to the strategies previously noted, CCHS uses data to drive the RTI process for outlining interventions specific to students’ needs. Common subject and grade level teachers comprise data teams that meet bi-weekly during collaborative planning to disaggregate benchmark and other data to better address the instructional needs of our students. During these meetings, special education teachers actively contribute to the dialogue outlining strategies specific to students’ individual needs.

**The Plan:**

- Make sure the data storage and retrieval system is adequate, understood, and used by all appropriate staff members to address student achievement (“The How” p 39).
- Develop the process to provide training for teachers to use the decision-making protocol to not only identify student instructional needs but to group students by instructional

commonalities and to implement the protocol with fidelity (“The How” p 39).

- Follow the protocol that has been developed and needs to be followed for making decisions to identify the instructional needs of students (“The How” p 39).
- Align lesson plans to the CCGPS to ensure continuity of instruction based on data from formative and summative assessments.

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

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

According to the survey data our school is operational in this building block.

**Existing Action:**

Currently students receive 50 minutes of literacy instruction in the ELA classroom including vocabulary development, comprehension strategies, fluency skills, and phonemic awareness.

Teachers utilize a variety of instructional practices including the integration of limited technology resources. Students read available informational and literary texts as outlined in the CCGPS and participate in multiple writing assignments involving different genres. However, our current selection is somewhat limited and outdated. All teachers are encouraged to integrate the literacy standards throughout their instruction. Reading Plus software is used in all 9<sup>th</sup> grade ELA courses twice per week, 30 minutes per session.

**The Plan:**

- Develop an extended learning time for literacy remediation and differentiation (“The How” p 40).
- Provide professional learning to all pertinent staff on the use of explicit instruction to include: use of data to inform instructional decisions, selection of appropriate text for strategy instruction, student specific strategies to be learned and why, modeling of how

strategies is used, guided and independent practice and feedback, discussion of when and where strategies are applied (“The How” p 40).

- Expand and use technology more effectively in literacy instruction to motivate and engage all learners (“The How” p 40).
- Expand selection of informational and literary resources.
- Upgrade the media center so that students will have access to more informational text (“The Why” p 59).

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

According to the survey data our school is operational in this building block.

**Existing Action:**

The district believes that we need to strengthen this area. We currently have a plan for writing in all academic classes; however, it is not fully aligned to the CCGPS. All academic classes are required to participate in journal writing two to three times per week. In addition, Science and Social Studies classes allow for two extended writing pieces pertaining to specific content. ELA classes follow the CCGPS unit frameworks and require multiple formal writing assignments exposing students to a variety of genres and requiring students to cite textual evidence to support their writing. However, we need to create a plan for instruction in writing that is consistent with the CCGPS that is articulated vertically and horizontally (“The How” p 42). We see this as a critical need to our decreasing writing scores. The next step is to develop a coordinated plan for writing instruction across all subject areas to include: explicit instruction, guided practice and independent practice (“The How” p 42). We also need to create a plan that describes how technology will be used for production, publishing and communication across the curriculum. Over the last several years, high school writing scores have decreased. The district leaders realize that

we need to provide students with a more comprehensive writing plan across content in every class. We have hired a District Literacy Trainer who will help to develop a writing plan for the system as well as each school. If awarded this grant, we have a great deal of work to do in the area of plan development, The plan will also develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level (“The How” p 42). The DLT will help teachers create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (“The How” p 42).

**The Plan:**

- Develop a plan for making writing an integral part of every class every day (“The How” p 42).
- Direct, explicit comprehension instruction which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices (“The Why” p 66).
- Provide intensive writing including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond (“The Why” p 67).
- Create a plan that will incorporate technology into the writing curriculum (“The How” p 42).

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

According to the survey data our school is operational in this building block.

**Existing Action:**

Technology is vital to engage the 21<sup>st</sup> century learner. Teachers utilize limited technological resources to introduce, teach, remediate, review, and accelerate CCGPS. These strategies work together to stimulate student interest and actively engage students in the learning process. Since we wrote the SRG, teachers have begun to implement more project based instruction to increase interest and engagement. Due to our limited resources, we have implemented Bring Your Own Technology (BYOT) to offset the deficit. However, our community is impoverished and many students do not have any technology resources at home. This grant will allow us to bring in much needed resources to help engage our students and prepare them for college and career readiness. Teachers and staff have received training on the new standards, school improvement initiatives, and content related CCGPS literacy training and continue to participate in ongoing professional learning opportunities in literacy skills.

We have a protected time for teachers to meet collaboratively to plan lessons, analyze data, and reflect on literacy issues. The academic coach provides training during collaborative planning on research-based instructional strategies and methods for improving student achievement. Anyone working with students is provided program-specific training in intervention programs before the beginning of the year to prepare for implementation (“The How” p 49). Each year substitute teachers are provided training on instructional expectations. Teachers and paraprofessionals work together to plan lessons and to ensure differentiation during classroom instruction. Our school is in the process of developing a professional library that includes print text and on-line sources that teachers and staff can access (“The How” p 49).

Teachers are required to redeliver information after attending staff development or conferences.

This provides opportunities for all teachers and staff to practice specific techniques in non-threatening situations (“The How” p 49). The administration insists that teachers and staff be aware of how comments might be perceived by the community at large and keep to “professional talk”.

**The Plan:**

- Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice (“The What” p 13).
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs (“The How” p 49).
- The leadership team will use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning (“The How” p 49).

Continue to encourage “professional talk” among staff and provide time for discussions (“The How” p 49).

## **Crisp County High School Needs Assessment, Concerns and Root Cause Analysis**

### **Description of Needs Assessment Process and Tools:**

Crisp County High School began the needs assessment process by researching what a needs assessment was and the steps involved in conducting needs assessments

(<http://www.dpi.state.nd.us/grant/needs.pdf> ).

Crisp County High School's needs-assessment process involved compiling and examining assessment data, AYP results, assessment of technology budgets and needs, TITLE I parent survey, Survey questionnaire, Georgia Literacy Plan Needs Assessment for Literacy K-12, and a form for ranking professional learning needs. Data was collected and analyzed by literacy team members to align and adjust instructional decisions.

### **Individuals involved in the Needs Assessment Process:**

- All Teachers
- Administrators
- Paraprofessionals
- Media Specialist/Clerks
- Counselor
- Graduation coach
- Academic coach

The overarching goal of the needs assessment tools are to determine our strengths and identify opportunities to improve literacy instruction.

1. Determine purpose of needs assessment

- What are Crisp County High School's strengths and needs according to the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12?
- What do the scores from the EOCT (End of Course Tests) tell us about our teaching and our students?
- What do we know about our student population?
- What are the needs for professional development for our staff?
- What are the amounts of non-fiction material presently in our media center?
- What is the status of the technology we presently have for our students to use to increase their fluency?

