

School Profile

Created Monday, October 28, 2013
Updated Friday, November 15, 2013

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School Information

School Information District Name:	Thomaston-Upson School System
School Information School or Center Name:	Upson-Lee High School

Level of School

High (9-12)

Principal

Principal Name:	Tracy Caldwell
Principal Position:	Principal
Principal Phone:	706-647-8171
Principal Email:	tcaldwell@upson.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Kay Edmondson
School contact information Position:	Assistant Principal
School contact information Phone:	706-647-8171
School contact information Email:	kedmondson@upson.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

85

FTE Enrollment

1277

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: Kathy Matthews

Position/Title of Fiscal Agent's Contact Person: Director of Finance

Address: 205 Civic Center Drive

City: Thomaston Zip: 30286

Telephone: (706) 647-9319 Fax: (706) 646-4865

E-mail: kmatthews@upson.k12.ga.us

Marguerite V. Shook
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Marguerite V. Shook
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/10/13
Date (required)

Preliminary Application Requirements

Created Thursday, December 05, 2013

Updated Tuesday, December 10, 2013

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

[SRCL General Information Packet-Cohort 3](#)

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 3](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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

-
- Yes
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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
-

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
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
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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.

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

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

b. Employee Relationships

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

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.

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)

Kathy Matthews/Director of Finance

Typed Name of Fiscal Agency Head and Position Title

12/10/13

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Marguerite V. Shook, Superintendent

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

12/10/13

Date

N/A

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

N/A

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

Date (if applicable)

Thomaston-Upson School System

District Narrative

Brief History

Thomaston City and Upson County School Systems were consolidated into a single school district in 1990 by community vote. The new district, Thomaston-Upson School System, opened during the 1992-1993 school year. The system now serves 4,347 students and consists of one pre-kindergarten center, and schools at grades K-3, 4-5, 6-8, and 9-12. Our system's size allows us to maintain a friendly, safe environment while offering an array of resources and opportunities to support teaching and learning.

System Demographics

We have a diverse student population as shown in the table below. Nearly 70% of our students participate in the federal free and reduced meals programs. All schools operate a School-wide Title I Program. Approximately 69% of our students receive compensatory services across grades K-12. The district employs 383 certified and 255 classified staff.

Student & Program Demographics	Percentage
White	59%
Black	35%
Hispanic	2%
Multi-Racial	4%
Asian-Pacific Islander	<1%
Am. Indian/Alaskan	<1%
Economically-Disadvantaged	68%
Early Intervention Program	18%
English Learners	<1%
Students with Disabilities	13%
Gifted	6%
CTAE	76%
Remedial Education	31%

Current Priorities-

Our current, system-wide priorities include:

- **Implementation of CCGPS** –All teachers and staff are expected to implement Common Core Georgia Performance Standards in Reading, ELA, Math, Science and Social Studies. Teaching teams collaborate in designing units and lesson plans around CCGPS and receive professional learning through district and RESA offerings.
- **Differentiation of Instruction** –Professional learning is on-going to ensure that teachers and staff master the principles of differentiation of instruction.

Thomaston-Upson School System

- **RTI revamp** –To provide stronger tiered interventions across all schools, the district has created an RTI Committee to lead the revamp of our pyramid of interventions and RTI process.
- **BYOT** –Students are encouraged to bring their own personal technology to school for use during selected segments of instruction. The Bring Your Own Technology initiative engages students in learning through use of technology.
- **Community Engagement** – The district office is assisting schools in involving the community, business, and parents by promoting the agenda of the Upson Education Alliance. The new Fine Arts Center is being used for public presentations of student work.

Strategic Planning

The district has a five-year strategic plan that was developed with all stakeholders' input. Our plan is undergirded by the vision and mission statements shown below.

Our Vision: *Thomaston-Upson Schools will be a model system of effective teaching and learning in preparing students who are personally, academically, and socially successful both in school and in life.*

Our Mission is *Excellence in education...every individual, every day.*

Our 2013-2014 district-wide school improvement goals include:

- Goal Area I: Increasing Achievement;
- Goal Area II: Promoting Stakeholder Involvement; and
- Goal Area III: Creating Organizational Effectiveness

Each school develops a Continuous Improvement Plan (CIP) that links its initiatives to the district's three goal areas. During annual planning retreats with Central Office staff and invited stakeholders, including parents, school teams review and update their CIPs. The district's CIP is updated to reflect changes included in schools' CIPs. Additionally, schools incorporate strategies and interventions identified in their Title I Schoolwide Plans.

Current Management Structure

The district is governed by a seven member Board of Education that employs a Superintendent to lead and manage the education of its student. The Superintendent has assembled a Central Office Team that assists in managing educational programs, personnel, services, and practices. The Central Office Leadership Team consists of a Deputy Superintendent and Directors of Curriculum, Federal Programs, Pre-K, and Special Education. The District Leadership Team, all Principals, and Instructional Coaches form the Curriculum Advisory Board and meets monthly.

Past Instructional Initiatives

Thomaston-Upson School System

In the past, the district initiated the following programs to support instruction. All continue to be place.

- Cultural Diversity Training
- Differentiation
- Thinking Maps
- Student Longitudinal Data System.
- Love and Logic -discipline program.
- Data Director –System wide data warehouse; schools use it to access data and to scan benchmark data in order to create a student profile. Due to funding limitations, this data system will be dropped at the end of the 2013-1014 school year.
- Use of Technology to Support Instruction and Data Analysis-Most classrooms are equipped with Promethean ACTIVboard Collaborative Classroom systems that need updating.

Literacy Curriculum and Assessments Used District-wide

The table below highlights the major literacy curricula and assessments that are used in each grade level. The CCGPS framework is used in grades 1-12.

Thomaston-Upson’s District-wide Literacy Curriculums and Assessments Used

School/Center	Literacy Curriculum	Literacy Assessments
Pre-K Center	-High Scope -Georgia Early Learning and Development Standards	-Work Sampling System
ULSE (K-3)	-Guided Reading Leveled Instruction with Fountas & Pinnell and Scott Foresman leveled readers) -Fountas & Pinnell Phonics and Word Study Program -CCGPS State Frameworks and supporting literature -Scott Foresman Basal Reading Program -Lexia Software (for EIP students) -Wilson Reading System (Resource Students with	-Star Early Literacy -Star Reading -AR Test -GKIDS -CRCT (Reading & ELA) -CRCT-M -3 rd Grade Writing Test -ACCESS

Thomaston-Upson School System

School/Center	Literacy Curriculum	Literacy Assessments
	Disabilities) -Wilson Foundations (Students with Disabilities in Co-teach Classrooms)	-Lexia -GAA -OAS
ULNE (4-5)	-Open Court Reading Series -Lexia Software (for EIP students) -Wilson Reading System (Resource Students with Disabilities) -Wilson Foundations (Students with Disabilities in Co-teach Classrooms)	-Star Reading -AR Test -CRCT (Reading & ELA) -CRCT-M -5 th Grade Writing Test -ACCESS -Lexia -GAA -OAS
ULMS	-Holt Mifflin (supplement for literary works) -CCGPS -Classworks -System 44 and READ 180	-CRCT (Reading & ELA) -CRCT-M -Read 180 (struggling readers) -8 th Grade Writing Test -ACCESS -COACH workbooks for CRCT-like questions -GAA -OAS

Thomaston-Upson School System

School/Center	Literacy Curriculum	Literacy Assessments
ULHS	-Novels as a supplement along with CCGPS -Read 180	-EOCTs (Ninth Grade Literature and American Literature) -Read 180 (SWD & struggling readers) -ACCESS -GHSWT -End of Pathway Assessments (CTAE)

Need for Striving Reader Project

As of 2003, 20% of adults in Upson County are illiterate. Over 70% of our students are from impoverished backgrounds. In spite of our teachers' best efforts, we have increasingly more students who are not able to read by the end of third grade, thus carrying gaps into subsequent grades where the demands for reading are even higher.

In today's economy, an employee's independent knowledge and abilities will define them as necessary or expendable. "People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion (The Why, p. 28)." Effective literacy instruction does not simply take place in a single classroom for a portion of the day. Instead, literacy instruction should be implemented and reinforced throughout all classes daily. It is important to make good reading skills a habit rather than a lesson (The Why, p. 32).

The district-wide literacy needs assessment conducted in conjunction with this grant application reveals that, while there is much to applaud in the literacy instruction underway in the system, there is far more that can be done. Teachers at every level, across all subjects, need extensive professional learning on how to provide evidence-based literacy instruction that is engaging and motivating for 21st century learners. There is also a need to better align literacy expectations, goals, and practices within schools and across schools to more effectively prevent and close literacy gaps. There is a glaring need to institute more appropriate tiered literacy instruction and revamp our RTI process system-wide. Our teachers are willing to take literacy to a gold standard level. The SRCL grant will assist our district in implementing a unified literacy plan, that incorporates evidence based practices and resources in every classroom, beginning with Pre-K.

Thomaston-Upson School System

District Management Plan and Key Personnel

In order to ensure effective coordination and implementation of SCRL grants across all center and school levels, our Curriculum Director will be designated to serve as the primary liaison between the schools, district office and GADOE. The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Day to Day Grant Operations-Tasks	Person Responsible/Position	Responsibilities	Supervisor
System-wide Grant Coordination	Dr. Larry Derico, Curriculum Director and Instruction	Ensures implementation of approved grants; monitors literacy instruction at each school; troubleshoots problems that arise about the grant; compiles and submits grant reports and paperwork	Dr. Maggie Shook, Superintendent
Purchasing	Kathy Matthews Finance Director	Receive and process schools' literacy purchase orders, based on approved budgets; maintain up-to-date ledger on expenditure of all grant funds	Dr. Maggie Shook, Superintendent
Site-Level Coordination	-Mrs. Julie English, Director, Pre-K Center and Student	Serves as liaison to the Curriculum	District Leadership Team

Thomaston-Upson School System

Day to Day Grant Operations-Tasks	Person Responsible/Position	Responsibilities	Supervisor
	Services; Assessment Specialist -Dr. Sharon McLain, Principal, Primary School (K-3) -Mr. Shad Seymour, Principal, Elementary School (4-5) -Mrs. Ronda Gulley, Principal, Middle School (6-8) -Mr. Tracy Caldwell, Principal, High School (9-12; Learning Academy)	Director/Project Director on all matters pertaining to the grant; convenes School Literacy Team to discuss and evaluate grant implementation; supervises and monitors implementation of evidenced-based literacy instruction in classrooms.	
Professional Learning Coordination	Dr. Larry Derico, Director of Curriculum and Instruction; Jana Marks, Special Education Director; Betty Thurman; CTAE Director	Under Dr, Derico's guidance, PL Team will coordinate and schedule all PL relating to literacy grant and track PLUs for all instructional program staff.	
Technology Coordination	Dr. David Beeland, Director Federal Programs, Technology, & ESOL	District-wide director will oversee technology services and	Dr. Maggie Shook, Superintendent

Thomaston-Upson School System

Day to Day Grant Operations-Tasks	Person Responsible/Position	Responsibilities	Supervisor
		related professional development and purchases required in the grant.	
Assessment Coordination	Mrs. Julie English, Director, Pre-K Center and Student Services; Assessment Specialist	Works with schools to identify, purchase, and implement formative assessments approved in the grant; monitors implementation of assessment and testing schedule	Dr. Maggie Shook, Superintendent

Understanding of Grant Personnel Regarding Goals, Objectives and Implementation Plan

All individuals listed above have participated in planning and developing the grant from its inception. Working with the district and school-based literacy teams, the development of goals and objectives has been an on-going, collaborative process.

