

School Profile

Created Thursday, November 21, 2013

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School Information

School Information District Name:	Whitfield County Schools
School Information School or Center Name:	Northwest Whitfield High

Level of School

High (9-12)

Principal

Principal Name:	Britt Adams
Principal Position:	Principal
Principal Phone:	706-516-2200
Principal Email:	badams@whitfield.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Amy Locke
School contact information Position:	Assistant Principal
School contact information Phone:	706-516-2200
School contact information Email:	alocke@whitfield.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

66

FTE Enrollment

1310

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Judy Gilreath

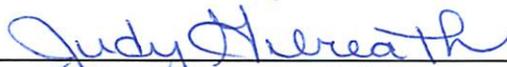
Position/Title of Fiscal Agent's Contact Person: Dr. Judy Gilreath

Address: 1306 S Thornton Avenue P.O. Box 2167

City: Dalton Zip: 30722

Telephone: (706) 217-6723 Fax: (706) 278-5042

E-mail: jgilreath@whitfield.k12.ga.us



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

Dr. Judy Gilreath

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

12/11/2013

Date (required)

Preliminary Application Requirements

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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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Updated Wednesday, December 11, 2013

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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
-

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
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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
-

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.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

Dr. Judy Gilreath, Superintendent

Typed Name of Fiscal Agency Head and Position Title

December 11, 2013

Date



Signature of Applicant's Authorized Agency Head (required)

Britt Adams, Principal

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

December 11, 2013

Date

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

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

Date (if applicable)

Whitfield County Schools

District Narrative

Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,200 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was \$42,345 compared to the state of Georgia median household income of \$49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

Strategic Planning

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Literacy Design Collaborative at middle and high schools
- Implementing pilot studies of Math Design Collaborative at middle and high school
- Implementing Formative Assessments
- Implementing K-5 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement:** WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.
- **Professional Learning:** WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.
- **Parent and Community Involvement:** Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.
- **Technology:** WCS is working to provide equitable technology at all campuses.

Current Management Structure

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Response to Intervention (K-8)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, Literacy Collaborative, trade books, novels, and content text books.

District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CoGAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate
- Georgia Criterion-Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, 9-12)

- SAT, AP Exams (9-12)
- MAP (Measures of Academic Progress System, K-8)

Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 91% to 96.9%, but few students EXCEED the standards. Additional “what if” data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

Students Meeting/Exceeding Standards on 2013 CRCT, Writing, and End of Course Tests					
	Reading	ELA	Writing	Science	Social Studies
3rd Grade	93%	90%		76%	83%
5th Grade	93%	93%	80%	80%	82%
8th Grade	97%	94%	78%	69.5%	76.2%
EOCT	EOCT American Literature & Composition	9th Grade Literature & Composition	11th Grade Writing	Biology	US History
High School	90%	87%	90%	74%	62%

Northwest High School and its feeder schools indicated interest in pursuing SRCL funding to ensure students were college and career ready. (WCS is not submitting a Birth to Pre-k section because none of the feeder pattern schools have a Pre-k program.) They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities across the feeder pattern campuses that will serve as a model for the district.

Whitfield County Schools

District Management Plan and Key Personnel

District Support

WCS supports Northwest High School and feeder schools SRCL grant application in a number of ways. Ongoing grant planning meetings were held on August 12; September 11,13; and November 11,15,19, 2013, to provide coherence and support for developing budget and individual campus grant applications. District Instructional Coaches (IC) will provide PD and support to *applying* schools and attend all training provided by external providers to build their capacity for training our other schools. Our Teaching and Learning Team will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration and sharing of successes and struggles. This collegial discourse will both inform and empower these leaders as they implement SRCL grant requirements.

Strategic Plan

WCS has reorganized Teaching and Learning Staff to emphasize a deeper focus on curriculum and enhanced communication between teachers, administrators, and Central Office. The Teaching and Learning positions were rearranged to create grade-banded Directors. Proven high quality educators were recruited and selected for these jobs. The staff is housed in one room to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent for Curriculum and Instruction, will provide the district's key leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, Tom Appelman, Michelle Caldwell, Meg Baker, and Merry Boggs will become a regular presence

participating in campus walkthroughs to personally witness each school’s progress. Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant for Teaching and Learning will detail activities, monitoring data usage, and budget updates. Principals will submit monthly progress/expenditure reports for review by the Curriculum Directors. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools from take-off to landing.