## 2. Types of Surveys used in the needs assessment

- Used DOE survey to determine our strengths and needs. This included all teachers, special education, EL, media and paraprofessionals.
- Gathered data and chart information from 9-12th grade students EOCTs and 11<sup>th</sup> graders GHSGT scores to identify trends in learning.
- Gathered statistical data on the population of Crisp County.
- Used informal survey to determine the professional learning needs of the content teachers, special education teachers, and EL teachers.
- Created an inventory count of computers in classrooms and brainstormed with teachers as to what they needed to create computer centers that utilized computer assisted literacy programs on a daily basis.

- Created a Collection Analysis of the number and average age of non-fiction books in the media center.

3. Root or Underlying causes of the areas of concern found in the needs assessment.

The data from the DOE survey revealed that Crisp County High School is mainly operational and emergent in the six building blocks. Our staff needs a better foundation, through professional learning, of these building blocks in order to create a better infrastructure for producing successful readers and writers. (gadoe.org “What” p 3). Crisp County High School is fully committed to provide our students with the best opportunity to achieve. Our goal is to become fully operational and prepare our children to be college and career ready.

- EOCT and GHGST data revealed a need for literacy across the curriculum and level text sets that are aligned to the CCGPS. The vocabulary domain of the reading was a key weakness at Crisp County High School. Science and Social Studies content literacy is weak but this can be due to the lack of exposure due to the time necessary to teach Reading, English/Language Arts, and Math. This gives evidence for the need for non-fiction text aligned to Science and Social Studies. CCGPS requires children to be literate in Science and Social Studies. Content teachers need to identify the concepts and skills students need to meet expectations in CCGPS (“How” p 30).
- Crisp County High School is using local benchmarks as an assessment tool. We have also begun to use Reading Plus and Ascend Math as formative assessments. This is necessary to institute data-driven practices which are our second goal of

this grant project. The use of universal screeners, progress monitoring, and standardized formative and summative assessments will allow teachers and administrators to identify student achievement at the school level, grade level, class level, sub-group level, and individual level. This will also allow school administrators to evaluate teacher effectiveness based on student achievement. The Georgia Literacy Plan promoted the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment (“Why” p 95).

- The statistical data gathered from the 2013 Title 1 report revealed that 79% of the children in Crisp County live in poverty. The staggering number of children in Crisp County that live in poverty is a root cause of the literacy problem in our county. Research has shown that low-income children tend to have far inferior vocabularies than their middle-class peers. Developing a rich vocabulary can become a huge task for students of poverty, but will be much more important with CCGPS. In order to deal with the demands of common core, we need to make changes in teacher understanding of poverty through professional learning. Our teachers need support because teaching students of poverty requires more effort and expertise. Information from the “What” document states that teachers need to adopt a common, systematic procedure for teaching academic vocabulary in all subjects (“What” p 6).
- Informal surveys with all teachers on professional learning revealed that they wanted more training on how to teach literacy and writing across the curriculum.

The staff also stated that they had not thought about children of poverty learning differently than other students. Writing demands for the 21<sup>st</sup> century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in High and continuing through high school. All content areas have writing components in their expectations for Georgia Students. The implementation of strong writing programs is crucial to a literacy initiative (“Why” p 45).

- Inventory Analysis of computers in rooms revealed that there are no student computers in each room. Teachers stated that they need more student computers available in order for them to incorporate technology in the classroom and to use the Reading Plus program in language arts with 9<sup>th</sup> graders. Mobile laptop carts purchased with this grant would allow more computer use in the classrooms. Also due to the poverty in our school students lack opportunities to become 21<sup>st</sup> century technology literate. This fact could severely impact their ability to be college and career ready. People in the 21<sup>st</sup> century live in a technology and media-driven environment marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale (“Why” p 56).
- Collection Analysis of nonfiction books in media center revealed that 43% of the items in the collection were non-fiction with an average age of 1985. More emphasis needs to be placed on providing non-fiction material for the students. Due to the limited number of non-fiction books students do not have the opportunity for wide reading in non-fiction. By increasing non-fiction material

students will have the opportunity to self-select based on interest. This will improve engagement, motivation, and support of self-direction in reading (“Why”, p 67).

**Action Steps:**

After the writing of this grant, the district has made some changes including hired a District Literacy Trainer, hired a parent engagement specialist, invested in universal screening tools, reallocated funds to support professional development in the area of literacy, allocated funding for technology. The district and schools have developed literacy leadership team that have begun to study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the Georgia Literacy Plan.

## Analysis and Identification of Student and Teacher Data

### CCHS Student EOCT Data

Course	2011	Prof/Rate	Plus/Minus	2012	Target	Plus Minus	2013	Target	Plus/Minus	2014
<i>Ninth Grade Literature</i>										
All	77.9	82.2	-4.3	78.9	83.7	(4.80)	76.5	85.2	-8.7	86.7
Asian/Pacific Is.	60	82.9	-22.9	80	87.6	(7.60)	75	88.8	-13.8	92.1
Black	65.8	74.2	-8.4	72.5	76.4	(3.90)	65.9	78.5	-12.6	80.7
Hispanic	80	76.4	3.6	80	78.4	1.60	85.7	80.3	5.4	82.3
Alaskan/American Indian	100	83	17		84.3	(84.30)	N/A	85.8		87.2
White	90	89.7	0.3	90.2	90.6	(0.40)	94.6	91.4	3.2	92.3
Multi-Racial	77.7	89	-11.3	85.7	89.9	(4.20)	66.7	90.8	-24.1	91.8
SWD	52.5	49.1	3.4	34.4	53.3	(18.90)	64.4	57.6	6.8	61.8
LEP	100	45.7	54.3	N/A	50.2		N/A	54.8		59.3
ED	69.1	74.1	-5	73.2	76.2	(3.00)	70.2	78.4	-8.2	80.6
<i>American Literature</i>										
All	83.6	87.7	-4.1	86.7	88.7	(2.00)	87.6	89.8	-2.2	90.8
Asian/Pacific Is.	100	92	8	100	92.7	7.30	100	93.3	6.7	94
Black	70.8	82.2	-11.4	78.7	83.7	(5.00)	82.5	85.2	-2.7	86.7
Hispanic	100	82.5	17.5	100	84	16.00	80	85.4	-5.4	86.9