Methods for Involving Grant Recipients in Development of Budgets and Performance Plans

Each school’s literacy team will be used to develop a budget and a performance plan to support the implementation of their literacy plan. The district literacy team will provide technical support to the schools, including reviewing budgets and plans for horizontal and vertical connections.

On-going Meetings to be Held with Grant Recipients

The Curriculum Director will convene meetings of the district literacy team, which includes representatives of each school’s literacy team, at least monthly for progress and troubleshooting meetings. The Curriculum Director and Central Office Leadership Team will hold meetings with each literacy team at the school bi-monthly, or more frequently as needed.

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Principals will convene their literacy teams for meetings monthly in conjunction with school improvement meetings.

Thomaston-Upson School System

Experience of the Applicant

Thomaston-Upson County has been awarded numerous federal and state grants that have led to a proven track record for successfully handling funding for projects and initiatives. As can be seen in the table below, we have had no audit findings in the last three years of funding.

Experience of District and Schools in Successfully Handling Funding for Projects and Initiatives, Including Audit Results for 3 Years

FY11	Title of Projects/ Initiatives	Funded Amount	Is there an audit?	Audit results For 3 years
LEA –Thomaston-Upson County School District	-Title I	\$1,637,498.00	Yes	There have been no federal award findings or questioned cost
	-Title VI-B	\$130,991.00		
	-Title II-A	\$312,183.00		
	- High School Student Re-engagement Grant (GEAR)- Federal	\$430,247.00		
Schools/Center				
UL Prekindergarten Center	-GA Pre-K Program	\$445,719.00	Yes	
ULSE (K-3)	-Title I (regular) -Title I (Focus School)	\$515,679.00	Yes	
ULNE (4-5)	-Title I	\$269,937.00	Yes	
ULMS (6-8)	-Title I	\$416,807.00	Yes	
ULHS (9-12)	-Title I (regular)	\$101,471.00	Yes	
	-Title I (Focus School Grant)	\$79,483.00		

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FY12	Title of Projects/ Initiatives	Funded Amount	Is there an audit?	Audit results For 3 years
LEA –Thomaston-Upson County School District	-Title I	\$1,726,265.00	No	N/A
	-Title VI-B	\$107,286.00		
	-Title II-A	\$283,901.00		
	- High School Student Re-engagement Grant (GEAR)- Federal	\$723,263.00		
Schools/Center				
UL Prekindergarten Center	-GA Pre-K Program	\$533,003.00	No	N/A
ULSE (K-3)	-Title I (regular) -Title I (Focus School)	\$468,657.00	No	N/A
ULNE (4-5)	-Title I	\$264,560.00	No	N/A
ULMS (6-8)	-Title I	\$382,750.00	No	N/A
ULHS (9-12)	-Title I (regular) -Title I (Focus School Grant)	\$246,222.00 \$74,471.00	No	N/A

FY13	Title of Projects/ Initiatives	Funded Amount	Is there an audit?	Audit results For 3 years
LEA –Thomaston-Upson County School District	-Title I	\$1,695,102.00	No	N/A
	-Title VI-B	\$92,413.00		
	-Title II-A	\$293,007.00		
	- High School Student Re-engagement Grant (GEAR)- Federal	\$639,401.75		

Thomaston-Upson School System

Schools/Center				
UL Prekindergarten Center	-GA Pre-K Program	\$426,089.00	No	N/A
ULSE (K-3)	-Title I (regular)	\$461,000.00	No	N/A
	-Title I (Focus School)	\$55,200.00		
ULNE (4-5)	-Title I	\$273,480.00	No	N/A
ULMS (6-8)	-Title I	\$367,292.00	No	N/A
ULHS (9-12)	-Title I (regular)	\$247,722.00	No	N/A
	-Title I (Focus School Grant)	\$50,800.00		

Description of LEA’s Capacity to Coordinate Resources and Control for Spending in the Past

Our effective and efficient coordination of the above annual grant awards has allowed us to remain within all budget allocations. A 2011 federal budget audit did not result in any findings or questions about resource management. There have been no audits since 2011. Our Director of Finance tracks all school budget expenditures and provides monthly updates on remaining funds. Purchase orders using federal, state, or local funds must be accompanied by a justification statement that can be tracked to approved budget categories.

Description of Sustainability of Past Initiatives Implemented by the LEA

Thomaston-Upson School System was the first in the nation to equip all classrooms with Promethean’s ACTIVboard Collaborative Classroom systems using Title I and the local SPLOST fund to sustain technology upgrades.

Description of Initiatives the LEA Implemented Internally with No Outside Funding Support

Some of the past initiatives that the district has implemented internally with no outside funding support include: purchase of technology for classrooms, Data Director, STAR Reader, STAR Early Literacy, STAR Math, Accelerated Reader Program, Oddeyseyware, Study Island, Lexia, Go My Access, Fast Math, Brainpop. All of these were covered by local SPLOST funding over nine years.

School Narrative

School History

Upson-Lee High School (ULHS) is located in Thomaston-Upson County School District and is the only high school in the district. It was formed in 1991 by combining Upson High School and R.E. Lee High School. ULHS enrolls approximately 1280 in 9th to 12th grades. The school has one principal, three fulltime assistant principals and 2 halftime assistants. Three full-time assistant principals are responsible for school-wide instruction/curriculum and discipline. The two half-time assistants serve as Athletic Director and CTAE Director. The teaching staff includes 75 teachers and 11 paraprofessionals.

A 9th Grade Academy was formed in 2011-2012 and is coordinated by a full-time assistant principal. The 9th grade academy houses 3 Learning Communities, consisting of 4 teachers on each team. Each teacher specializes in one of the core academic subjects (math, ELA science, or social studies).

Student demographics at ULHS include 59% White, 37% Black, 2% Hispanic, and (<1%) other ethnic groups. Approximately 20% of students are enrolled in compensatory programs: Special Education 11%; EL (English Learners) 0.2%; and Remedial Education 8.5%. The pupil/teacher ratio is approximately 21:1. Six-two percent (62%) of the student body qualifies for free or reduced priced meals.

ULHS is designated as a Title I Focus School under Georgia's ESEA Waivers (2012). This is due to a performance gap between the highest performing subgroup (white) and lowest performing subgroup (SWD). Graduation rate was used to determine this status. As a Title I Focus School, ULHS is implementing a Flexible Learning Program (FLP) Plan for three years (2012-2014) to close the graduation and achievement gaps cited.

Administrative and Teacher Leadership Team

The Administrative and Teacher Leadership Team forms the School Improvement Team. It includes all administrators, department heads, teacher representatives, and support personnel. School improvement meetings are held monthly. Administrative meetings are held weekly. Members of the school improvement team are expected to help keep those in their department informed and involved in the overall governance of the school. Members are expected to gather information to bring to meetings and deliver information from meetings to their departments. Members of the Administrative and Teacher Leadership Team are listed below.

Tracy Caldwell, Principal	Lara Greer, ELA Dept. Head
Kay Edmondson, Asst. Principal	Gary Gill, Social Studies Dept. Head
Jonathan Taylor, Asst. Principal	Jan McKinley, Math Dept. Head
Michael Hoffman, Asst. Principal	Jessica Watson, Science Dept. Head
Eddie Payne, Asst. Principal	Stephen Hammock, SpEd. Teacher
Betty Thurman, Assistant Principal	Katie Ayer, SpEd. Teacher
Clint Abbott, SpEd. Dept. Head	Sandi Waddell, Media Specialist
Angie Short, Dropout Prevention Coord.	Monica Bridges, Graduation Coach
Adrienne Child, Odysseyware	Katherine Williams, CTAE
Christy McCrary, FL Dept. Head/ELL	Jeremy Rooks, Fine Arts Dept. Head
Darrell Lockhart, P.E. Dept. Head	Karen Puckett, Lead Counselor
Vonda Bailey, Guidance Counselor	Bobby Childs, Guidance Counselor
Barbie Meyerriecks, PowerSchool Clerk	Cathy Lee, Social Studies Teacher
Whitney Hardeman, Math Teacher	

Past Instructional Initiatives

- A block schedule was used at ULHS until the 2009-2010 school term. A traditional schedule is now used. .
- Renzulli Learning (Educational Software) was used to help teachers identify differentiation strategies to help struggling learners. This software focused primarily on students completing hands-on projects.
- Reading Across the Curriculum is a concept where all students were expected to read a minimum of 25,000 words from pieces of literature. Literature selections include textbooks, novels, magazines, newspapers, and other types of literature.
- “A Framework for UNDERSTANDING POVERTY” by Ruby Payne was read and a workshop was conducted to better help teachers understand how to relate and teach students who may come from impoverished backgrounds.

Current Instructional Initiatives

- Read 180 is a computer based reading program that uses diagnostic screenings with reading activities that emphasize decoding, fluency, comprehension and vocabulary. There is also a direct instruction component.
- Common Core Georgia Performance Standards are being taught in all academic classes. Teachers participate in unit writing and/or revision of units before each 9 weeks. Teachers write and revise units to ensure CCGPS connections.
- Math Support classes are offered to 9th grade students who scored below the 800 mark on the CRCT and/or any student needing additional help in Math.
- Learning Focused School principles are applied in classrooms during instruction.
- AP and Honors classes are provided for gifted students or students choosing such classes. Students who qualify to earn college credit participate in Dual Enrollment programs at Southern Crescent and Gordon Colleges. Odysseyware is a computer based instructional program used to help students recover credits due to course failure.. Students also use this program to improve 9 weeks grades before the year ends.
- My Access is a computer based writing program used in ELA as a supplement to instruction. Students type their papers into this program and receive prompts and feedback on their writing skills.
- Differentiation of instruction is an area where teachers are continuing to adjust instruction to support the learning needs of all students. Through the use of common planning and a common lesson plan template, teachers are making gains in this area.
- Collaborative Planning is a major initiative this year. All teachers who teach core subjects have the same planning period. This allows teachers to look more closely at units, lesson plans, assessments, student data, etc.