RESPONSIBILITY	PERSONNEL	SUPERVISOR
Purchasing	Kathy Mashburn, Administrative Assistant	Dr. Judy Gilreath, Superintendent
Finances	Lorijo Calhoun, Federal Program Director	
Professional Learning	Dr. Jonathan Willard, Director of Professional Development	
Technology	Pam Pettyjohn, Instructional Technology Coordinator	Audrey Williams, Chief Officer for Assessment and Accountability
Assessment	Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director	Karey Williams, Assistant Superintendent for Teaching and Learning
Site Level Coordination		

Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

Year	LEA Grants/Projects	Project Title	Funded Amounted	Audit Yes or No	Audit Results
2012	Not completed				
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings
		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248,166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation
- Local business grant awards to individual campuses
 - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

School History

Northwest Whitfield High School, located in Tunnel Hill, GA, opened in 1975 and consolidated North Whitfield High School and Westside High School. Northwest is part of the Whitfield County Public School System. Whitfield County is located on the I-75 corridor and the county seat of Dalton is known as the “Carpet Capital of the World”. Almost 90% of the world’s functional carpet is manufactured within 25 miles of this area.

Northwest’s feeder schools are Pleasant Grove Elementary, New Hope Elementary, Westside Elementary, Tunnel Hill Elementary, Westside Middle and New Hope Middle School. With the addition of a third traditional high school in 2011, Northwest’s student population has dropped from 1802 during the 2010-2011 school year to 1311 students today. Due to budget constraints and the drop in student population, we have lost 39.5 teacher positions in the last five years. Our student demographic distribution is 74% White, 21% Hispanic, 4% African American, 1% Asian, and 3% Multi-Racial. As a result of the recent recession and the historic downturn in the housing market, we have seen our economically disadvantaged student population grow from 43% in 2010 to 54% in 2013.

Administrative and Teacher Leadership Teams

Mr. Britt Adams has been the principal at Northwest for the past four years and is assisted by Mr. Loyd Davis, assistant principal for facilities and attendance, Mr. Brett Harper, assistant principal for discipline and athletics, and Mrs. Amy Locke, assistant principal for curriculum and instruction.

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Northwest's Leadership Team meets at least monthly and has been transitioning from a "report back" group to a team empowered to make decisions regarding student learning. The leadership team has a kick-off meeting each summer to analyze summative data and to revise the school improvement plan. Northwest's leadership team includes the following members:

Britt Adams – Principal	Loyd Davis – Assistant Principal
Brett Harper – Assistant Principal	Amy Locke – Assistant Principal
Jennifer Howard – Counselor	Jennifer Knight – Counselor
Dr. Nancy Petit – Counselor	Amy Smith – ELA Chair
Diane Hearn – Foreign Language Chair	Terri Sutton – Social Studies Chair
Richard Taylor – Math Chair	John Smith – PE Chair
Josh Ruben – Fine Arts Chair	Allyson Weathers – Special Ed Chair
Josh Robinson – Science Chair	Ginger Bramblett – 9 th Grade Chair
Rebecca Jenkins – Gifted Coordinator	Del Richards – CTAE Chair
Susie Greer – CCRPI Chair	Kathryn Spriggs – Media Specialist

Our Literacy Team was created to examine data pursuant to creating a more literate student body and will take an active leadership role in the writing of this grant. The goals of the Literacy Team include:

- Design and implement a consistent and comprehensive literacy program based around the literacy standards of the CCGPS.
- Seek and obtain professional learning to assist teachers in implementing the literacy plan with fidelity.
- Design and implement tiered literacy interventions to support all students.

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The Northwest Literacy Team members include:

Britt Adams – Principal	Amy Locke – Assistant Principal
Amy Smith – ELA chair	Ann MacKinnon – Science Teacher
Cindy Barksdale – Special Education Teacher	Carla Ramos – Foreign Language Teacher
Janet Robbins – Agriculture Teacher	Debbie Craft – Consumer Science Teacher
Josh Ruben – Fine Arts Chair	Kathryn Spriggs – Media Specialist
Dr. Michelle Bailey – Social Studies Teacher	Phil Higgins – Social Studies Teacher
Susan Keelen – Math Teacher	Tanya Brooker – Special Education Teacher
Jennifer Eller – Journalism Teacher	

Past Instructional Initiatives

Most of the professional learning over the past eight years has been focused on designing engaging work for students by utilizing the *Working on the Work* framework. Dr. Philip Schlechty developed this framework and Northwest, along with all Whitfield County Schools, worked closely with The Schlechty Center during the implementation of this initiative. The main premise behind *Working on the Work* is that what we have the most control over when working with students is the quality of the work we provide them. Students will be more likely to learn at a deeper level if the work is challenging, meaningful, and engaging. *Working on the Work* has identified ten different “design qualities” that when used appropriately (“appropriately” means that you thoroughly know your students and what motivates them) you have a better chance of engaging students in the work that you want them to accomplish and thus learn what it is you want them to learn. The lion’s share of professional learning funds and

district initiatives revolved around this framework from 2007-2012. Beginning in 2013, our focus has moved more to research-based best practices for instruction.