Alaskan/American Indian	66.7	90.5	-23.8	N/A	91.3		N/A	92.1		92.9
White	93.3	93	0.3	94.9	93.6	1.30	93.6	94.2	-0.6	94.8
Multi-Racial	87.5	91.1	-3.6	80	91.8	(11.80)	100	92.6	7.4	93.3
SWD	34.4	55.3	-20.9	52.4	58.9	(6.50)	61.1	62.7	-1.6	66.4
LEP	100	55.3	44.7	100	59	41.00	N/A	62.8		66.5
ED	76.6	81.8	-5.2	83.5	83.3	0.20	81.3	84.8	-3.5	86.4
<b><i>Math 1/GPS Algebra</i></b>										
All Students	45.8	61.3	-15.5	50.5	64.5	(14.00)	30.6	67.8		71
Asian/Pacific Is.	100	83.8	16.2	100	85.2	14.80		86.5		87.9
Black	32.5	46.9	-14.4	41.6	51.3	(9.70)	12.3	55.8		60.2
Hispanic	38.5	55.8	-17.3	25	59.5	(34.50)	75	63.2		66.9
Alaskan/American Indian		61.8	-61.8		65	(65.00)	N/A	68.2		71.4
White	66.1	72.9	-6.8	67.5	75.2	(7.70)	54.3	77.4		79.7
Multi-Racial	55.6	67.4	-11.8	75	70.1	4.90	N/A	72.8		75.6
SWD	5.1	30.1	-25	15.4	35.9	(20.50)		41.8		47.6
LEP	N/A	38.7		N/A	43.8		N/A	48.9		54
ED	35.5	48.8	-13.3	41.9	53.1	(11.20)		57.3		61.6
<b><i>Math II/GPS Geometry</i></b>										
All	52.3	57.2	-4.9	54.2	60.8	(6.60)	64.4	64.3	0.1	67.9

Asian/Pacific Is.	60	82.3	-22.3	100	83.8	16.20	100	85.3	14.7	86.7
Black	43.4	40.8	2.6	45.2	45.7	(0.50)	53.6	50.7	2.9	55.6
Hispanic	30	52.2	-22.2	33.3	56.2	(22.90)	50	60.2	-10.2	64.2
Alaskan/American Indian		60.2	-60.2		63.5	(63.50)	N/A	66.8		70.2
White	64.1	69.7	-5.6	68.9	72.2	(3.30)	82.1	74.8	7.3	77.3
Multi-Racial		62.8	-62.8	42.9	65.9	(23.00)	71.4	69	2.4	72.1
SWD	11.1	25.3	-14.2	15	31.4	(16.40)	15.2	37.7	-22.5	43.9
LEP	66.7	42.6	24.1	N/A	47.4		N/A	52.2		57
ED	42	43.7	-1.7	46.3	48.4	(2.10)	56.9	53	3.9	57.8
<b><i>Physical Science</i></b>										
All	64.9	75	-10.1	73.7	77.1	(3.40)	72.8	79.2	-6.4	81.3
Asian/Pacific Is.	100	86.9	13.1	100	88	12.00	100	89.1	10.9	90.2
Black	55.3	63.2	-7.9	64.6	66.3	(1.70)	60.9	69.4	-8.5	72.4
Hispanic	80	71.7	8.3	100	74.1	25.90	75	76.4	-1.4	78.8
Alaskan/American Indian		77.7	-77.7	100	79.6	20.40	N/A	81.4		83.3
White	80.4	85.9	-5.5	87.6	87.1	0.50	88.8	88.3	0.5	89.4
Multi-Racial	75	82.9	-7.9	66.7	84.3	(17.60)	75	85.8	-10.8	87.2
SWD	25	45.8	-20.8	35	50.3	(15.30)	29.5	54.8	-25.3	59.4
LEP	100	51.5	48.5	N/A	55.5		N/A	59.6		63.6
ED	48.8	67.4	-18.6	66.7	70.1	(3.40)	65.2	72.8	-7.6	75.6
<b><i>Biology</i></b>										

All	54.3	69.3	-15	69.2	71.9	(2.70)	71.3	74.4	-3.1	77
Asian/Pacific Is.	80	82.7	-2.7	100	84.2	15.80	100	85.7	14.3	87.1
Black	38.7	54.3	-15.6	57.3	58.1	(0.80)	58.5	61.9	-3.4	65.7
Hispanic	53.8	62.8	-9	81.8	65.9	15.90	83.3	69	14.3	72.1
Alaskan/American Indian	0	71.8	-71.8	0	74.2	(74.20)	N/A	76.5		78.9
White	76.4	82.5	-6.1	84.5	84	0.50	87.3	85.4	1.9	86.9
Multi-Racial	25	76.6	-51.6	70	78.6	(8.60)	83.3	80.5	2.8	82.5
SWD	17.9	40.1	-22.2	25	45.1	(20.10)	29.7	50.1	-20.4	55.1
LEP	50	37.4	12.6	100	42.6	57.40	N/A	47.8		53.1
ED	45.1	57.1	-12	50.9	61	(10.10)	62.4	64.6	-2.2	68.1
<i>US History</i>										
All	65	65		64.4	67.9	(3.50)	61.4	70.8	-9.4	73.8
Asian/Pacific Is.	71.4	81.3	-9.9	100	82.9	17.10	100	84.4	15.6	86
Black	51.7	51.2	0.5	50.8	55.3	(4.50)	48.6	59.3	-10.7	63.4
Hispanic	83.3	59.1	24.2	85.7	62.5	23.20	100	65.9	34.1	69.3
Alaskan/American Indian	66.7	72.1	-5.4	100	74.4	25.60	N/A	76.8		79.1
White	80.6	76.2	4.4	77.2	78.2	(1.00)	78.6	80.2	-1.6	82.2
Multi-Racial	85.7	71.4	14.3	60	73.8	(13.80)	57.1	76.2	-19.1	78.6
SWD	40	41.7	-1.7	16.7	46.6	(29.90)	44.8	51.4	-6.6	56.3
LEP	50	35.1	14.9	100	40.5	59.50	N/A	45.9		51.3
ED	53.4	52.4	1	75.5	56.4	19.10	49.5	60.3	-10.8	64.3

<b><i>Economics</i></b>										
All	65	72.7	-7.7	61.2	75	(13.80)	67.6	77.3	-9.7	79.5
Asian/Pacific Is.	100	87.7	12.3	100	88.7	11.30	100	89.8	10.2	90.8
Black	59.5	59.5	0	42.8	62.9	(20.10)	52.4	66.3	-13.9	69.6
Hispanic	100	66.5	33.5	80	69.3	10.70	71.4	72.1	-0.7	74.9
Alaskan/American Indian	N/A	72.1		N/A	74.4		0	76.8	-76.8	79.1
White	86.1	83.5	2.6	81	84.9	(3.90)	84.9	86.3	-1.4	87.6
Multi-Racial	60	77.6	-17.6	77.8	79.5	(1.70)	80	81.3	-1.3	83.2
SWD	25	36.9	-11.9	25.9	42.2	(16.30)	31.2	47.4	-16.2	52.7
LEP	100	45	55	N/A	49.6		100	54.2	45.8	58.8
ED	58.5	60.5	-2	49.7	63.8	(14.10)	59.4	67.1	-7.7	70.4
<b><i>GRADUATION RATE</i></b>										
All	68.9	67.4	1.5		70.1	(70.10)		72.8	-72.8	75.6
Asian/Pacific Is.	N/A	79.1			80.8	(80.80)		82.6	-82.6	84.3
Black	63.2	59.8	3.4		63.2	(63.20)		66.5	-66.5	69.9
Hispanic	N/A	57.6			61.1	(61.10)		64.7	-64.7	68.2
Alaskan/American Indian	N/A	82.2			70.5	(70.50)		73.2	-73.2	75.9
White	77.7	75.5	2.2		77.5	(77.50)		79.6	-79.6	81.6
Multi-Racial	N/A	69.1			71.7	(71.70)		74.3	-74.3	76.8
SWD	21.9	29.8	-7.9		35.7	(35.70)		41.5	-41.5	47.4
LEP	N/A	32			37.7	(37.70)		43.3	-43.3	49
ED	67.7	59.3	8.4		62.7	(62.70)		66.1	-66.1	69.5