Resource Literature Classes are used to provide students who have identified learning deficiencies in reading and language to gain more intensive instruction in small settings by certified special educators. Upson-Lee High School is in its first year of piloting Bring Your Own Technology (B.Y.O.T.). Students are encouraged to bring their electronic devices to use for instructional purposes.

Professional Learning Needs

Every Tuesday, the faculty participates in professional learning during their planning period. Professional learning sessions range from trainings on how to locate student data, to use of technology, to participating in book studies. Strides have been made in creating a learning community culture..

Professional learning is needed most on how to better teach literacy across disciplines. . Many students at ULHS read below grade level. Few of our teachers understand the

methods and techniques needed to teach students how to read. Our teachers will need training on:

- Evidence-based strategies on how to incorporate literacy into CCGPS-based curriculum across discipline.
- Utilizing collaborative planning time to develop units with a literacy focus.
- Explicit instruction of reading and writing. Utilization of student BYOT devices and other technology during instruction.
- Differentiation of instruction for diverse learners.

Need for a Striving Readers' Project

As previously stated, ULHS was identified as a Focus School in 2012 based on graduation gaps between SWD and white students. Many of our sub-groups also perform poorly on assessments due to 1) lack of proficient reading skills; 2) poor reading habits; and 3) lack of effective, personal strategies to analyze and comprehend complex grade level reading material. Since the introduction of Common Core GPS standards, our teachers have become more aware of the important role that literacy plays in all subjects. Yet, most teachers do not know how to explicitly teach reading and writing skills. Lack of funding at the state and local levels has limited opportunities for teachers to attend and acquire knowledge and skills required to effectively address student literacy. The Striving Readers' Project would enable us to develop and implement a systematic, school-wide approach to meeting adolescent students' literacy needs on a daily basis using the evidence that now exists in this area.

Literacy Plan

Upson Lee High School

<p>Building Block 1. Engaged Leadership</p>
<p>A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school</p>
<p>Our Administrative and Teacher Leadership Team has demonstrated support for evidence – based literacy instruction by ensuring that the following programs and initiatives are implemented at ULHS:</p> <p>Current Programs/Initiatives Implemented at ULHS:</p> <ul style="list-style-type: none">● Read 180● Collaborative Planning● My Access - currently available in grades 9 -11● Resource Literature Classes (for students with disabilities)● Thinking Maps● Required summer reading for Honors and AP classes <p>What we plan to implement at ULHS:</p> <ul style="list-style-type: none">● Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plans. (how, 20)● Participate in professional learning in literacy leadership in order to support classroom instruction. (how, 20)● Provide professional learning based on student data and teacher needs. Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices. (how, 20)● Schedule time for collaborative planning teams within and across the curriculum. (what, 5)

<p>B. Action: Organize a Literacy Leadership Team</p>
<p>Currently:</p> <ul style="list-style-type: none">● We have members from all departments representing the faculty, the curriculum director and the principal on our literacy leadership team <p>We will:</p> <ul style="list-style-type: none">● Identify stakeholders and partners to be part of the literacy leadership team: faculty representatives from within the feeder pattern for our school (i.e., middle schools, high schools, technical schools, universities) community leaders, parents and (9-12) students. (how, 21 of 83)● Identify and prioritize a list of students to be targeted for literacy interventions and support. (how, 21)● Determine additional data needed in order to make informed decisions about the path forward (how, 21)● Inform stakeholders of literacy goals and their roles in meeting these goals, and establish a system of communication for sharing information with all partners. (how, 21)● Utilize the Georgia Literacy Instruction Observation Checklist form to ensure consistency of effective instructional practices. (what, 5)● Visit other high schools that have successfully improved student achievement to gain valuable insights and innovative ideas. (how, 21)
<p>C. Action: Maximize the use of time and personnel through scheduling and collaborative planning.</p>
<p>Currently:</p> <ul style="list-style-type: none">● The majority of core subject area teachers plan together at least once per week. (how, 22)● The majority of students with disabilities receive CCGPS literacy instruction in resource classes, in special education classrooms and in collaborative classes in the general education classroom.● Students with moderate to severe cognitive disabilities receive CCGPS literacy instruction in self-contained classrooms● English learners receive literacy instruction in the EL classroom.● Odysseyware credit recovery is offered during the school day, with a focus on English Language Arts, as well as other core and elective areas. Struggling readers can take advantage of the read aloud component built into the program.

We will:

- Implement a schedule that will be created to involve teachers of elective classes (CTAE, Fine Arts, P.E., Foreign Language, and NJROTC) in planning with core subject area teachers at least monthly. (why, 92)
- Form collaborative teams that will incorporate cross-discipline CCGPS literacy activities as an agenda item during quarterly scheduled meetings. (how, 23)
- Schedule protected time for literacy and teacher collaborations (how, 20)
- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes. (how, 23)
- Limit non-instructional activities during the school day. (what, 6)
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time.

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.

Currently:

- We hold quarterly unit planning sessions for teachers of core classes.
- Most teachers in core and elective classes include some literacy related activities in daily instruction. However, the amount of time devoted to literacy and the specific activities are not currently monitored schoolwide.

We will:

- Evaluate the school's literacy culture and current practices by surveying strengths and needs for improvement. (how, 24)
- Use the Georgia Literacy Instruction Observation Checklist to evaluate school literacy culture. (how, 25)
- Participate in targeted, sustained professional learning on literacy strategies within the content areas - faculty and staff. (what, 6)
- Participate in state sponsored face-to-face sessions to learn about transition to Common Core Georgia Performance Standards (CCGPS).
- Provide unit planning sessions for all subject areas including: EL, CTAE, Fine Arts, and Special Education.
-

<p>E. Action: Optimize literacy instruction across all content areas</p>
<p>Currently,</p> <ul style="list-style-type: none">● We follow the Common Core Literacy Guidelines within each discipline.● Honors and AP classes demonstrate the seven habits of the successful reader. (why, 41) <p>We will:</p> <ul style="list-style-type: none">● Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices (how, 20)● Monitor the use of academic vocabulary in all subject areas (how, 26)● Purchase technology hardware and software to support literacy instruction in all classes.● Create a plan to integrate literacy in all subjects as articulated within CCGPS (how, 26)● Teachers will have or will be provided professional learning on:<ul style="list-style-type: none">○ Incorporating the use of literature in content areas.○ Use of informational text in English language arts classes○ Writing instruction in all subject areas○ Supporting opinions with reasons and information○ Determining author bias or point of view○ Text complexity that is appropriate to grade level○ Text complexity that is adjusted to the needs of individual students○ Guiding students to conduct short research projects that use several sources○ Teaching students to identify and navigate the text structures most common to particular content area (e.g., social studies, cause and effect; science, problem/solution).<p>(how, 26-7)</p>● Acquire and use the updated version of Keytrain test prep software program, which is literacy based, to assist students enrolled in CTAE courses in passing the Work Ready Test.● Develop CTAE study guides aligned to Pathway Tests.
<p>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.</p>
<p>Currently:</p>

The following college and career ready activities are provided in conjunction with some of our community partners:

- We have the Probe Fair, Career Expo, and Career Day – These activities invite local business representatives into the school to discuss job prospects and skills involved in certain careers.
- Work Based Learning –Students receive CCGPS related work experiences at participating local businesses.
- Dual Enrollment with Southern Crescent and Gordon State Colleges –Provides opportunity for students seeking high school and college credit concurrently to be dually enrolled at ULHS and one of these institutions.
- Move On When Ready –This state program encourages students who master the high school curriculum to move on to the next level of education when they are ready.
- The Trio Program –Assists students in making college connections by helping them prepare enrollment applications, complete FAFSA applications for financial aid, prepare for the SAT, and conduct visits to college and university campuses. All students are eligible to participate in this program, which also provides incentives to motivate students to consider attending college.

We will:

- Fund the testing of all seniors for Work Ready Certification through the CTAE department
- Plan to actively engage community members in developing and achieving literacy goals. Members will include governmental, civic, and business leaders, as well as parents. (how, 28)
- Implement learning supports within the community that targets student improvement (e.g., tutoring, mentoring, after school programming). (what, 7)
- Use social media to communicate and promote the goals of literacy throughout the community at large. Academic successes will be celebrated through traditional and online media. (what, 7)
- The Literacy Team plans to facilitate the creation of a shared vision for literacy for the school and the community. (how, 28)

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.)

Currently:

- We have the ninth grade academy community teams which meet weekly.

- Collaborative teams are forming in content areas.
- Teachers of elective courses do not get the collaborative planning time that they need with content area teachers due to the current schedule.

We will:

- Explore protocols for content-collaboration team meetings, such as those found on <http://www.lasw.org/methods.html>. (what, 7)
- Schedule time for content-collaboration teams to meet for regular collaboration and examination of student data/work. (what, 7)
- Ensure that team roles, protocols, and expectations are clearly articulated. (what, 7)
- Share with all teachers specific, measurable student achievement goals which are aligned with grade-level expectations. (what, 7)

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

Currently:

- Teachers have received training in rolling out the CCGPS standards in their classrooms.
- Teachers desire to support the literacy needs of our students, but most have not been trained in explicit, evidence-based reading or writing strategies to use with high school students, especially those who are struggling readers and writers.

We will:

- Provide professional learning on how to identify and support students who are struggling readers and writers.
- Provide teachers with a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (what, 7 & how, 31)
- Ensure that all types of literacy are infused into all content areas throughout the day. (what, 7)
- Provide professional learning on proper utilization of school-wide writing rubrics.
- Integrate appropriate comprehension strategies into instruction in all subjects (i.e., self-questioning, summarizing, predicting, inferencing, and graphic organizers). (how, 30-32)

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

Currently:

- We have a mentoring system in place for a limited number of at-risk ninth grade students.
- Nearly 40 community representatives recently completed the district's two-day mentoring training program. Approximately 30 mentors will be used schoolwide at ULHS, two at the Learning Academy (our high school graduation re-engagement program), and six at the ninth grade academy. The other two will be used at the middle school.
- Our system recently led efforts to create the Upson Education Alliance, which provides basic support to families through community agencies and to students through the use of community tutors. (how, 32)

We will:

- Establish a mentoring system for every student who needs additional support from both within the school and from the community (how, 25)
- Partner with community and faith based groups to accommodate more students (e.g., Upson Education Alliance) (how, 32)
- Use technology more creatively and effectively to support stakeholder engagement. (what, 8)
- Develop a survey of needs of parents, students, and counselors and use results to match available resources to actual need.