Other district level professional learning opportunities include:

- SIOP – ELL Training
- Common Core Georgia Performance Standards (CCGPS)
- Document Based Question(DBQ) training – Social Studies teachers
- Literacy Design Collaborative
- Math Design Collaborative
- Common assessments in Coordinate Algebra, Analytic Geometry, U.S. History and Economics (Physical Science and Biology are in progress)

Other recent professional learning offered at NHS:

2010-2011

- Professional Learning Community Meetings during plan time held with principal
- Technology training (“Tech Tuesdays” in which teachers received training in various instructional technology)
- Book Club (teachers choose between four books and meet collaboratively to debrief)
- AP training

2011-2012

- Technology training continued
- Collaborative Design based on hard to teach/difficult to learn standards
- CCGPS training through state webinars
- Departmental professional learning based on departmental and student need
- AP training

2012-2013

- CCGPS training continued
- Literacy Design Collaborative (pilot group)
- AP training
- RTI training
- Statewide Longitudinal Data System (SLDS) training

- Technology training continued
- AdvancED training for district review in 2013-2014

2013-2014

- SLDS follow-up training
- CCGPS training
- Teacher Keys Effectiveness System (TKES) training
- Whitfield County Non-Negotiable Instructional Practices training
- Math Design Collaborative
- Literacy Design Collaborative

Professional Learning Needs

After reviewing the data from the SRCL needs assessment along with summative data from the GHSWT, EOCT, our national test data from the ACT and SAT, and our annual Title IIA Professional Development Survey, the Literacy Team agreed that we would most benefit from professional learning in the following areas:

- Literacy strategies to address the CCGPS literacy standards in all content areas including but not limited to:
 - Writing across the curriculum
 - Vocabulary strategies for high school students
 - Differentiation strategies for **all** students
- Professional learning on the use and interpretation of Lexile scores.
- Professional learning on the use of formative and summative data to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
- The design and implementation of RTI process to meet the literacy needs of all students.
- Training for any new technology resources that may be used to teach literacy skills.

Need for a Striving Reader Project

The recent recession has hit Whitfield County Schools very hard. Our staff has been furloughed 10 days since 2009 which has made finding the time for professional learning very difficult. Due to economic constraints and a drop in student population, our school budget has been cut in half since the 2009 school year. As a long-held district policy, high schools in Whitfield County do not receive Title I funding for implementing needed initiatives. Moreover, since the vast majority of professional learning over the last eight years has been directed toward *Working on the Work* (as directed by the district), we have fallen behind in providing professional learning based on research-based best practices in instruction as well as implementing an effective RTI program. Funding from this grant will provide essential learning opportunities for both students and staff in our effort to reach our literacy goals as well as preparing all of our students to be college and career ready.

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Building Block 1. Engaged Leadership

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

“The role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated (p. 156). The administration at NHS is committed to learning and supporting evidence based literacy instruction.”

Current/Ongoing Best Practices:

- Participated in the required CCGPS webinars and face-to-face sessions (“The What” p.5)
- Studied the research-based guidelines, strategies, and resources for literacy instruction set forth in “The What” p. 5)
- We have built in time at the beginning of the day (7:40-8:25) for common plan time throughout the school year.

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Schedule regular literacy observations to monitor literacy strategies, student engagement and learning, and consistent use of instructional practices (“The How” p. 20)	Provide professional learning based on student data and teacher needs (“The How”, p. 20) Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning as well as to ensure consistent use of effective instructional practices (“The How” p. 20)	Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly (“The How” p. 20)	Make adjustments to our new teacher induction program to include the necessary training so that new staff receives support in becoming acquainted with programs, materials, and previously learned strategies (“The How” p. 20)

B. Action: Organize a Literacy Leadership Team

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In order to accomplish our literacy goals, a literacy leadership team was created consisting of administrators and staff at Northwest High School. According to *Reading Next* (Biancorsa & Snow 2004), leadership can come from a literacy leadership group with the responsibility to read and discuss both research and research into practice in order to acquire local expertise.” The literacy leadership team will be instrumental in designing and implementing the plan and in sustaining the plan.

Current/Ongoing Best Practices:

- Protected time for the Literacy Leadership Team to meet and plan is scheduled (“The What” p. 5)
- Students are identified and prioritized coming from the middle school for intervention and/or support
- Provide professional learning and support for making the transition to the CCGPS
- System in place to communicate information with all stakeholders (email, texting service, web site, social media)
- Rewrite School Improvement Plan according to student achievement results
- Share student achievement gains with stakeholders through various mediums