<b>GHSWT</b>									
All	95.9		95.9	92		92.00	93.5		93.5
Asian/Pacific Is.	100		100	100		100.00	100		100
Black	92.9		92.9	84.4		84.40	89.8		89.8
Hispanic	75		75	100		100.00	100		100
Alaskan/American Indian	100		100	100		100.00	N/A		
White	97		97	98.3		98.30	97.8		97.8
Multi-Racial	100		100	75		75.00	100		100
SWD	77.3		77.3	57.9		57.90	64.7		64.7
LEP	100		100	100		100.00	100		100
ED	91.7		91.7	88.8		88.80	92.9		92.9

**EOCT Results by:**

**ED:** The data suggests students in poverty are more likely not to meet standards than students not in poverty.

**ELL:** ELL students at CCHS actually were more likely to meet standards.

**SWD:** Overall the SWD students had the most difficulty meeting standards at CCHS.

**Retained:** Data reveals that students that have been retained do not have success on the EOCT.

The Vocabulary domain of reading was a key weakness across all grade levels at Crisp High. Science/SS content weakness can be attributed to higher level texts and the lack of non-fiction supplemental reading materials. Teachers are not trained in literacy standards giving evidence to the needs for non-fiction text aligned to Science/SS and PL.

**Goals:**

- Develop a systematic procedure for teaching academic vocabulary for all subjects.

- Expand media center resources to include texts that support content specific literacy of CCGPS.

**Benchmark Tests:** Thinkgate has been purchased

**Writing Assessment Summary:** There is still a need for focused literacy development through explicit, direct writing instruction.

**Goals:**

- Research/develop summative assessments correlated to CCGPS.
- Implement the SRCL Assessment.
- Implement writing across the curriculum daily
- Support for subgroups
- PL in teaching children of poverty.
- PL in teaching the components of adolescent literacy
- Effectively use data for differentiation.
- Develop an ELT for literacy remediation/differentiation.

**Teacher Data (including Spec. Ed and Media Specialist)**

Staff Count with Professional Certification and **Teacher Retention Data**

		Administrators	Support Personnel	PK-12 Teachers
Positions	Full-time	4	4	62
	Part-time		1	
Male/Female	Male	4		24
	Female	2	5	50
Certificate/Level	Bachelor's			20
	Master's	2	1	29

	Specialist's Doctoral Other *	4	4	18 3 4
Race/Ethnicity	Black White Hispanic Asian Native American Multiracial	2 4	2 3	14 56 1 1 2
Years' Experience	< 1 1-10 11-20 21-30 > 30 Average	5 1 18.33	4 1 19.80	5 25 21 13 10 15.54

The data suggests a knowledgeable faculty with a record of long term service and commitment not only to the students but to the school creating a culture of collaboration, high morale, and dedication to student success.

**Teacher participation in professional learning communities or on-going professional learning at CCHS**

Grade level Collaborative Meetings	Monthly	Academic Teachers
Academic Coach Collaborative Meetings	Monthly	System-wide Academic Coaches
Administrative Collaborative Meetings	Monthly	System-wide Principals

**District Prescribed Assessment**

Our district does have an assessment calendar, but no district prescribed data. School level data is compiled reiterating our need to implement a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results (“What”, p. 8).

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

**Goal 1: Provide current, meaningful, research-based professional development to all staff**

**LLT – Literacy Leadership Team**

**DT – Data Team**

**PL – Professional Learning**

<b>Objectives</b>	<b>Who?</b>	<b>What?</b>	<b>How?</b>	<b>Why?</b>
<b>Provide training in:</b>				<b>The PL will:</b>
Research-based practices in teaching children who live in poverty. <b>(in progress)</b>	Administrators LLT Teachers	Identify training models	Determine training dates/trainers	Prepare educators to understand and to hold high expectations for academic achievement (“Why”, p. 143)
Research-based practices in teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. <b>(in progress)</b>	Administrators LLT Teachers	Identify training models	Determine training dates/ trainers  Plan/provide PL	Deepen educators’ content knowledge, provide research-based instructional strategies to assist students in meeting academic standards (“Why”, p. 143).
Collection, analysis, and utilization of data to align and adjust instructional decisions.	Administrators LLT Teachers	Identify training models	Determine training dates/ trainers	Train teachers in how to administer screeners and how to interpret data and determine best course of

<b>(in progress)</b>				instructional action (“Why” p24).
How to teach writing across the curriculum. <b>(in progress)</b>	Administrators LLT Teachers	Identify training models  Incorporating writing instruction (narrative, argument, and informational) in all subject areas	Determine training dates/ trainers  Plan/provide PL on direct, explicit instructional strategies in writing across the curriculum.	Deepen educators’ content knowledge, provide research-based instructional strategies to assist students in meeting rigorous academic standards (“Why”, p143).
How to use technology more effectively in literacy instruction to motivate and engage all learners. <b>(in progress)</b>	Administrators LLT Teachers Technology Director	Identify training models	Determine training dates/ trainers	Train teachers in how to prepare students to live in a technology/media-driven environment (“Why”, p56).

**Goal 2: Institute data-driven practices**

<b>Objectives</b>	<b>Who?</b>	<b>What?</b>	<b>How?</b>	<b>Why?</b>
Use universal screening and progress monitoring for ongoing formative assessments.	Administrators LLT Teachers	Implement formative assessments outlined in SRCL Grant Assessment Chart  Put in place an infrastructure for ongoing assessments, determine need for and intensity of interventions	Develop school-wide, classroom based formative assessments to determine efficacy of classroom instruction (“How” p36)	Train teachers to administer screeners and interpret data to plan instruction (“Why” p24).