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

Currently:

- ULHS does not have an established, schoolwide infrastructure for conducting and monitoring on-going formative and summative assessments. However, there are numerous ways that individual teachers attempt to assess students' needs for adjustments in instruction.
- Summative assessment results (EOCTs) are used by teachers in each department to make course and program improvements. See also section D below.
- Results of quizzes and end of unit tests are used by teachers to identify students who need additional help in their classes through before or after school tutoring.
- Our EL, Special Education, and Gifted teachers conduct on-going formative and summative assessments with students on their class or case loads.

- Our Drop-out Prevention Coordinator uses a variety of data to monitor 9th grade students who are at-risk for school drop-out.
- Our Graduation Coach monitors the performance of students in grades 10-12.
- Through our Teachers as Advisors Program, teachers of ninth graders track students' overall performance and recommend them for tutoring when they detect they are struggling in their classes.
- Students enrolled in our CTAE pathway classes need to receive on-going formative assessments to ensure that they are on track to pass their coursework.
- Progress of students served at ULHS' Learning Academy (3:30 p.m. – 9:00 p.m., Monday through Thursday) and the Alternative School is monitored through use of Odysseyware.

We will:

- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels and interest of all students.
- Create common benchmark assessments that will be available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay).
- Identify and purchase assessment and intervention materials aligned with students' needs.
- Ensure that personnel are trained on assessment and intervention materials that are aligned with students' needs.(what, 8)
- Create a calendar for benchmark administration based on local, state and program guidelines, (what, 8)
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording.

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

Currently:

- We use Read 180 for at-risk ninth grade students.
- We use My Access with all ninth through eleventh grade students to prepare for the state writing test.

We will:

- Screen and monitor the instructional levels of all students using evidence-based tools such as the Scholastic Reading Inventory. (what, 8)
- Use common mid-course assessments, including a variety of formats, to identify classrooms needing support. (what, 8)
- Expand My Access software for use by all students, grades 9 -12.
- Provide training on screening and progress monitoring for all teachers (including EL, Fine Arts, CTAE, and Special Education).
-

<p>C. Action: Use diagnostic assessment to analyze problems found in literacy screening</p>
<p>Currently:</p> <ul style="list-style-type: none">● We use Read 180 and My Access to assist students in identifying reading and writing problems.● We use eighth-grade CRCT scores for diagnostic assessment of rising ninth graders' literacy needs. <p>We will:</p> <ul style="list-style-type: none">● Develop a protocol to ensure that students identified by screenings routinely receive diagnostic assessment. (what, 9)● Ensure that diagnostic assessments isolate the component skills needed for mastery of literacy standards. (what, 9)
<p>D. Action: Use summative data to make programming decisions as well as to monitor individual student progress</p>
<p>Currently:</p> <ul style="list-style-type: none">● The School Improvement Team analyzes data from the previous year's assessments at specific times identified in the school calendar to determine broad student needs and serve as a baseline for improvement. These assessments are:<ul style="list-style-type: none">a. End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English<ul style="list-style-type: none">language artsb. Georgia Alternate Assessment (GAA) for students with disabilitiesc. Georgia High School Writing Test (GHWT) given in fall of junior yeard. ACCESS (for ELLs) given once a year in February (what, 9 & how 34)● Devote time in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. (how, 9)● Allow time during teacher team meetings for discussions that focus on changes that can be made to improve the instructional program for all students. (what, 9)● Data is disaggregated to ensure the progress of subgroups. (what, 9)
<p>Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)</p>

Currently:

- A protocol has been developed and is followed for making decisions to identify the instructional needs of students. (what, 9)
- A data storage and retrieval system is adequate and is understood and used by all appropriate staff members. (SLDS) (what, 9)
- Procedures and expectations for staff to review, analyze, and disseminate assessment results have been developed. However, there is not consistency in implementation or follow-up to ensure that expectations are met for all students. Our strategy is not part of an established school-wide infrastructure.

We will:

- Evaluate the current process for using data to ensure that it continues to meet the needs of students and teachers. (how, 39)

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

Currently:

- We follow Common Core GPS based unit plans that address literacy for all students. Students receive explicit instruction in writing through ELA classes. However, explicit instruction in reading is only provided by EL, Gifted, and Special Education Teachers. In addition to not being trained to provide explicit literacy instruction, most of our teachers do not know how to provide evidence-based instruction in reading and writing to adolescents.
- In some classes, such as Fine Arts and Foreign Languages, students receive instruction in listening and speaking aspects of literacy.

We will:

- Examine student data regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement). (what, 9)
- Conducts classroom observations (e.g., Literacy Instruction Checklist, GA, the FCRR Literacy Walkthrough, or some other instrument) using an assessment tool to gauge current practice in literacy instruction. (what, 10)
- Ensure that all faculty members have or will participate in professional learning to develop and improve the seven habits of an effective reader (why, 41-6 & what, 10):
 - a. Using data to inform instructional decisions and explicit teaching.
 - b. Selecting of appropriate text and strategy for instruction. (what, 10)
 - c. Instructing students on the specific strategies to be learned and why.

- d. Modeling of how strategy is used.
- e. Providing guidance and independent practice with feedback.
- f. Discussing when and where strategies are to be applied.
- g. Differentiating instruction.

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

Currently:

- Every student is provided explicit instruction in the writing process in ELA classes only.

We will:

- Develop a plan for instruction in writing that is consistent with CCGPS, and that is articulated vertically and horizontally. (what, 10)
- Provide instruction in and opportunities for one of the following: (why, 46)
 - Respond to a text in writing(writing personal reactions, analyzing and interpreting the text)
 - Write summaries of a text
 - Write notes about a text
 - Answer questions about a text in writing, or create and answer written questions about a text
- Use technology for production, publishing, and communication across the curriculum. (why, 46)
- Use assistive technology and computer accessibility features to assist students with disabilities with writing.
- Ensure that all teachers learn how to reinforce the student writing model within their discipline through professional development. (why, 46)

C. Extended time is provided for literacy instruction.

Currently:

- Students receive 50 minutes per day of literacy instruction in language arts.
- EL students receive additional literacy instruction in the EL classroom.
- Some students with disabilities receive extended literacy instruction in resource rooms.

We will:

- Ensure that all students receive two to four hours of literacy instruction daily across language arts and in content area classes. (what, 10)

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

Currently:

- Students are provided with some opportunities to self-select reading material and topics for research. (how, 41)

We will:

- Ensure that students are provided with more opportunities to self-select reading material and topics for research (how, 41)
 - Explore the creation of student book clubs, a debate team, and a mock trial program
 - Media center will receive funding to provide and promote a variety of books or ebooks relating to the content areas
 - Utilize new Fine Arts Center for public presentation of student speeches and programs
 - Take steps to provide students with an understanding of the relevance of academic assignments to their lives. (what, 11)
 - Expand and enhance existing opportunities to promote the application of listening, speaking, reading, writing, and viewing skills to real life experiences, including: Career Day, Career Expo, resume and application prep, mock job interviews, Probe Fair, guest speakers, etc.
 - Develop and use a speaking and listening rubric for presentations.
 - Increase access to texts that students consider engaging. (how, 41)
 - Increase opportunities for collaborating with peers in the learning process. (how, 41)
 - Leverage the creative use of technology within the learning process to promote engagement and relevance. (how, 41)
 - Purchase mobile learning labs to increase fluency and proficiency in literacy.

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.)
Currently: <ul style="list-style-type: none">● An RTI Committee has been formed with representatives from each core academic area, special education, and counseling.● The purpose of the RTI Committee is to review individual student data.● The Administrative and Teacher Leadership Team serves as the school-based data team.● The Graduation Coach and Drop-out Prevention Coach are available to the RTI Committee. We will: <ul style="list-style-type: none">● Use The RTI Committee to help develop protocols for identifying students and matching them to the appropriate interventions. (what, 11)● Contract with and ensure that the RTI consultant is trained on how to identify and provide the appropriate interventions. (how, 24)● Ensure that the RTI consultant monitors the results of formative assessments to ensure that students are progressing. (how, 24)● Ensure that the RTI Committee helps to develop procedures to make sure interventions are monitored frequently to ensure that they occur regularly and with fidelity (why, 125).
B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)
Currently: <ul style="list-style-type: none">● We have a pyramid of interventions in place, and RTI process and procedures. However, most of our teachers are not using the process to identify and provide tiered instructions to students needing support in subject matter content beyond tutoring. Teachers are not sure about how to use the RTI process.● Our classrooms are standards-based with teachers using CCGPS to guide instruction.● Teachers have received PL on differentiation of instruction and classrooms are monitored for differentiation and other best practices during regular focus walks by the administration. The level of classroom differentiation observed is not at an acceptable level across subjects.● The district has created a system wide RTI committee to provide guidance on implementation of RTI practices with fidelity.

- There are perceived barriers to implementation of RTI which include the lack of personnel and time to provide interventions with fidelity.
- Our pyramid of intervention needs to be reviewed and revamped as part of the overall revision to the RTI process. We especially need to add more interventions and programs that allow us to intensify supports to students as they move up the tiers.
- A goal of our common planning is to have core-academic teachers review and analyze student data to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).
- In the area of literacy, our ELA teachers currently review and analyze results of the End of Course Tests in ninth grade literature/composition and American literature/composition. The subtests analyzed include literary and informational reading, speaking and listening, writing, and language.
- Our master schedule includes seven periods of instruction across the school day. All subjects and teachers are shown by period, including designations of whether courses are taught in a resource room or co-taught classrooms. Gifted, EL, and CTAE courses are specified in the schedule, and the time slots for Read 180 are shown. We will need to change our schedule to show times more clearly when tiered instruction is being provided.

We will:

- Ensure that a more comprehensive profile is compiled on students' literacy skills. It will be necessary to expand our assessments to look at decoding, fluency, and vocabulary. (what, 11)
- Plan to use data from universal screening process to identify general weaknesses in Tier I instruction as well as struggling students. (how, 44)
- Participate in ongoing professional learning on school-wide understanding of assessment data and anticipated levels of student mastery during the school year. (what, 12)

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

Currently

- In addition to having a Graduation Coach on staff, our Flexible Learning Program is designed to target and serve students who are most at risk for school drop-out because of academic failure.
- Read 180 is provided to struggling readers (9th & 10th grades).

- Oddeyseyware is available to assist students with credit recovery.

We will:

- Participate in ongoing professional learning with regards to team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting (what, 12)
- Ensure that the RTI consultant and interventionists participate in professional learning on the following: (how, 45)
 - a. Using appropriate supplemental and intervention materials
 - b. Diagnosing reading difficulties
 - c. Using direct, explicit instructional strategies to address instructional needs
 - d. Charting data
 - e. Graphing progress
 - f. Differentiating instruction (what, 12)

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

Currently

- Joint monitoring of student progress in classes is usually done during departmental team meetings.
- Our SST and data team are just beginning to work together.