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Add stakeholders to the literacy committee including community leaders, parents, and other representatives from our feeder pattern (“The How” p. 21)</p> <p>Create a shared literacy vision for the school and community aligned with the state literacy plan (“The How” p. 21)</p> <p>Evaluate current practices in all classrooms by using an observation or walk-through tool to determine strengths in literacy instruction and to identify needs for improvement (“The</p>	<p>Ensure that stakeholders understand literacy goals and their roles in meeting these goals (“The How” p. 21)</p> <p>Ensure use of research-based practices aligned with the CCGPS (“The How” p. 21)</p> <p>Plan for ongoing data collection and analysis to inform program development and improvement (“The How” p. 22)</p>	<p>Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning (“The How” p. 21)</p>	<p>Define priorities and allocate needed resources to sustain them over time (“The How” p. 21)</p> <p>Pursue external funding sources to support literacy (“The How” p. 21)</p>

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How” p. 21) Ensure that effective data analysis procedures and practices are understood and practiced (“The How” p. 22)			
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C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

“None of the above mentioned elements are likely to affect much change if instruction is limited to thirty minutes a day. The panel strongly argued the need for two to four hours of literacy-connected learning daily. This includes a focus on reading and writing effectively.” (Reading Next p. 20).

Current/Ongoing Best Practices:

- Continue Literacy Design Collaborative work
- Protected time is set aside every day for collaborative planning within and across the curriculum (The How

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Ensure that any grade in which instruction is departmentalized, students receive two-four hours of literacy (reading and writing) across the language arts and in content area classes (“The How” p. 22-23) Study Flexible scheduling options to include additional time	Ensure teams meet for collaborative planning and examining student data/work during scheduled times (“The How” p. 22) Maximize use of scheduled times for collaborative meetings by using agendas, protocols, etc. (“The How” p. 22-23)	Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting engagement, and teaching key areas of literacy and writing instruction (“The How” p. 22-23)	Use technology to provide professional learning to new and continuing teachers (“The How” p. 22) Share professional learning at team and staff meetings (“The How” p. 22) Maintain anecdotal notes and data portfolios to showcase

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<p>for reading intervention (double dosing) (“The How” p. 23)</p> <p>Leverage instructional time for literacy by scheduling disciplinary instruction for disciplinary literacy in all content areas (“The How” p. 23)</p>			<p>student and content area successes (“The How” p. 23)</p> <p>Encourage teachers to share stories of success in the community, both online and through traditional outlets (“The How” p. 23)</p>
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D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction
Common Core Georgia Performance Standards

“The idea is not that content-area teachers should become reading and writing teachers, but that they should teach reading and writing practices that are specific to their subjects, so students are encouraged to read and write like scientists, mathematicians, and other subject –area experts.” (*Reading Next* p. 15)

Literacy has long been the domain of elementary and middle schools with the elementary shouldering the burden. High school teachers are subject area specialists with little to no training when it comes to teaching literacy skills to diverse learners will be paramount in us reaching our goals. “The Literacy Initiative recommends an ongoing professional learning literacy network in order to ensure the effectiveness of the Literacy Initiative.” (“The Why” p. 142)

Current Ongoing Best Practices:

- Participating in state-sponsored webinars and face-to-face sessions to learn about transition to the Common Core Georgia Performance Standards (CCGPS) (“The How” p. 24)
- Identify and prioritize a list of students to be targeted for interventions and support (“The How” p. 24)
- Study current research on disciplinary literacy in the content areas (“The How” p. 25)
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy engagement across content areas (“The How” p. 25)

Best Practices to Implement:

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Planning	Implementing	Expanding	Sustaining
Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g. Literacy Instruction Checklist, AG or some other instrument) (“The How” p 24)	Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content areas (“The What” p. 6)	Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations) (“The How” p. 24)	Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives (“The How” p. 24)

E. Action: Optimize literacy instruction across all content areas

“(literacy) strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated. The most important outcome of reading comprehension instruction should be the reader’s ability to self-monitor understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson 1984).”

As literacy instruction stretches across the curriculum, it is important that we understand the literacy plan implementation and each teacher is aware of their role in utilizing these strategies to teach diverse learners.

Current Ongoing Practices:

- Identify appropriate strategies to help ELs meet English Language proficiency standards (“The How” p. 24)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (“The How” p. 26) Identify or develop a	Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects with articulated CCGPS (“The How” p. 26) Require the teaching of academic vocabulary	Monitor literacy across the curriculum through: <ul style="list-style-type: none"> • Formal and informal observation • Lesson plans • Walkthroughs • Student work samples (“The How” p. 26)	Expand meaningful opportunities for students to write, speak, and listen) (“The How” p. 26) Expand the types of writing across the subject areas (“The How” p. 26)

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<p>systematic procedure for teaching academic vocabulary in all subjects (“The How” p. 26)</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> • Incorporating the use of literature in content areas • Writing instruction in all content areas • Text complexity that is appropriate to grade level • Text complexity that is adjusted to the needs of individual students (“The How” p. 27) <p>Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (“The How” p. 27)</p>	<p>in all subjects using a systematic process (“The How” p. 26)</p> <p>Require writing as an integral part of every class every day (“The How” p. 26)</p> <p>Provide teachers with resources to provide variety and choice in reading materials and writing topics (“The How” p. 27)</p>	<p>Share ways for teachers to guide students to focus on their own improvement (“The How” p. 26)</p>	<p>Differentiate literacy assignments by offering student choice (“The How” p. 26)</p>
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F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students articulated in the Common Core Georgia Performance Standards.