Research/develop a summative assessment that will provide performance predictor based on nationally normed data correlated to CCGPS	Administrators LLT	("What", p. 8) To evaluate effective instruction ("What", p9)	Develop school-wide, classroom based formative assessments to access efficacy of classroom instruction ("How" p36)	The Georgia Literacy Plan promoted the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment ("Why", p95)
Develop/ train DT in how to drive the RTI process <b>(in progress)</b>	Administrators LLT DT	Develop Data Trainers that analyze formative assessments and ensure students are progressing or adjust instruction ("What", p11)	Monthly DT meetings  Identify/train all staff who will administer assessments to ensure standardized procedures & accurate data recording ("How", p35)	Teachers need intense PL on administering screeners & how to both interpret data & determine best course of instructional action ("Why", p24)
Develop data protocols and meeting schedules	Administrators DT	Publish data protocols and meeting schedule.  Develop and analyze data to improve teaching and learning ("What" p9)	Determine training dates (Initial in-service, meetings)  Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions	Protocols provide systematic process for monitoring fidelity of selected instructional strategies & interventions, monitor student progress, & fine tune strategies based on student progress

			regarding flexible-4-tier service options for RTI (“How”p34)	(rtinetwork.org)
Use data to effectively differentiate instruction.	DT Teachers	DT will meet with grade levels monthly  Ongoing formative assessments will be used to determine need for and intensity of interventions to evaluate effectiveness of instruction (“What”, p8)	Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (“How”, p37)	Data must be understood by school personnel for it to drive instruction (“Why”, p96)
Align core content lesson plans to CCGPS across the disciplines to ensure continuity of instruction <b>(in progress)</b>  Develop a plan for making writing an integral part of class every day	Teachers Academic Coach  Administrators Academic Coach Teachers	The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS (“What”, p6)  Develop a plan for making writing an integral part of every class every day (“What”, p6)	Summer Curriculum Team Meetings  Create a plan to integrate literacy in all subjects as articulated within CCGPS (“How”, p26) Require writing as an integral part of every class every day (“How” p26)	The Common Core provides a seamless continuum of standards leading to College and Career Readiness at the end of grade twelve (“Why”, p93) To meet the demands of CCGPS
Develop a plan for teaching academic vocabulary for all subjects	Administrators Academic Coach Teachers	Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects (“What” p6)	Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (“How” p26)	Many children of poverty come to school lacking academic vocabulary needed for academic success (“Why” p63)

Develop an extended learning time for literacy remediation and differentiation <b>(in progress)</b>	Administration	Time for intervention is built into the school schedule each day ("What", p6)	Implement "flexible scheduling options to include additional time for reading intervention and RTI" re-teaching and/or acceleration ("How", p23)	A rigorous, standards-based curriculum and specialized academic and /or enrichment programs are the foundations for students' literacy successes in career and life skills ("Why", p31)
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**Goal 3: Provide up to date hardware and infrastructure for literacy instruction in classrooms**

<b>Objectives</b> Purchase updated hardware and software necessary for successful implementation of grant objectives. <b>(in progress)</b>	<b>Who?</b> Technology Team	<b>What?</b> Technology infrastructure will be adequate to support administration and storage of assessments as well as the dissemination of results ("What", p.8)	<b>How?</b> Secure bids and determine hardware.  Use technology to differentiate learning within content areas ("How", p37)	<b>Why?</b> Engagement, motivation, and support of self-direction through digital formats. ("Why", p67)
Provide updated infrastructure for new technology. <b>(in progress)</b>	Technology Team	Technology infrastructure will be adequate to support administration and storage of assessments as well as the dissemination of results ("What", p8)	Upgrade technology infrastructure to support assessment administration and dissemination of results ("How", p34)	Engagement, motivation, and support of self-direction through digital formats. ("Why", p67)

**Goal 4: Provide rich non-fiction literacy material aligned to the CCGPS**

<b>Objectives</b>	<b>Who?</b>	<b>What?</b>	<b>How?</b>	<b>Why?</b>
Expand Media Center resources to include non-fiction texts that supports content specific literacy of CCGPS	Media Specialist Media Committee	Develop Media Center classroom resources aligned to Science and Social Studies GPS  Teachers provide literacy instruction across the curriculum (“What”, p. 7)	Locate high-interest, CCGPS-aligned, nonfiction texts  Meet with the academic coach and Lead Teachers to preview additional resources	CCHS survey reveals, students do not have home access to non-fiction literacy resources to support content literacy

Sample Schedule for CCHS by grade level:

Period	MAIN SCHEDULE		
Breakfast	7:35 - 7:55		
1 <sup>st</sup>	8:00 - 8:50		
2nd	8:55 - 9:45		
ELT	9:50 - 10:20		
3th	10:25 - 11:15		
4th	11:20 - 12:10		
5th/ Lunch	A	B	C
	12:15-12:45 Lunch 100,700,Rms 802,804,816	12:15- 12:45	12:15- 1:15
	12:50- 1:45	12:45- 1:15 Lunch 300 except 336	
		1:20- 1:45	
6th	1:50- 2:40		
7 <sup>th</sup>	2:45- 3:35		

**RTI Model:**

**See Building Block 5 of CCHS Literacy Plan**

**Goals to be funded by other sources:**

All additional literacy goals will be supported with local, state, federal, and competitive grant funds when available.

## CCHS Assessment/Data Analysis Plan

### Current Assessment Protocol

Assessment	Schedule	Test Administrator	Parent and Stakeholder notifications
Benchmarks Writing Assessment (GHSWT)	Every 4 ½ wks (9 <sup>th</sup> grade-12 <sup>th</sup> grade) September (11 <sup>h</sup> grade); retest February	Classroom teachers Classroom teachers	Posted on Infinite Campus for viewing  Data reports shared at the Annual Title I meetings, school council meetings, parent/teacher conferences, and parent workshops.
Mock Writing Assessment	October (10 <sup>th</sup> grade)	Classroom teachers	
PSAT	October (10 <sup>th</sup> grade)	Classroom teachers	
ACCESS testing for ELL's	February (9 <sup>th</sup> grade-12 <sup>th</sup> grade)	ELL lead teacher	
SAT	October and June (11 <sup>th</sup> grade-12 <sup>th</sup> grade)	Classroom teachers/Guidance	
EOCT	Monthly with main admin in May (9 <sup>th</sup> -12 <sup>th</sup> grade)	Classroom teachers	
ASVAB	November and April (11 <sup>th</sup> and 12 <sup>th</sup> grade)	Atlanta MEPS	
AP testing	May (10 <sup>th</sup> -12 <sup>th</sup> grade AP students)	Guidance	
GHSGT	September, November, March (retests only)	Classroom teachers	

### **A comparison of the current assessment protocol with the SRCL assessment plan**

The Striving Readers Grant will allow CCHS to develop an diagnostic plan utilizing technology that will increase student achievement, maximize teacher effectiveness, and increased instructional time. A portion of the grant monies will be allotted for purchasing tablets to enhance instruction and prepare the school and students for online assessments. Other monies will be allocated to purchasing more reading literature to include a variety of genre and reading levels for the Media Center including fiction, non-fiction and e-resources.

### Implementation of new assessments

Assessment Name	Who?	What?	How/When?	Why?
Pre- and Post-Student Learning Objectives (SLO)	Classroom teachers	Commonly shared pre- and post-assessments which include a variety of formats	Quarterly: beginning and ending of each nine-week period	The Georgia Literacy Plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment
Software assessment tool such as Reading Plus and Ascend Math	Classroom teachers	<p>Provide immediate progress-monitoring data</p> <p>Provide data to inform instructional decisions regarding flexible, 4-tier service options for RTI</p> <p>Differentiated tier groupings will be implemented during ELT</p>	Data will be analyzed monthly during the Data Team meetings and weekly by classroom teachers	<p>To determine whether primary instruction is working for a given student</p> <p>To determine when a student can be moved between tiers, offering intervention/remediation/acceleration</p>

### Assessments to be discontinued

The GHS GT assessment will be discontinued, with the exception of the writing portion, as a result of Georgia’s initiative to increase the number of students graduating on time

and prepared to successfully enter the workforce as well as complete post-secondary education. Instead, students will be completing EOCTs that show mastery of skills in each content area. The Striving Readers Grant is crucial to CCHS's efforts to meet the technological needs our students require to complete in an ever changing global market.