Will do:

In addition to everything that occurs at T1 and T2, the RTI Committee (expanded to include EL teacher, SLP, etc.) will meet to:

- Discuss students in T3 who fail to respond to intervention.
- Receive professional learning on Student Support Team processes and procedures as outlined in the GADOE SST manual and guidance.
- Verify implementation of proven interventions.
- Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST. (why, 127)

- Ensure the RTI Committee follows established protocols to determine the specific reason when an EL fails to make progress (i.e., language difficulty or difference vs. disorder) (what, 12)

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

Currently :

- Our school schedules are developed to ensure least restrictive environment (LRE). (what, 12)
- Students with disabilities are being served in a number of settings including, co-taught classes, resource classes, and supportive instruction classes.
- Our building and system administrators are familiar with funding formulas affecting students in special programming and develop budgets accordingly. (how, 47)
- We ensure that mostly highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction). (how, 47)
- In addition to students with disabilities being served at Tier 4, we also identify and serve English Learners and Gifted students in specialized programs.

We will:

- Continue to develop school schedules to ensure least restrictive environment (LRE). (how, 47)
- Continue to develop continuity with co-teaching teams.
- Ensure that EL, Gifted, and Special Education teachers participate in professional learning communities (e.g., professional development, collaborative planning sessions, etc.) to ensure strict alignment with delivery of CCGPS, even in separate settings. (how, 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

Currently,

- We offer a new teacher training program and have a mentor program in place.

We will:

- Revise Teacher preparation to reflect needs that districts report with new teachers (what, 13)
- Continue to provide a new teacher orientation/mentoring program for all new teachers entering our school.
- Offer teacher training in administering and interpreting results of assessments in terms of literacy (how, 49)

In addition, the Thomaston-Upson School System seeks to ensure that the necessary communication regarding literacy instruction, with regard to a preservice teacher, is consistent and deliberate. The Thomaston-Upson School System's Human Resources' Department will begin to share with colleges and universities the district's intense emphasis on literacy instruction and the importance of a literacy focus in preservice education programs. The district will explain how literacy instruction is integrated into content specific classes and the impact that it has on student success. The school superintendent will also share the district's focus and expectations about literacy instruction with the local RESA staff during their quarterly Board of Control Committee meetings.

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

Currently,

- The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. (why, 141)
- The district provides for limited conference attendance. Budget cuts have limited the number of off campus professional learning opportunities.
- Teachers' instruction is monitored through classroom observations or walkthroughs with feedback. (what, 13)
- Some or all of the following personnel participate in all professional learning opportunities:
 - a. Paraprofessionals
 - b. Teachers
 - c. Administrators

We will:

- Implement a calendar of on-going, job-embedded professional learning for all staff.
- The number one professional learning need of faculty and staff is how to teach evidence-based literacy-strategies across all disciplines.
- Other PL needs include the implementation of evidence-based tiered instruction, and screening and monitoring of literacy performance of students.
- Implement specific PL shown in Building Block 4A to ensure that all students receive direct, explicit literacy instruction.

Needs Assessment, Concerns, and Root Cause Analysis

The faculty and administration of Upson-Lee High School participated in an online Literacy Needs Assessment Survey modeled after the Georgia DOE Striving Reader Comprehensive Needs Assessment. A total of twenty-nine (34%) faculty and administrators completed the online needs assessment. Respondents included: ELA 20.7%, Reading 3.5%, Math 21%, Science 21%, Social Studies 17%, CTAE 10%, Administrators 3.5%, Paraprofessional 3%, and Media Specialist 3.4%. It should be noted that EL and special education teachers responded with the content areas in which they teach. An analysis of the results indicates a variety of needs in each of the six building blocks. In some building blocks, such as building Block 3 (Ongoing Formative and Summative Assessment), we found needs in the majority of practices. Although our Literacy Plan provides current and proposed strategies for all building blocks, our Literacy Team prioritized needs in each of the evidence based practice areas in order to develop a manageable plan. . Following is a listing and discussion of our prioritized needs, including root causes based on assigned ratings of “Emergent” and “Not Addressed”. Results of the needs assessment were further examined in light of student performance data and teachers’ concerns expressed during discussions of the literacy needs of our students in order to pinpoint root causes. The concerns relate to grades 9-12. The summary chart is followed by a discussion of students’ and parents’ literacy survey results.

***Note: The steps the school has or has not taken to address these concerns are shown in the corresponding building block in the Literacy Plan.**

Building Block	Areas of Need	*Concerns	Root Causes
1. Engaged Leadership	<p>(B) A literacy leadership team is active. (58.6%)</p> <p>(D) Teachers across the content areas accept responsibility for literacy instruction. (62%)</p> <p>(F) The community at large [has not] supported the school and teachers in college and career ready student prep. (72%)</p>	<p>(B) Leadership team is newly formed and needs to be expanded to include additional stakeholders to include community, technical school, parent, and student representatives. (What, p. 5, B.1).</p> <p>(D) Teachers are not participating in sustained professional learning on literacy strategies. (What, p. 6, D.1).</p> <p>(F) Up until recently, before the formation of a district level educational alliance, the community and parents</p>	<p>(B) Our focus as a school has been increasing math and science scores, thereby shifting focus away from the literacy needs of our students.</p> <p>(D) In addition to (B) above, budget restrictions have been placed on professional development.</p> <p>(F) A lack of communication with community about the importance of college and career ready</p>

		have not been aware of the importance of being involved in college and career ready activities. (What, p. 8, C.2).	requirement.
Building Block	Areas of Need	*Concerns	Root Causes
2. Continuity of Instruction	(A) Active Collaborative Teams focus on literacy across the curriculum. (72%).	(A) Collaborative teams have not been formed to include all subject areas. (What, p. 6, C.5).	(A) The current schedule does not allow elective teachers to participate on collaborative teams during the regular school day.
Building Block	Areas of Need	*Concerns	Root Causes
3. Ongoing formative and summative assessments	(C)Problems found in screenings are further analyzed with diagnostic assessment. (72%).	(C)A protocol to ensure that students identified by screenings routinely receive diagnostic assessment has not been developed. (What, p. 9, C.1).	(C)Currently, screenings are conducted through the EL and Special Education Departments. Universal screenings have not been utilized before now.
Building Block	Areas of Need	*Concerns	Root Causes
4. Best Practices in Literacy Instruction	(C)Extended time is provided for literacy instruction (76%).	(C)Content area teachers, other than ELA, are unclear of expectations about how frequently to include literacy activities and how to document them in daily instruction. (What, p. 10, C.3).	(C)A coordinated plan has not been developed for literacy instruction across all subject areas. All subject area teachers have not participated in professional learning on best practices in literacy instruction.

Building Block	Areas of Need	*Concerns	Root Causes
<p>5. System of Tiered Intervention (RTI) for All Students</p>	<p>(C) Tier 2 needs-based interventions. (72%).</p> <p>(D) Tier 3 SST and Data Team progress monitoring. (72%).</p>	<p>(C) All students in need of Tier 2 interventions are not being identified. (What, p. 12, C.1).</p> <p>(D) Both the SST and Data teams have not been given clear instructions about joint progress monitoring of Tier 3 students. (What, p. 12, D.2).</p>	<p>(C) The RTI process is not being implemented with fidelity at our school. There is not a designated coordinator of the RTI process. Teachers have not been trained to effectively implement Tier 2 instruction.</p> <p>(D) Our school has not embraced proven interventions for Tier 3 students because of a lack of clear guidance and professional development on how to implement the RTI process.</p>
Building Block	Areas of Need	*Concerns	Root Causes
<p>6. Improved Instruction through Professional Learning</p>	<p>(A) Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. (67%).</p> <p>(B) All faculty members participate in ongoing professional learning in all aspects of literacy instruction. (62%).</p>	<p>(A) New teachers are not properly trained in all aspects of literacy instruction. (What, p. 13, A.a).</p> <p>(B) Teachers, other than ELA, are not properly trained in all aspects of literacy instruction.</p>	<p>(A) The school/district has not provided feedback to college/university educational programs on the needs of their graduates.</p> <p>(B) There has not been any professional development offered in the area of literacy instruction for teachers outside of the ELA discipline.</p>

Students' and Parents' Literacy Survey Results

A literacy needs assessment survey was created for use with our students in grades 9-12. The survey consisted of six items covering students' perception of their reading and writing levels. The survey solicited opinions about whether they received direct instruction and extended time for literacy activities. In addition, two items solicited feedback on suggested literacy activities and use of technology to develop reading and writing skills. Students were able to identify subject areas in which they receive effective writing instruction as well as subject areas in which they receive extended literacy instruction. According to the survey, students felt that they were receiving effective writing instruction in all subject areas with the majority of students agreeing that Literature and ELA classes provide literacy instruction in our school. The results of the extended literacy instruction were: ELA 14%, Literature 70%, Math 35%, Science 30%, Fine Arts 9%, Social Studies 40%, CTAE 10%, ESOL 3%, and Foreign Language 24%. When asked to comment on their personal reading and writing skills, 77% felt that their skills were at or above grade level. An analysis of the results indicates that students' perceptions of their reading and writing skills are much higher than teacher observations of student work. There are two major insights that students provided in their survey responses: 1) teachers need to provide more feedback to students regarding their actual performance levels in reading and writing; and 2) teachers need to provide activities that motivate students to read and write.

Parents were also surveyed for their opinions of literacy needs. We found the results of the parent survey to be very similar to those of the student survey. The results of the survey indicated that the majority of parents believe their students are receiving effective reading and writing instruction in all subject areas and 86% of parents believes their students are reading at or above grade level, which again is in contrast to teacher observations of student work and actual performance in many instances.

Analysis of Student/Teacher Data

Our students are making notable progress on most EOCTs, but struggle primarily with literacy-based subjects including Ninth Grade Literature, American Literature, and U.S. History. Sub groups that are consistently underachieving have been identified and interventions have been devised. End of Course Tests (EOCTs) –A four-year comparison of pass rates for three End of Course Tests is shown in Tables 1-3. The pass rate for U.S. History declined by more than 13 percentage points in 2012 (from 65% in 2011 to 51.6% in 2012). Pass rates increased in 2013. During the 4 year comparison there were small to modest gains in Ninth Grade Literature and American Literature for most subgroups.

End of Course Tests Pass Rates by Sub Groups (Tables 1-3) – Our students with disabilities and black student sub groups, and to a lesser degree, the economically-disadvantaged student subgroup, exhibit the largest gaps in performance on EOCTs compared to our white student subgroup. Females are noticeably outperforming males on Ninth Grade Literature and American Literature. Previously males were doing better than females on the U.S. History EOCT but the latest data shows that females are outperforming males in this area. Our students with disabilities subgroup, however, presents the most daunting gaps on every EOCT, ranging from a low of 20% pass rate on U.S. History to a high of 57% on American Literature.