“But in a society driven by knowledge and ever-accelerating demands for reading and writing skills, very young people lacking a high school diploma.” (*Reading Next* p. 31)

Literacy is not just a school issue. It is an issue that affects our community, our quality of life and our country. A literate work force is critical for keeping us competitive in a global economy. According to research from

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Commission on Writing (2004)

- Two-thirds of salaried employees in large American companies have some writing responsibility
- Eighty percent or more of the companies in the services and the finance, insurance, and real estate corporations with the greatest employment growth potential, assess writing during hiring.
- More than 40 percent of responding firms offer or require training for salaried employees with writing responsibility. (“Why” p. 28)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Create a shared vision for literacy for the school and community, making the vision tangible and visible(e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy) (“The How” p. 28)	Establish a mentoring system from within and outside of the school for every student who needs additional support (“The How” p. 28)	Utilize social media to communicate and promote the goals of literacy throughout the community at large (“The How” p. 28)	Continue to focus proactively on broad issues that may prevent student from learning (“The How” p. 28)

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Building Block 1, E.)

“The degree to which teachers are faithful to a new literacy initiative should therefore be measured to understand how highly variable for one initiative and to ensure that comparisons are not muddled by poor or uneven implementation. (Reading Next p. 26)

The fidelity of implementation of any curricular or instructional effort cannot be understated. We must ensure teachers are trained and supported in the implementation of new literacy strategies.

Current Ongoing Best Practices:

- Dedicated time is scheduled during the day for regular collaboration (“The What” p. 7)
- Meet in disciplinary teams either physically or virtually, according to regularly established times for collaboration (“The How” p. 29)

Best Practices to Implement:

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Planning	Implementing	Expanding	Sustaining
<p>Administration establishes an expectation of shared responsibility for literacy across the curriculum (“The How” p. 29)</p> <p>Design infrastructure for shared responsibility for development of literacy across the curriculum (“The How” p. 29)</p> <p>Establish cross-curricular teams for literacy instruction (“The How” p. 29)</p>	<p>Use protocols to examine student work (“The How” p. 29)</p> <p>Plan and implement lessons that address the literacy needs of students (“The How” p. 29)</p>	<p>Assess effectiveness of team actions on student learning (“The How” p. 29)</p> <p>Alter teams as necessary to ensure optimal effectiveness (“The How” p. 29)</p>	<p>Share professional learning online and at team or staff meetings (“The How” p. 29)</p>

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

Supporting our teachers will be very important in implementing our literacy plan. According to the International Reading Association (IRA, 1999), teachers need:

- **To use research-based strategies to promote adolescent in classrooms and library media centers.**
- **To provide instruction in literacy strategies such as comprehension, vocabulary, text structures, and**
- **To provide literacy rich content-area reading and writing strategies to enable to the students to access complex text.**
- **To integrate these and other research based strategies through daily modeling and explicit teaching.**
- **To provide frequent assessment to determine students’ strengths and needs to impact instruction and**
- **To provide continuous support for adolescents by providing them with highly qualified teachers, middle reading/literacy specialists who understand and are able to meet the needs and interests of adolescents (p. 68)**

Current Ongoing Best Practices:

- Continue to provide training about CCGPS for literacy in history/social studies, science, and technical subjects
- Study research-based strategies and resources, particularly found in “The Why” document
- Continue the Literacy Design Collaborative model to address literacy standards across the curriculum (“The Why” p. 72)
- Continue using SIOP for our EL students (“The Why” p. 72)

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Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Identify concepts and skills students needed to meet expectations in CCGPS (“The How” p. 30)</p> <p>Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area (“The How” p. 31)</p> <p>Study a variety of strategies for incorporating writing in all content areas (“The How” p. 31)</p> <p>Provide</p>	<p>Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf. (“The How” p. 30)</p> <p>Make writing a required part of every class every day, using technology when possible (“The How” p. 31)</p> <p>Provide variety and choice in the types, media and genre of both reading and writing assignments (“The How” p. 31)</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options (“The How” p. 31)</p>	<p>Monitor the use of instructional strategies to improve literacy through formal and informal observations (“The How” p. 30)</p> <p>Discuss exemplary samples with students to model features of quality writing (“The How” p. 30)</p> <p>Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers) (“The How” p. 30-31)</p>	<p>Differentiate assignments by offering (e.g., http://daretodifferentiate.wikispaces.com) (“The How” p. 30-31)</p> <p>Celebrate and publish good student work in various formats (e.g., district and school social media, local newspapers, local classroom and school libraries, etc.)</p>