### **Professional learning needs as a result of new assessments**

Teachers will continue to need ongoing training on effective implementation strategies for incorporating technology in the classroom. Analyzing school and district data reveals a need for training in foundational reading skills. Many students are from poverty homes with limited access to reading materials; therefore, they begin their educational career lagging in language skills, writing skills, and reading readiness skills. To address the root cause of deficient literacy skills, teachers across all disciplines and grade levels need training in teaching foundational reading skills. As teachers and students prepare for EOCTs and benchmarks, teachers will need guidance in understanding and preparing for the assessment. Teachers will need to be aware of test purpose, test format, test goals, changes in performance descriptors, test design, and accountability to reduce anxiety and increase "buy-in" among educators. Crisp County School System will participate in system-wide professional development to implement the new leader and teacher evaluation system. These sessions will provide training in curriculum instruction and assessment changes that will allow us to effectively implement SLO.

### **Presenting data to parents and stakeholders**

CCHS administrators and educators will continue to share data reports with parents at the Annual Title I meetings, school council meetings, parent/teacher conferences, and parent workshops. The local media (television and newspaper) is another resource that will be

utilized to communicate with community stakeholders. A third resource is community organizations and teacher organizations.

**Using data to develop instructional strategies and determine materials needed**

CCHS teachers and administrators will serve on data teams to frequently analyze formative assessments data to ensure students are progressing. Lesson plans, instructional strategies and curriculum will be adjusted to address identified strengths and weaknesses (The What, p. 11). Professional learning will be provided for all staff who administers formal assessments and benchmarks to ensure standardized procedures and accurate data recording (The How, p. 35).

**Crisp County High School  
Resources, Strategies and Materials (Existing and Proposed)  
Including Technology to Support the Literacy Plan  
Resources Needed:**

**Professional Development:**

Teacher/staff training in improving literacy outcomes by acquiring knowledge and skills for:

- Effectively teaching students of poverty
- Effectively teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
- Effectively teaching writing across the curriculum
- Aligning current writing program to CCGPS to accommodate cross-curricular writing/developing cross-curricular technology-rich lessons that offer student choice, aid in student motivation/engagement, and lend themselves to outcomes based performance projects

**Technology:**

- Provide wireless access for entire campus
- Update computers/servers
- Addition of student computers to content classrooms
- Addition of three Tablet carts for student use

This technology will:

- Engage all students
- Make software/hardware readily available to teachers/students
- Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills

- Afford teachers easily accessible data to aid in driving/differentiating instruction
- Provide teachers/students with easily accessible technology tools to prepare them for 21<sup>st</sup> century college/career success
- Allow more opportunities for utilizing digital resources

**Additional Nonfiction Texts:**

Additional Nonfiction Texts will be added to the media center collection to update the current collection and provide a more diverse span of interest levels for students.

**Available Resources:**

**Media Center Resources**

**Media Center Technology**

18	Student/teacher computers
2	Circulation desk computer
1	Media Specialist computer
1	Laptop, pull down screen
2	Printers

**Collection Analysis**

<b>Category</b>	<b># of books</b>	<b>Average Age</b>
General Fiction	2925	23 yrs., 1990
Biography	726	38 yrs., 1975
Reference	1210	32 yrs., 1981
Non-Fiction	3870	28 yrs., 1985
Career Center	213	9 yrs., 2004
Textbooks	5099	3 yrs., 2010
<b>TOTALS</b>	<b>14043</b>	<b>20 yrs., 1993</b>

**Media Budget - \$15,523**

**Classroom Resources**

- 1 teacher computer

- SMARTboard or Mimio
- LCD projector
- Television

### **Computer Lab Resources**

- Three Business Education Computer Labs with of 28 computers each; also used for A+ credit recovery program
- One CTAE lab designated for Drafting with 20 computers; also used for Ascend Math support
- One CTAE lab designated for Marketing with 20 computers; also used for A+ credit recovery program; 10 MacBooks for project based instruction
- One designated credit recovery lab with 38 computers
- Two academic support labs with 20 computers each
- One academic support lab with 30 computers

### **Shared Resources**

#### Software Licenses:

- Accelerated Reader online program
- Lexia Reading
- Reading Plus—all 9<sup>th</sup> graders participate
- Ascend Math
- USA test prep

#### Other Software Resources:

- Galileo Resources
- SIRS Discoverer

- Brainpop.com
- BrainHive.com online for e-book check-out
- Abdodigital.com online for e-book check-out
- Epointsbooks.com online e-book check-out
- Virtual Business Software: Personal Finance, Retailing, Management and Sports Marketing—used in marketing and business courses
- A to Z World Culture online
- Salem Press online resources
- Oxford English Online used for Language Arts courses

**Strategies:**

**Current strategies that support literacy intervention and classroom practices:**

- Learning Focused School strategies
- Tiered instruction
- Small group instruction by resource teachers
- Writing to Win strategies
- Standards-based classroom practices
- Pervasive integration of literacy-rich opportunities through use of educational websites and co-teaching strategies
- CCGPS aligned cross-curricular writing for all content classrooms
- Data guided whole group instruction

**Strategies to be implemented as a result of Striving Readers funding:**

**Current strategies that support literacy intervention and classroom practices:**

- Learning Focused School strategies
- Tiered instruction

- Small group instruction by resource teachers
- Partially implemented standards-based classroom practices
- CCGPS literacy instruction
- CCGPS writing instruction
- Data guided whole group instruction

**Strategies to be implemented as a result of Striving Readers funding:**

- Professional learning
  - Strategies for teaching children of poverty
  - Strategies for teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
  - Intense writing instruction in all content areas
  - Technology to improve literacy instruction
  - Analysis of data and using it to drive classroom instruction horizontally and vertically
  
- Institute data-driven practices
  - Utilize Universal screenings and progress monitoring
  - Research and develop summative assessment
  - Develop protocols and schedules for data collection
  - Using data to differentiate instruction
  - Using data to drive literacy instruction and vocabulary development in all subjects
  - Using data to align core content lesson plans to CCGPS across disciplines
  - Develop a school-wide writing plan
  - Develop an extended literacy instruction time for remediation and differentiation
  
- Provide up to date hardware and infrastructure for literacy instruction in classrooms
  - Purchase updated hardware
  - Provide updated infrastructure for new technology
  
- Provide rich non-fiction literacy material aligned to the CCGPS
  - Expand media center resources to include non-fiction texts that supports content-specific literacy of CCGPS

**How proposed technology purchases will support the following:**

**RTI**

This grant will enable CCHS to purchase tablets to use for literacy intervention support.