Table 1: EOCT PERFORMANCE DATA

<u>9th Grade Literature EOCT Spring % Passing</u>				
<u>SUBGROUP</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<u>ALL</u>	<u>73</u>	<u>81</u>	<u>81</u>	<u>83</u>
<u>ED</u>	<u>64</u>	<u>77</u>	<u>75</u>	<u>76</u>
<u>NOT ED</u>	<u>88</u>	<u>88</u>	<u>94</u>	<u>96</u>
<u>BLK</u>	<u>63</u>	<u>71</u>	<u>75</u>	<u>74</u>
<u>WHITE</u>	<u>76</u>	<u>87</u>	<u>85</u>	<u>87</u>
<u>MALE</u>	<u>70</u>	<u>72</u>	<u>76</u>	<u>79</u>

<u>FEMALE</u>	<u>76</u>	<u>90</u>	<u>86</u>	<u>87</u>
<u>SWD</u>	<u>24</u>	<u>45</u>	<u>20</u>	<u>46</u>
<u>NOT SWD</u>	<u>81</u>	<u>86</u>	<u>87</u>	<u>87</u>

Table 2

<u>11th Grade American Lit & Composition</u>				
<u>EOCT Spring % Passing</u>				
<u>SUBGROUP</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<u>ALL</u>	<u>82</u>	<u>84</u>	<u>84</u>	<u>85</u>
<u>ED</u>	<u>77</u>	<u>81</u>	<u>76</u>	<u>80</u>
<u>NOT ED</u>	<u>89</u>	<u>89</u>	<u>93</u>	<u>95</u>
<u>BLK</u>	<u>72</u>	<u>82</u>	<u>75</u>	<u>80</u>
<u>WHITE</u>	<u>88</u>	<u>86</u>	<u>90</u>	<u>89</u>
<u>MALE</u>	<u>78</u>	<u>79</u>	<u>84</u>	<u>77</u>
<u>FEMALE</u>	<u>86</u>	<u>89</u>	<u>85</u>	<u>92</u>
<u>SWD</u>	<u>43</u>	<u>50</u>	<u>47</u>	<u>57</u>
<u>NOT SWD</u>	<u>86</u>	<u>87</u>	<u>89</u>	<u>88</u>

Table 3

11th Grade US History EOCT Spring % Passing				
SUBGROUP	2010	2011	2012	2013
ALL	61	65	53	67
ED	49	61	40	52
NOT ED	75	70	70	86
BLK	40	55	42	55
WHITE	74	72	58	71
HISPANIC	80	90	60	84
MALE	74	67	61	63
FEMALE	58	64	46	70
SWD	21	12	17	20
NOT SWD	64	70	58	71

End of Course Domain Performance - Table 4 provides a side by side view of the percentage of students passing the literacy domains on each EOCT. Based on face value, rather than the total number of items in a domain, students' relative domain strengths include: American and Ninth Grade Literature - Reading, Listening, Speaking & Viewing. Domain weaknesses include: American Literature – Reading & Literature; Ninth Grade Literature – Writing & Conventions.

Table 4: Domain Performance on EOCTs, 2012 and 2013

EOCTs	Domains-% Pass (2012)	Domains-%Pass (2013)
American Literature	<p>-Reading & Lit -62%</p> <p>-Reading, Listening, Speaking & Viewing - 74%</p> <p>-Writing -65%</p> <p>-Conventions -70%</p>	<p>-Reading & Lit -66%</p> <p>-Reading, Listening, Speaking & Viewing - 78%</p> <p>-Writing -55%</p> <p>-Language -64%</p>
9th Grade Literature	<p>-Reading & Lit -71%</p> <p>-Reading, Listening, Speaking & Viewing - 77%</p> <p>-Writing -64%</p> <p>-Conventions -65%</p>	<p>-Reading & Lit -65%</p> <p>-Reading, Listening, Speaking & Viewing - 79%</p> <p>-Writing -60%</p> <p>-Language 68 -%</p>

As can be seen in Table 4b, over the last two years, less than one third of our students have met or exceeded the requisite Lexile score of 1275 on the American Literature EOCT. In order to increase overall reading performance, we must do a better job linking reading material to students' reading ability (why, 111).

Table 4b - Lexiles

Lexile Target	2011-2012 Percentage Meeting or Exceeding	2012-2013 Percentage Meeting or Exceeding
1275 or Higher American Literature EOCT	32%	30%

Writing Test (Table 5) –A three-year comparison of writing scores on the Georgia High School Writing Test for first time test takers is shown in Table 5. The percentage of all students passing the test in 2011 was 96% compared to 88% in 2012, and 92% in 2013. There was a decline in the pass rate for every sub group in 2012, with SWD experiencing a 37 percentage point drop (2011-79%, 2012-42%). Overall pass rates for all subgroups

increased in 2013. Writing was a relative domain weakness on the EOCTs for American and Ninth Grade Literature in 2012 and 2013 as previously shown in Table 4.

Table 5: 11th Grade Writing Test Pass Rates for 2011 -2013 (First Time Test Takers)

Student Groups	2011	2012	2013
All Students	96%	88%	92%
Black	93%	82%	86%
White	97%	92%	96%
SWD	79%	42%	55%
Eco. Disadv.	94%		
Female	96%	93%	
Males	95%	84%	

Graduation Rate (Table 6) –ULHS’s graduation rate has been adjusted to reflect recent calculations under the nationally standardized cohort formula. Our pass rate of 69% indicates that we have a substantial number of students who we have not adequately engaged. Consistent with our academic performance data, males, SWD, and economically disadvantaged groups have the lowest rates of graduation.

Table 6a Graduation Rate Disaggregated by Student Groups, 2012-2013

<u>Student Groups</u>	2012	<u>2013</u>
<u>All Students</u>	<u>70.9%</u>	<u>65.1</u>
Black	70.7%	55.8
White	70.2%	69.7

Eco. Disadv.	63.3%	53.6
Non-Eco. Disadv.	80 %	
SWD	27.7%	22.2
Females	77.9%	
Males	59.8%	

Seventy-four students enrolled in CTAE pathway courses (Table 6b), with a pass rate of 46%. The highest failure rate was in technical courses such as engineering where there are more complex literacy demands. Teachers believe that students would do better on their pathway tests if they had incentives to pass since there are no consequences for failing the test.

Table 6b –CTAE End of Pathway Performance

CTAE Career Pathway Course	Total Tested	Total Passed	Total Failed
Ag Mechanics (014)	6	6 (100%)	0
Financial Management	1	1 (100%)	0
Engineering (1214)	22	10 (45.5%)	12 (54.5%)
Teaching as a Profession (130)	14	8 (57.1%)	6 (42.9%)
Small Business Development	1	0	1 (100%)
Engineering (12147)	11	0	11 (100%)
Family and Nutrition Science	1	0	1 (100%)
Teaching as a Profession (1301)	8	3 (37.5%)	5 (62.5%)
Ag Mechanics (0142)	5	5 (100%)	0

Law & Justice	5	0	5 (100%)
Grand Totals	74	33 (44.6%)	41 (55.4%)

Table 7: Certified Personnel Data

		Teachers
Positions	Number	80
Certificate Level	4 Yr Bachelor's	30
	5 Yr Master's	35
	6 Yr Specialist's	14
	7 Yr Doctoral	1
Years Experience	< 1	2
	1-10	23
	11-20	35
	21-30	18
	> 30	2

Table 7b Teacher Content Data

Content	Number of Teachers
CTAE	13
SPED	13
Media	1

ELA	9
Science	8
Math	10
Social Studies	9
Fine Arts	4
Foreign Language	4

Table 8 Teacher Retention Data

School Year	Number	% of New Teacher Population
2012-2013	76.5	10%
2011-2012	79.5	11%
2010-2011	83.5	1%
2009-2010	92.5	3%

With 10 percent of teachers leaving ULHS last year, replacing them with teachers skilled to implement the rigorous CCGPS is a concern. Due to the turnover in the past two years, professional learning is used to redeliver and refresh previous trainings, as well as assist all teachers with new information to grow professionally (Table 8).

Goals and objectives relating to student and teacher data findings are included in the Project Plan.

Project Plan, Procedures, Goals, Objectives, and Support

ULHS will implement the Striving Reader Literacy Grant by addressing the results of our student and teacher data analysis, literacy needs assessment, concerns, and root causes analysis. These goals are aligned to “The Why”, “The What”, and “The How” documents of the Georgia Literacy plan. Many of these objectives are already being implemented, but need to be expounded upon and implemented in all areas. Current practices were considered in determining goals and objectives. Our goals will be measured using formative and summative assessments such as daily teacher monitoring and EOCT and GHSWT results. All goals will be funded using appropriations from E-Rate, Title I, Title II, SPLOST (Technology Funds), and Striving Reader Literacy Grant funding..

Goals	Need	Objective(s)	Supporting Evidence
<p>Goal 1: Students will read, write, speak, view and listen independently at or above grade level and will graduate college and career ready.</p>	<p>(A) Teachers across the content areas accept responsibility for literacy instruction. (62%)</p> <p>(B) The community at large [has not] supported the school and teachers in college and career ready student prep. (72%)</p> <p>(C) Extended time is provided for literacy instruction. (76%)</p>	<p>(A) Train teachers to address higher-level questions, create more rigorous lessons, and produce independent thinkers.</p> <p>(B) Differentiate materials according to level and interest, while providing a wide-variety of literacy and informational text.</p> <p>(C) Explicitly teach reading strategies and metacognitive skills in all content areas based on best practices in reading instruction.</p> <p>(D) Provide</p>	<p>Why-pp.86-87</p> <p>“Methods and expectations must change to meet new curriculum requirements.</p> <p>“Beginning in kindergarten, the CCGPS begins moving students up the first step toward the goal of graduating from high school ready for college or a career.”</p> <p>Measurable Evidence</p> <ul style="list-style-type: none"> ● Increased EOCT Scores ● Graduation Rates ● Administrative observation walks focused on literacy instruction. ● Georgia High School Graduation Writing Test

Goals	Need	Objective(s)	Supporting Evidence
	<p>(D) Tier 2 needs-based interventions. (72%)</p> <p>(E) Tier 3 SST and Data Team progress Monitoring. (72%)</p>	<p>benchmark assessments, formative and summative assessments used to inform next steps.</p> <p>(E) Provide a tiered system of interventions that clearly identify individual student need, direct instruction interventions, and allow for multiple forms of assessment to allow the student to meet the standards.</p> <p>(F) All students, staff, and other stakeholders will have a shared understanding of scientific, evidence-based literacy strategies and instructional routines.</p> <p>(G) Provide various types of literacy technology in all content areas.</p>	<p>Results</p> <ul style="list-style-type: none"> ● CCGPS Units ● Written and Verbal Responses ● Post Tests ● Lexile Reading Levels