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<p>professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction (“The How” p. 31)</p> <p>Discuss ways to infuse literacy throughout the day including the use of technology (“The How” p. 31)</p>			
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C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Current Ongoing Best Practices:

- Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e. Twitter Blackboard Connect, school website, Infinite Campus (“The What p.8)

Best Practices to Implement:

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Planning	Implementing	Expanding	Sustaining
<p>Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need (“The How” p. 32)</p> <p>Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students (“The How” p. 32)</p> <p>Evaluate all available funding sources to determine what can be leveraged to support literacy efforts (“The How” p. 33)</p> <p>Ensure that all appropriate stakeholders participate in critical planning and decision-making activities (“The How” p. 33)</p>	<p>Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming) (“The How” p. 32)</p> <p>Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders (“The How” p. 33)</p> <p>Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction) (“The How” p. 33)</p>	<p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations) (“The How” p. 32)</p> <p>Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessment (“The How” p. 32)</p> <p>Establish a mentoring system from within and outside the school for every student who needs additional support (“The How” p. 33)</p>	<p>Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives (“The How” p. 32)</p> <p>Advocate for new capacity in the community to help students and families (“The How” p. 32)</p> <p>Pursue additional funding sources for specialized literacy staff and materials (“The How” p. 32)</p>

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

65% of our staff feel that we are emergent or not addressing implementing a system of ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. “The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The Plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.” (“The Why” p. 94-95)

Current Ongoing Best Practices:

- CRCT scores are used to screen students entering 9th grade for support
- Students are assigned to Math support classes and/or Project Success
- Summative data is stored in the SLDS system and used by teachers

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students (“The How” p. 33) Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based) (“The How” p. 33)	Administer assessments and input and analyze data according to the established timeline (“The How” p. 33) Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress) (“The How” p. 33) Use screening, progress monitoring, and curriculum-based	Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one (“The How” p. 33) Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (“The How” p. 33)	Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students (“The How” p. 33) Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based) (“The How” p. 33)

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<p>Locate or develop common mid-course assessments are used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay) (“The How” p. 33)</p> <p>Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities (“The How” p. 33)</p> <p>Define a process for selecting appropriate interventions for struggling readers (“The How” p. 34)</p> <p>Identify and purchase assessment and intervention materials aligned with students’ needs (“The How” p. 34)</p> <p>Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording (“The How” p. 34)</p> <p>Have all materials and</p>	<p>assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) (“The How” p. 33)</p> <p>Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results (“The How” p. 33)</p>		<p>Continue to purchase assessment and intervention materials aligned with students’ needs (“The How” p. 33)</p>
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<p>procedures in place prior to start of the school year (“The How” p. 34)</p> <p>Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible (“The How” p. 34)</p>			
<p><i>B. Action: Use universal screening and progress monitoring for formative assessment</i></p>			
<p>According the “The Why” document, “Effective reading and writing instruction requires both summative and formative assessments.” (p. 97) “The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth to five, elementary and middle, and high school committees) is the need to identify or develop a set of grade specific screeners to assist educators for students of all ages” (“The Why” p. 99).</p> <p>The only screening that we have come from the middle school. We use CRCT scores along with MAP (Measures of Academic Progress from NWEA) to screen 9th graders as they enter high school. We realize that we need a universal screener not to identify why students are underperforming, but to identify those students that are not performing at the expected level. Our teachers will need to be trained in using the Scholastic Reading Inventory (SRI, as directed by the grant) and will need to be able understand and use the Lexile scores that are generated by the SRI.</p>			

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Current Ongoing Best Practices:

- 9th grade math support teachers and Project Success teacher progress monitor their students using AimsWeb

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Research and select effective universal screening to measure literacy competencies for all students across the curriculum (“The How” p. 36)</p> <p>Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary (“The How” p. 36)</p> <p>Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction (“The How” p. 36)</p> <p>Include assessment measures to identify high achieving/advanced learners who would benefit from advanced</p>	<p>Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible (“The How” p. 36)</p>	<p>Analyze student data in teacher teams to develop and adjust instructional plans (“The How” p. 36)</p>	<p>Acknowledge staff’s efforts to improve their use of assessment data to inform instruction (“The How” p. 36)</p> <p>Make data-driven budget decisions aligned with literacy priority (“The How” p. 36)</p>

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coursework (“The How” p. 36)			
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C. Action: Use diagnostic assessment to analyze problems found in literacy screening

“Once students’ struggles are better understood, schools can choose from instructional approaches that best meet the needs of different groups of struggling readers” (“Reading to Achieve: A Governor’s Guide to Adolescent Literacy” p. 17).