It will also allow CCHS to implement an extended learning time for additional literacy instruction, all of which will benefit the RTI process.

## **Student Engagement**

Updated computers and tablets are desperately needed to allow consistent, seamless integration of technology-based lessons in our classrooms. We will provide training in effectively integrating digital technology in literacy instruction to motivate/engage all learners. Right now we only serve students who have been identified as at-risk students. With the added technology we will be able to use Lexia reading and all students will be involved in a literacy program. Currently, all 9<sup>th</sup> graders are participating in Reading Plus in the academic labs two sessions per week.

## **Instructional Practices**

Additional technology will support current instructional practices across all grade levels and content areas. Teachers will have access to the technology tools needed to provide differentiated instruction while engaging and motivating students. Teachers will be able to plan more effectively and have quicker access to a plethora of learning activities for students. It will also allow CCHS to implement an extended learning time for additional literacy instruction, all of which will benefit instructional practices.

## **Writing**

Writing across the content areas is mandated with the CCGPS implementation. The added technology will allow students to publish work in digital formats as well as paper and pencil. Technology will allow students more opportunities for completing research projects and the importance of digital citizenship. These opportunities will help to prepare our students with 21<sup>st</sup> century background knowledge that they can use for success.

## **Clear Alignment Plan for Striving Readers and All Other Funding:**

The Striving Readers grant will afford us the opportunity to provide extensive, ongoing literacy-based professional learning for all faculty and staff and purchase additional technology resources that current funding does not provide. Due to the extreme poverty level of the district, many students do not have access to adequate technology tools at home. School is the only place where these students have access to such tools. It is our responsibility to provide the best education possible for all of our students to help them overcome the distinct barriers presented by situational and generational poverty.

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**Crisp County High School**  
**Professional Learning Strategies Identified on the Basis of Documented Needs**

**Overarching Goal: Improve Literacy Instruction through Professional Learning**

<b>PL attended in the past year- Jan. to Oct. 2013</b>	<b>Number attending</b>	<b>Duration</b>	<b>Format</b>
TKES and LKES Credentialing	4	Yearlong	Video, administrative delivery, walkthroughs, evaluations
School Safety	10	Yearlong	Administrative delivery, videos
Georgia Leadership Institute for School Improvement (GLISI)	12	3 days	Speakers with PowerPoints, collaborative activities
Microsoft Academy	3	1 day	Speakers with PowerPoints, collaborative activities
Textbook Adoption	4	1 day	
Coordinate Algebra	3	2 days	Speakers with PowerPoint at RESA
Analytical Geometry	4	2 days	Speakers with PowerPoint at RESA
AP Statistics	1	4 days	Speakers with PowerPoint at RESA
GACTE Summer Conference	8	4 days	Speakers with PowerPoint
Bootcamp—Intro to Business & Technology	2	2 days	Speakers with PowerPoint
CTAE Drive-In Conference	6	1 day	Speakers with PowerPoint
GA Movie Academy	1	1 day	Speakers with PowerPoint at RESA
AP History Workshop	2	1 day	Speakers with PowerPoint
Autism	2	2 days	Speakers with PowerPoint
RESA Media Specialist Workshop	1	2 days	Speakers with PowerPoint at RESA
Formative Assessment	2	2 days	Speakers with PowerPoint at RESA
Ipad	5	1 day	Small group instruction with system IT instructor, job-embedded
Mimio	6	1 day	Small group instruction with system IT instructor, job-embedded

AVRover 3D presentation system	20	1 day	Small group instruction with company instructor, job-embedded
GACTE CTAE summer workshop	8	3 days	Speakers with PowerPoints, collaborative activities
Edmodo—Learning management system	9	Yearlong	Small group instruction with RESA instructor, job-embedded
iRespond student response clicker system	9	2 days	Small group instruction with company instructor, job-embedded

Approximately 80% of certified staff (academic, special education, CTAE) has attended some level of PL during the past year. As a result of these PL opportunities, staff members have become better acquainted with CCGPS. Additional CCGPS trainings has assisted teachers in developing unit and lesson plans to teach the standards. Ongoing PL through collaborative planning ensures consistent and pervasive implementation of the standards across the curriculum. Training in specific computer software programs (Lexia, Reading Plus and Ascend) has led to a system of diagnostic assessments, interventions, and progress monitoring for students classified as “At Risk”. Attendance at professional meetings has given teachers the opportunity to learn about current trends in their field of expertise and has created a renewed interest in better instructional methods to help students achieve. Administrators and teachers have engaged in ongoing data analysis to monitor the success of PL by measuring student progress toward academic goals.

<b>Ongoing PL</b>	
Collaboratives	All certified academic staff
Content Area Meetings	All certified staff
Common Core Standards	All certified staff
Learning Management System—Edmodo	All faculty and staff

The District Plan:

The success of the SRG will ultimately depend on our district’s ability to change teacher behavior as a result of PL. In order to develop the best potential for success, leadership will develop a comprehensive PL plan focused on the recommendations of the Georgia Literacy Task Force,

2010-2011. The leadership staff will work with the SRG team to ensure that on-going purposeful, differentiated PL is planned at each school and extends both horizontally and vertically across the community birth-to-12<sup>th</sup> grade by: (“The Why” p 154).

#### PL for Literacy Leaders

- Because of a variety and complexity of issues that affect current levels of reading proficiency among adolescents, all leaders will participate in the comprehensive effort of district-level and school level changes that may include the following: policy changes, improved assessments, more efficient school organization, more involved effective leadership, and extensive PL as outline in our SRG application (“The Why” p 156).
- All leaders will participate in grant sponsored learning through GaDOE.
- All leaders will participate in the District Literacy Leadership team and will have the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire expertise (“The Why” p 156).

#### Professional Development for Teachers

In an effort to fully implement Georgia’s Literacy Plan, the following best practices will be implemented over the course of the 5 year grant application.

- Develop mentoring programs at each school
- Providing face-to-face professional learning and literacy on-site with our DLT and consultants as well as off-site conferences and training.
- Providing direct teacher support through webinars, ETCs, and Video Conferencing
  - Implement monthly “problem/solution” series that is school and issue specific that identify obstacles to teaching and begin to build the capacity to address these through modeling or video sequence
  - Provide instruction in when to select specific strategies and how to implement those strategies effectively
- Maximize the effect of excellent instruction by
  - Establishing a model classroom and providing opportunities for teacher to visit it
  - Videotaping classrooms implementing the CCGPS modules created through the Gates Grant (see Section 8.E.)
  - Videotaping instructional sequences to be posted online
  - Schools/districts should commit to dedicating sufficient professional learning in literacy days in the school calendar

School Training Plan;