Goals	Need	Objective(s)	Supporting Evidence
<p>Goal 2: Students will understand the significance of the ongoing need for literacy development.</p>	<p>(A) A literacy leadership team is active. (58.6%)</p> <p>(B) Active collaborative teams focus on literacy across the curriculum. (72%)</p>	<p>(A) Students are provided opportunities to apply their full range of literacy skills (reading, writing, listening, speaking, and viewing) to relevant life situations.</p> <p>(B) Students set and meet individual goals relating to literacy skills.</p> <p>(C) Expand the membership of the literacy leadership team.</p> <p>(D) Form a collaborative team to focus on literacy across the curriculum</p> <p>(E) Provide professional learning on research-based literacy instruction to all teachers including additional professional learning for all new teachers to the system.</p>	<p>What-p.05</p> <p>“Leadership team is newly formed and needs to be expanded to include additional stakeholders to include community, technical school, parent, and student representatives.</p> <p>Why-p.26</p> <p>“Georgia’s Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members.”</p> <p>Measurable Evidence</p> <ul style="list-style-type: none"> ● Increased Graduation Rate ● Decreased discipline referrals as students become more engaged. ● American Literature EOCT Lexile scores will

Goals	Need	Objective(s)	Supporting Evidence
			<p>increase to meet or exceed the state average.</p> <ul style="list-style-type: none"> ● Lexile levels will increase on the SRI screening. ●
<p>Goal 3: Students realize that literacy skills development is a life-long process closely related to interest and motivation.</p>	<p>(A) The community at large [has not] supported the school and teachers in college and career ready student prep. (72%)</p>	<p>(A) Provide choice in reading materials and opportunities for self-directed learning.</p> <p>(B) Increase community involvement and awareness of the importance of literacy to all students.</p> <p>(B) Foster partnerships with community stakeholders to illustrate the connectivity of literacy and life, specifically literacy and the work-place.</p>	<p>Why- p.51</p> <p>“In the 2008 Center on Instruction Practice Brief titled Effective Instruction for Adolescent Struggling Readers, the recommendations are derived from a summary of the research by Guthrie and Humenick on improving students’ motivation to read. Those recommendations are:</p> <p>1) providing content goals for reading: 2) supporting student autonomy, 3) providing interesting texts, and 4) increasing social interactions among students related to reading.</p> <p>(Boardman et al., 2008)”</p>

Goals	Need	Objective(s)	Supporting Evidence
			<p>Measurable Evidence</p> <ul style="list-style-type: none"> ● Pathway completion data ● End of pathway assessments ● Improved EOCT and Georgia High School Writing Test Results

Sample Tiered Instructional Schedule

Our school’s seven period master schedule has not been included here because its size greatly exceeds the allotted space. Our schedule shows all subjects taught from bell to bell. It includes at least 50 minutes of daily instruction for all students in core, non-core, and elective subjects. **Regarding literacy, our current schedule provides for 50 minutes daily of ELA for all students, grades 9-12 (Tier I). Struggling readers receive interventions through Read 180 at least one period per day, in addition to their regular ELA course instruction (Tiers 2 & 3). SWD receive ELA through resource rooms or co-taught classes, while Gifted students receive literacy instruction in AP English, Composition, or Mythology courses. EL students receive one period of EL instruction per day, in addition to their daily ELA course instruction. The results of our needs assessment indicate that we need to expand literacy opportunities across content areas to achieve a goal of providing a minimum of 2 hours of explicit, evidence-based literacy instruction per day. In order to do this, we will ensure that all teachers in all core subjects are trained to include an explicit, CCGPS connected literacy activity of at least 25 minutes daily. Lesson plans will be monitored for inclusion of additional literacy time. Focus Walks will be conducted to confirm implementation of literacy activities.**

RTI Model

Our RTI model is in process of being revamped. A brief description of our tiered interventions follows.

Tier I –Standards-based classroom instruction occurs for all students, supported by differentiation and progress monitoring. Struggling students are identified through test scores and classroom assignments. Reading occurs across content areas.

Tier II –Targeted interventions are provided, in addition to Tier I instruction, including: Graduation Coach, Odysseyware, Co-Teaching, Behavioral Interventions, Concept Mastery, MyAccess Writing Program, Project Success, Knights 101 Mentoring Program, EOCT Reviews, and Progress Monitoring.

Tier III –Targeted interventions intensify and include Tiers I & II instruction. Behavior interventions, behavior supports, individual assessments, frequent formative assessments, and SST. Study Island and USA Test Prep are used.

Tier IV – Specialized instruction for Gifted, EL, and Students with Disabilities. Adapted content or methodologies are used –SRA,

Assessments/Data Analysis Plan

A. The SRCL following assessment plan will be implemented at ULHS. The plan protocol includes EOCT, ACCESS and SRI assessment for grades 9-12 . SRI and a diagnostic literacy test will be new.

B. Chart

Assessment	Target Audience	Purpose	Skills Measured	Test Frequency
SRI	All Students	Screening, Progress Monitoring, Outcome	Reading Comprehension- Inferential	Three times per year
EOCT	Students in American Literature, Ninth Grade Literature, and U.S. History	Outcome	Vocabulary Reading Comprehension	One time per year
ACCESS for ELs	EL students	Screening, progress monitoring	Language	One time per year
GHSWT	All 11th Grade Students	Writing Process	Persuasion and writing skills	Main administration --one time per year
End Of Pathway Test (CTAE)	Students who have completed CTAE pathways	Monitor CTAE curriculum	CTAE standards and skills	One time per year
Benchmark (to be determined)	All students	Monitor student progress	Content and CCGPS taught in the core in all subjects	Once or twice per year
Final Exams	Students not enrolled in an EOCT class	Mastery of CCGPS standards	content related	Once per year

Assessment	Target Audience	Purpose	Skills Measured	Test Frequency
Diagnostic Reading & Writing Tests (To be determined)	Students failing SRI screening	Determine nature of problem in reading/writing	Reading Writing	To be determined

C. How the new assessments will be implemented into the current assessment schedule.

SRI will be our universal screener, and will be administered as part of the Language Arts and/or Study Skills courses. in grades 9-12. All of our students are enrolled in an ELA course, and many in Study Skills. SRI will also be used for progress monitoring. Screening failures will be followed-up with diagnostic testing to determine the nature of the reading or writing problem.D. No current assessments will be discontinued as a result of implementing the SRCL grant.

E. Professional learning needs.

Professional learning needs include:

- How to administer and interpret results of the SRI
- Purpose of SRI and how to use results to plan and implement evidence-based literacy instruction
- Use of diagnostic reading or writing test to follow-up screening failures

F. How data is presented to parents

Data is and will continue to be communicated to parents as follows:

- Presentations of disaggregated student achievement data to school council members, parent involvement and school improvement committees.
- Data display posters in building.
- Individual student report card/progress reports are sent home each four and half weeks.
- Local newspaper and school newsletter is used to communicate aggregated assessment information to parents.

Parent conferences are scheduled to discuss students' performance. G. How data will be used to develop instructional strategies.

Overall student achievement data is analyzed in late spring when the EOCT results are released by the state. Administrators and School Improvement Team Members analyze school data identifying areas that require focus for improvement in the upcoming year. Teachers will continue to do the following:

- Complete an EOCT data analysis, identify standards where students performed poorly and develop instructional goals.
- Following common assessment, course teams meet to analyze data by standard and determine areas that require reteaching/remediation.
- All teachers analyze all data related to their course (common assessment, pretests/post-test, EOCT, End of pathway test) and write a reflection on how to modify the instructional plan.
- SRI data will be reviewed following each administration and used to help develop instruction and interventions.

H. Who will perform the assessments

SRI will be the new assessment to be given in implementing SRCL. It is anticipated that our ELA and Study Skills teachers will be responsible for administering the SRI. They will be trained to follow established protocols. Administration of the SRI will be incorporated into the schoolwide assessment schedule and disseminated to all staff. Our testing coordinator will be responsible for coordinating the SRI testing schedule in consultation with the ELA department and study skills staff.

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

A. Chart

Resources	How Resources Support Literacy	Funding Alignment
Tablets	Devices can be used in classrooms to increase student interactivity with lessons and increase student engagement with topics.	SRCL Grant, Proposed SPLOST, Title I
Supplemental Applications for Tablets	Tablet applications are the medium through which students interact with lessons, thereby increasing student engagement in topics	SRCL Grant, Media, Title I
Update Current Computer Labs- New Desktop Computers and Printers	Computer labs allow teachers to engage students in research projects to support literacy.	SRCL Grant, Proposed SPLOST, Title I
Literacy Support Programs for Students with Disabilities	Programs such as Read 180, Write from the Beginning, Co-Writer and Class Works allow struggling students to develop literacy skills.	SRCL Grant, SPED Funding, Title I
E-Books and E-Readers	Encourage student engagement and literacy by integrating interactive learning experiences and encourage reading.	SRCL Grant, Title I
Scholastic Reading Inventory	A lexile compatible program to match student interest with their reading levels to help ensure engagement.	SRCL Grant, Title I
Assistive Technology Devices for Students with Disabilities	Assistive technology devices such as tablets, audiobooks, and earbuds, for students with disabilities	SRCL Grant, SPED Funding (Title VI-B), Title I

Resources	How Resources Support Literacy	Funding Alignment
	assist struggling students with improving literacy skills.	
Update Wireless Network Capabilities	Wireless internet connections allow students to use their own technology to assist them in completing literacy assignments	SRCL Grant, Title I, E-Rate
Magazine Subscriptions for High-Interest Reading	Researched-based strategies indicate that students are more likely to engage in literacy objectives that match student interests.	SRCL Grant, Title I
Print and Non-Print Resources	Resources across the curriculum to support literacy goals	SRCL Grant, Title I
Interactive Boards, Projectors, Learner Response Devices	To engage students in interactive, integrated technology and real time assessment tools. The learner response system will enable students to become active participants interacting with digital content in real time.	Title I, SRCL Grant, SPLOST
RTI Consultant	The RTI consultant will establish and maintain a program that identifies, monitors, and assesses student performance throughout the RTI process	SRCL Grant
Digital Literacy Resources	Digital and online textbooks to encourage student engagement in learning.	SRCL Grant, Title I, Media Budget
Mobile Learning Labs	Mobile learning labs will increase fluency and proficiency among students.	SRCL Grant, Title I, SPLOST

B. Activities That Support Literacy

Upson Lee High School recognizes the need for all teachers and classrooms to implement activities that support literacy. Currently, the school is limited in materials and technology needed to support a schoolwide, high quality literacy project, but with additional funding the school is ready to become an exemplary high school that promotes literacy as the main focus across all content areas, without exception. Key activities to be implemented include:

- Writing every day in every class
- Reading across the curriculum with student choice from selections of high interest, high quality texts
- Vocabulary and fluency in all content areas
- Technology enriched lessons for high student engagement
- On-going student and parent awareness and support activities regarding reading, Lexile, and writing levels
- On-going progress monitoring and adjustment of instruction to support individual student needs

C. Shared Resources

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

- Computer labs
- Science labs
- Literature/novels
- Test prep software
- Copy machines
- Scantron

D. Library Resources

The ULHS media center contains a collection of 14,028 books which have an average age of 1988. This collection includes 592 professional titles for teachers, which have an average age of 2005. The average number of books available to our student population is approximately 11 per student. We have a limited selection of audio books and eBooks available to students. Other library resources are listed below:

70 e-readers

52 mobile digital media players

30 tablets

22 laptops

E. Activities to support classroom practices

The following classroom practices would provide support for students to develop and/or improve literacy skills:

- Research based instructional strategies
- Writing in all content areas
- Reading across the curriculum

- Literacy instruction including vocabulary, comprehension, fluency, and writing
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments
- Benchmark testing
- Reading support class for special needs learners

F. Additional Strategies

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

- Standards based classrooms strategies
- Differentiated instruction

We will also add these strategies:

- Student awareness of literacy levels and goal setting to increase literacy skills
- Create study guides for CTAE pathway courses
- Provide updated, literacy-based Keytrain test prep software for CTAE pathway practice

G. Current classroom resources

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

- Classroom sets of textbooks in all content areas, except math
- Textbooks in some CTAE classes
- Interactive boards and projectors in all classrooms
- Teacher computer in every classroom
- Some teacher laptops
- CTAE classroom computer labs

H. Alignment Plan for SRCL and other funding

ULHS will use Title I & II, Title VI-B, SPLOST, Media, and Striving Reader Literacy Grant funds to implement the project plan. The Thomaston-Upson County School System leverages all available funds for instructional purposes; however, budget cuts have limited the resources we are able to purchase. Some of the Striving Reader Literacy Grant funds will be used to supplement diminished purchasing opportunities to upgrade technology used in classrooms. We will use some grant money to provide teachers that have technology in their classroom with needed training and purchase technology to replace outdated equipment.

I. Proposed Technology Use

- Software programs - support global literacy; student engagement
- On-line Subscriptions - promote high interest reading in content areas.
- F RTI -use technology to accelerate and remediate
- E-textbooks, e-readers, laptops, tablets, and mobile learning labs - encourage literacy in all content areas.

Digital software - enhance literacy in each content area **Professional Learning Strategies**

Over the past 5 years, professional learning funding has been reduced significantly. Teachers have been limited to the amount of off campus professional learning opportunities they could attend. Due to this fact, professional learning sessions have been developed locally and at ULHS. The table below shows the professional learning activities the ULHS faculty has participated in over the past year.

Table 1 Professional Learning Activities 2013-2014

Professional Learning Activity	Percent of Staff Participating
Bring Your Own Technology (B.Y.O.T.) (4 classes)	100
Book Study - Highly Engaged Classroom	90
Class Web Pages	95
State Longitudinal Data System (SLDS) and Data Director	95
Drop Box	95
Redelivering of information gathered at Technology Conference	95

Below is a list of ongoing professional development activities and initiatives.

- * Technology Training/BYOT
- * RTI Training
- * Book Studies on Effective Classroom Practices
- * Unit Writing
- * CCGPS / CTAE Webinars

Programmatic professional learning needs identified in the needs assessment

Professional Learning Activity	Description
Literacy Instruction	Incorporating the use of literature in content areas/classes
Writing Rubric Training	Professional Learning on proper utilization of school-wide writing rubrics
Assessments development (formative & summative)	Trainings on how to develop quality assessments (formative and summative) to ensure rigor is part of daily instruction
Explicit Reading Instruction	Teachers will receive training on methods to teach students “how” to read.
Student data use	Training to help inform teachers how to make instructional

	decisions based on the student data.
RTI process	Teachers will be trained on how to identify and provide appropriate interventions for their students
Co-Teaching	Special Education teachers will continue to receive training through support of Griffin RESA / Leap Project

Process to determine if Professional Development is adequate or effective

The Literacy Team and School Improvement Team will continue to look at and analyze student data. Student data will be one of the primary indicators used to show the effectiveness of Professional Learning Activities. Students’ scores should improve on all standardized testing (EOCT, SRI, SLO’s) as well as classroom performance. The administrative team will conduct walkthroughs and observations to determine if activities are being implemented in the classroom. Feedback will be provided to reinforce and/or to correct behaviors observed from walkthroughs. Teachers will be asked to complete surveys to inform us on whether Professional Learning activities increased their knowledge and understanding of addressed topic.

Professional learning plan tied to stated goals and objectives and methods of measuring effectiveness that can be tied back to the goals and objectives

Goal 1:

Students will read, write, speak, view and listen independently at or above grade level and will graduate college and career ready.

Professional learning is needed in the following areas to achieve goal one:

- * How to explicitly teach reading, writing, speaking, listening, and viewing skills
- * RTI / Differentiation of interventions and assignments
- * Appropriate literacy strategies and interventions for all tiers
- * Incorporating technology into units
- * Using data (formative assessment / benchmarks) to adjust instruction
- * How to use the Georgia Literacy Instruction Observation Checklist

Method of measuring effectiveness of goal one of the Upson-Lee Literacy Plan:

- * EOCT data
- * Graduation Rate
- * Instructional units

- * Walkthroughs using the Georgia Literacy Instruction Observation Checklist (focusing on best practices)
- *SRI data

Goal 2: Students will understand the significance of the ongoing need for literacy development.

Professional learning is needed in the following areas to achieve goal two:

- * Professional learning on research based literacy instruction for all teachers
- * Continue to train all new teachers on evidence-based literacy practices *

Literacy Team will require training - making reading relevant

Method of measuring effectiveness of goal two of the Upson-Lee Literacy Plan:

- * EOCT data
- * Lexile scores
- * Observations / Walkthroughs to monitor student engagement
- * SRI data
- * Writing scores

Goal 3:

Students realize that literacy skills development is a life-long process closely related to interest and motivation.

Professional learning is needed in the following areas to achieve goal three:

- * Literacy team training
- * RTI training
- * Technology training
- *How to motivate adolescents to read and write at and above their abilities
- * Professional learning to teach all aspects of reading, writing, speaking, listening, and viewing

Method of measuring effectiveness of goal three of the Upson-Lee Literacy Plan:

- * Percent End of Pathway completers
- * Graduation rate
- * Writing scores
- * Student and community involvement (surveys)

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- * Graduation rate
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Sustainability

While implementing the Striving Reader Comprehensive Literacy Grant, teachers will be asked to keep records of any barriers they might encounter. Each year, there will be a concentrated effort to properly address these barriers. By addressing any barriers and providing assistance and support we will be able to help sustain this grant for extended periods of time.

The Striving Reader Comprehensive Literacy grant requires that we use Scholastic Reading Inventory (SRI) to assess our students. We intend to continue to use the SRI beyond the grant funding. In order to purchase protocols or additional copies of SRI, ULHS will use Title I, VI-B and local funding to cover any upgrades needed.

Over the five year period of the grant, we intend to work closely with the Upson Education Alliance to strengthen our community partnerships with key local businesses and the faith based community to leverage moral and financial support for maintaining initiatives that help our students become career and college ready. We are especially interested in getting the Alliance's support for the development of a shared vision that will allow us to continue to implement the literacy goals that we have identified.

Professional Learning opportunities on literacy will be continued monthly during collaborative/professional learning community time. We will access GADOE literacy modules available on-line, including archived webinars. We will also identify master literacy teachers across disciplines during the five year period and use them to mentor and coach other teachers. All teachers new to the school will be required to participate in literacy training that has already occurred. Some of the training will be available through self-paced learning modules and videos of effective classroom literacy instruction. Other training will be available through per observation. Teachers and staff will be allowed to attend professional learning sessions on literacy offered by our local RESA whenever it is scheduled. Title II and local funding will be used to help support professional development outside the district and to pay for registrations, travel and substitute teachers.

Each year new teachers will be given an overview of the Stiving Literacy Grant initiatives. Professional Learning sessions will be used to keep all new personnel informed and up to date with the points of interest to keep the grant thriving. We will continue to assign new teachers mentors and make sure the mentors are capable of providing quality help and guidance, especially in the area of literacy.

As software licenses expire and technology devices and/or hardware need repairs, it will be imperative that we have the funding to support these issues. After the grant expires, Title I, SPLOST and local funding will be used to help maintain and upgrade technology hard and software acquired through the SRL grant. We will also replace print materials with our local and Title I funds.

Teachers and staff will participate in Striving Reader grant meetings of cohort schools that are sponsored by GADOE. One of the major goals of our participation will be to

share what we are learning and hear about what others are learning. Following meetings with cohort schools, we will debrief the entire faculty on lessons learned and insights. All teachers and staff will be encouraged to keep learning logs to capture insights and lessons learned about implementing grant activities. A *lessons learned* segment will be included on agendas at faculty meetings, department meetings, professional learning community meetings, etc. We will also share lessons learned at RESA district meetings with schools within our region.

Budget Summary

In order to develop and implement a high caliber, school-wide literacy program for adolescents at our school, we need extensive professional development for our staff on evidence-based literacy practices; assistance with creating and implementing a viable RTI system; high interest, high quality print and digital literacy instructional material for all content areas; classroom libraries of high interest informational texts; and technology to support engaging instruction. A partial list of needed resources is shown below.

Professional Learning Needs

Resource	estimated per unit cost	number of units	Total cost
Prof. Learning for SRI	\$800.00	1	\$800.00
Stipends for teachers to develop units (summer)	\$100.00	20 teachers X 4 days	\$8,000.00
Prof. Learning for RTI	\$2,000.00	1	\$2,000.00
Prof. Learning for explicit literacy instruction	\$4,000.00	1	\$4,000.00
Prof. Learning for technology instructional uses to teach literacy	\$2,000.00	1	\$2,000.00
RTI consultant	1 part-time	\$25,000.00	\$25,000.00

Materials and Technology

Scholastic Reading Inventory	\$12.00 per license	1300 licenses	\$15,600.00
My Access	\$10.00 per license	1300 licenses	\$13,000.00

Upson-Lee High School / Thomaston-Upson County Schools

Tablets	\$400.00	150	\$60,000.00
Increase wireless connections		5 areas	\$5,000.00
Assistive Technology devices for Student with Disabilities	earbud, ipods,	15	\$3,000.00
TOTAL			\$138,400.00