Current Ongoing Best Practices:

- No literacy screening are used at this time

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment (“The How” p. 37)	Use results of the diagnostics for student placement within an intervention and to adjust instruction (“The How” p. 37)	Use technology to share relevant student progress data with families in an easily interpreted format (“The How” p. 37)	Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals (“The How” p. 37)
Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach (“The How” p. 37)	Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student’s first language; support students whose	Use technology for communicating data to the district literacy leadership team in a timely manner (“The How” p. 37)	

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	disabilities may preclude them from acquiring information through reading) (“The How” p. 37)		
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D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

Current Ongoing Best Practices:

- EOCT, GAA, ACCESS, and GHSWT scores are analyzed at the end of the year to help determine broad student’s needs and serve as a baseline for improvement (“The What” p. 9)
- Time at the beginning of the year is used to review assessments and to make any instructional and /or curricular changes (The What” p. 9)
- Data is disaggregated to ensure the progress of subgroups (“The What” p. 9)
- Each department analyzes summative data to update the School Improvement Plan
- Summative assessments are used to help make decisions regarding student schedules and support classes

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Identify common mid-course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards (“The How” p. 38)		Share and analyze student work samples as a way to inform instruction during collaborative planning (“The How” p. 38)	

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

Current Ongoing Best Practices:

- All of our staff has been trained in using the SLDS to analyze data
- Procedures and expectations for staff to review, analyze, and disseminate assessments results are in place

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Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Identify participants for data teams for each building and for specific grade bands (“The How” p. 38)</p> <p>Define roles and responsibilities for team members – including, but not limited to:</p> <ul style="list-style-type: none"> • Central office • Building administrators • General education teachers • Teachers of students with special needs (SWD, EL, Gifted) <p>(“The How” p. 38)</p>	<p>Communicate the expectations for meetings (“The How” p. 38)</p> <p>Teach the data meeting protocol to the data team members (“The How” p. 39)</p> <p>Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities (“The How” p. 39)</p>	<p>Review protocols at beginning of meetings (“The How” p. 38)</p>	<p>Continue to build collaborative data meetings into the monthly calendar (“The How” p. 38)</p>

Building Block 4. Best Practices in Literacy Instruction

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

67% of our staff said that we are weak in using best practices for teaching literacy skills across the curriculum. Most high school teachers are content specialists and have had very little training when it comes to teaching literacy skills. With the advent of the CCGPS and the literacy standards that all teachers are to teach, we have found ourselves lacking. We started a small group of teachers (four) that are piloting the Literacy Design Collaborative model and hope to expand to eight more teachers next year. *Reading Next* states, “The panel strongly argued the need for two to four hours on literacy-connected learning daily. This time is to be spent with texts and a focus on reading and writing” (p. 20). Professional learning focused on teaching literacy strategies will be paramount in us reaching our literacy goals.

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Current Ongoing Best Practices:

- Pilot group of teachers are using the Literacy Design Collaborative model to teach literacy skills across the curriculum
- Faculty participates in professional learning on the following:
 - Using data to inform instructional decisions and explicit teaching
 - Differentiating instruction

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction (“The How” p. 40)</p> <p>Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area (“The How” p. 40)</p> <p>Plan and provide professional learning on differentiated instructional options for literacy assignments (“The How” p. 41)</p>	<p>Provide professional learning on the tenets of explicit instruction:</p> <ul style="list-style-type: none"> • Use of data to inform instructional decisions and explicit teaching • Selection of appropriate text for strategy instruction • Telling students specific strategies to be learned and why • Modeling of how strategy is used • Guided and independent practice with feedback • Discussion of when and where strategies are to 	<p>Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways (“The How” p. 40)</p> <p>Share effective differentiated lessons and differentiation strategies in teacher team meetings (“The How” p. 40)</p>	<p>Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities (“The How” p. 40)</p> <p>Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources (“The How” p. 40)</p>

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	be applied ("The How" p. 40)		
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B. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

70% of our staff believes that we are operational to fully operational when it comes to engaging students. This comes as no surprise since we have spent the last eight years working this. By knowing our students we are able to design work that fits what motivates them. Our teachers look at integrating technology into their lessons, grouping students so as that each member has an indispensable role in the success of the team, giving students choice in products that would be able to show mastery of a standard, use public performances to give students affirmation in reference to their work. They look to design challenging, meaningful work for students. According to *Reading Next* p. 16, these are all ways to help engage adolescents in their work.