<b>Professional Learning Needed</b>	<b>Trainers</b>	<b>Participants</b>	<b>What</b>	<b>How</b>	<b>Why</b>
Provide training in research-based practices in how to teach children of poverty	Literacy Leadership Team  Team Leaders  Department Chairs  Outside consultant	All Faculty and Staff	Provide research based program on teaching children of poverty	Small group studies and/or Professional Learning days	Prepare educators to understand and to hold high expectations for academic achievement (“Why”, p. 143)
Provide training in research-based practices in how to teach the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation	Outside Consultant  Literacy Leadership Team  Curriculum Team	All Faculty and Staff	Best practices for teaching and developing literacy skills	Small group studies and/or Professional Learning days	Deepen educator’s content knowledge, provide research-based instructional strategies to assist students in meeting academic standards (“Why”, p. 143)
Provide training with literacy research and best practices in how to effectively evaluate data in order to make informed decisions about the	Service providers from hardware/software companies  Data team	Data Team  Teachers	Interpret and Analyze data from assessments  Utilize data to drive instructional decisions	Collaboratives and Weekly RTI meetings	Data must be understood by personnel in order for it to drive instruction (WHY, p. 96)

path to follow					
Provide training with research-based practices in how to teach writing across the curriculum	District Literacy Trainer Academic Coach	All Faculty and Staff	Incorporate writing instruction across the curriculum	Summer training sessions and/or continuity meetings through the year	The Common Core provides a seamless continuum of standards leading to College and Career Readiness at the end of grade twelve (Why”, p. 93)
Provide training in how to integrate digital technology in literacy instruction effectively and efficiently in order to motivate and engage all learners	Technology Specialist	All Faculty and Staff	Integrate technology in literacy instruction	Monthly half-day training sessions	Train teachers in how to prepare students to live in a technology/media- driven environment (“Why”, p. 56)

**Process for determining if professional development was effective:**

Effective professional development results in improved student performance and achievement. Data states that teacher expertise has the greatest impact on student achievement. Therefore we will analyze the following performance indicators to measure professional development effectiveness using a top-down approach:

- school-wide formative assessments
- cohort achievement from state longitudinal data system
- student learning objective outcomes by content area
- student learning objective outcomes by classroom
- student learning objective outcomes by subgroup
- individual student learning objective outcomes

**Method of measuring effectiveness of professional learning:**

- post-professional development teacher surveys

- administrative walk-throughs
- data teams will report effectiveness as observed by student achievement
- Teacher KEYS will provide detailed reporting of teacher effectiveness through a variety of methods

**Crisp County High School**  
**Sustainability Plan**

Sustainability of this grant will be our highest priority. District leaders will work with school literacy teams to ensure that resources, materials, and training is available to guarantee that Georgia’s Literacy Plan is fully implemented in all Crisp County Schools. Attention to both horizontal and vertical alignment, transition of information, understanding of assessments, and continuity of services will be a high priority. The district will work with schools to develop protocols, schedules, assessments, RTI processes, fiscal processes, and sustainability plans. To read more about our plan to expand the lessons learned please see Building Block 1C.

**Extension Beyond Grant**

	Striving Readers Funding	Other Funding Sources
Professional learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I, Local School, QBE
Assessments	New assessments for literacy outlined in the SRG.	State, Title I, Rural VIB
RTI Support	Technology tools and resources for Tiers 2, 3, 4	Title I, Title VIB, Local School, QBE
Instructional Technology	Professional Learning, software and hardware	RESA Collaborative
Community Outreach	SRG updates to parents/families via	Title I, Local School, QBE, and Title VIB Rural

	website, school newsletters, newspaper, social media, and Family Literacy Nights	
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**Community Partnerships**

We will continue to develop community partnerships as outlined in Building Block I.F. of our Literacy Plan. We will continually look for opportunities to engage the community to assist with the funding of initiatives requiring yearly cost commitment to sustain the SRG after the end of the grant period.

**New Employee Induction**

As new teachers enter the building, they will be paired with mentor teachers who guide, support, and encourage them as they become familiar with our literacy strategies and practices. When possible, we will videotape training sessions that model research-based practices. A warehouse of best practices including SRG resources and local training resources will be incorporated into the PL program for Crisp County teachers and staff. For more information see Building Block 6.

**Sustainability of PL**

Sharing ideas and data regarding curriculum, instruction, and assessment is the beginning of our becoming better educators. Redelivery will take place during grade level meetings, collaboratives, and/or faculty meetings. The principal will continually identify leaders for succession to ensure sustainability. For more information please see the Professional Learning Strategy section of our application.

Multiple opportunities are provided throughout the year for teachers to share new ideas and practices (Team Collaboratives, Summer Literacy Academies, etc). These opportunities will

continue to weave a web of collaboration and support as we work together to ensure learning for all. Our DLT will stay abreast of new strategies and redeliver to all teachers including new hires.

**Sustainability of Practices:**

Annual needs assessment inventories will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used to finance these trainings. Any software license renewals will be funded through the local technology budget. Replacement costs incurred from loss or damage to texts purchased for classroom libraries will come from the local media budget and supplemented, if necessary, by the PTO. Evaluation tools for ensuring sustainability will include surveys (teachers/students/parents), teacher interviews, classroom observations, and analyses of assessment data.

**Sustainability of Equipment:**

Our school will sustain technology purchased with SRG funds and maintain by our media specialist and technology staff and continue to provide technical assistance and maintenance. Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced using media funds, PTO contributions and/or available TITLE and SPLOST funds.

## **Crisp County High School Budget Summary**

The overarching need of the SRCL grant is to improve literacy instruction and literacy based outcomes at Crisp County High School. Funds will be used to provide adequate literacy resources, both print and non-print (technology), for teachers and students to meet the increased literacy demands of the CCGPS and to provide tiered instruction (RTI) to meet identified students needs.

This will be achieved through:

- Providing current, meaningful, research-based professional development to all teachers and staff
- Instituting data-driven practices
- Providing up to date hardware and software for literacy instruction and student practice
- Providing rich non-fiction literacy experiences aligned to the CCGPS

### **Funds requested by Crisp County High School**

Mobile tablet carts allow teachers to bring wireless technology to the classroom. Each cart holds 30 tablets at a cost of \$12, 665. Although there are many great apps that are free, additional funds are needed to purchase apps for these carts that are course specific. We currently have 2 carts that are being used daily for SAT prep, Reading Plus and all academic areas. Additional carts would give more students access to this technology. Mobile laptop carts will allow the teachers to bring word processing capability in to the classroom. With a cart of MacBooks, students will be able to type papers, create PowerPoints and other projects in the classroom. These carts cost \$32,000 for a cart of 30. The productivity software, Microsoft Office 2010, will cost \$1500 per cart. Although we have greatly improved our materials in the last 3 years, fiction and non-fiction materials need to be updated and increased.

Requested Funds

Professional development, travel expenses, stipends	\$200,000.00
Books and e-resources for media center	65,000.00
Technology: Mobile Ipad carts (2) and apps	40,000.00
Mobile carts (2) with 30 computers	64,000.00
Microsoft Office 2010 for 60 computers	3,000.00
<b>Total</b>	<b>\$420,000.00</b>

*This budget is based on \$386.34 per student.*