Current Ongoing Best Practices:

- Technology is used for production, publishing, and communication across the curriculum
- Students are offered choice in reading assignments
- Work is provided that promotes relevancy in what students read and write (*Reading Next* p. 16)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Teachers should be made to understand the need for any or all of the following:</p> <ul style="list-style-type: none"> • Providing students with opportunities to self-select reading material and topics for research • Taking steps to provide students with an 			

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<p>understanding of the relevance of their academic assignments to their lives</p> <ul style="list-style-type: none">• Increasing opportunities for collaborating with peers• Increasing access to texts that students consider interesting• Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy• Leveraging the creative use of technology within the learning process to promote engagement and relevance (“The How” p. 41)			
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C. Action: Ensure that students receive effective writing instruction across the curriculum.

70% of our staff feels that we are not addressing or are emergent in teaching writing across the curriculum. According to Reading Next, “Effective adolescent literacy programs must include an element that helps students improve their writing skills.” (p. 18) While our students do well on the GHSWT (see chart below), we do not have many students that exceed the standard.

Georgia High School Writing Test

Year	GA Meets & Exceeds	NW Meets	NW Exceeds
2010	95%	95%	1%
2011	93%	90%	4%
2012	95%	86%	8%
2013	94%	89%	6%

Also, our students have not fared very well on the writing portion of the SAT in recent years.

SAT - Writing

Year	Georgia	Northwest
2012	475	454
2013	475	469

“Fourteen percent of all freshmen entering degree-granting postsecondary institutions take remedial writing courses (NCES, 2004).” (Reading Next p. 18)

For our students to be college and career ready, we must all teach writing.

Current Ongoing Best Practices:

- Increasing access to texts that students consider engaging (“The What” p. 11)
- Increasing opportunities for collaboration with peers in the learning process (“The What” p. 11)
- Teachers leverage the creative use of technology within the learning process to promote engagement and relevance (“The What p. 11)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Design a vertically and horizontally articulated writing plan consistent	Develop a coordinated plan for writing instruction across all		

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<p>with CCGPS (“The How” p. 42)</p> <p>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level (“The How” p. 42)</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (“The How” p. 42)</p>	<p>subject areas to include:</p> <ul style="list-style-type: none"> • Explicit instruction • Guided practice • Independent practice <p>(“The How” p. 42)</p> <p>Provide professional learning on best practices in writing instruction in all subject areas (“The How” p. 42)</p>		
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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.)

65% of our staff felt that we have no system or that we have an emergent system of tiered interventions (RTI) for all students. While the RTI process is operational in our elementary schools, it is only emerging in our high schools. We must provide professional learning in intervention techniques to permit teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. (“The Why” p. 124) These skills are consistent with focus of the Georgia Performance Standards and the CCGPS. (“The Why” p. 124) While our teachers have been trained in analyzing student data and how to use the SLDS, they have not had any formal training on using any universal screening tool or on what interventions may be used to support students at different tiers.

Current Ongoing Best Practices:

- Some protocols for identifying students and matching them to the appropriate intervention are in place

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Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs (“The How” p. 43)</p> <p>Budget for recurring costs of data collection, intervention materials, and technology used for implementation (“The How” p. 43)</p>	<p>Purchase, train and implement data collection (“The How” p. 43)</p> <p>Purchase, schedule, train providers and implement intervention (“The How” p. 43)</p>	<p>Provide building and system-level support of the process (“The How” p. 43)</p> <p>Develop process monitoring the implementation of research-based interventions at the building level and across the system (“The How” p. 43)</p>	

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

Current Ongoing Best Practices:

- All core classes provide instruction based on the CCGPS/GPS

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing) (“The How” p. 43)</p>	<p>Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction (“The How” p. 43)</p>	<p>Ensure adequate time for planning and implementing flexible grouping based on students’ learning needs (“The How” p. 43)</p>	

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<p>Provide professional learning on:</p> <ul style="list-style-type: none"> • GA DOE resources for RTI, universal screening (“The How” p. 44) 	<p>Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms (“The How” p. 44)</p> <p>Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels (“The How” p. 44)</p> <p>Promote the formation of professional learning communities with protected meeting times (“The How” p. 44)</p>	<p>Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness (“The How” p. 44)</p>	
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C. Action: Implement Tier 2 needs-based interventions for targeted students

Current Ongoing Best Practices:

- Tier 2 interventions are in place mainly for math

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Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para-educators) (“The How” p. 45)</p> <p>Ensure effectiveness of interventions by:</p> <ul style="list-style-type: none"> • Building sufficient blocks of time into the daily schedule • Providing adequate space conducive to learning • Ensuring that they are provided by competent, well-trained teachers <p>(“The How” p. 46)</p>	<p>Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data) (“The How” p. 45)</p>	<p>Ensure adequate time for planning and implementing interventions (“The How” p. 45)</p> <p>Monitor student movement between T1 and T2 (“The How” p. 45)</p> <p>Provide sufficient resources (time, training cost, materials and implementation of interventions) (“The How” p. 45)</p>	<p>Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs (“The How” p. 45)</p> <p>Use technology to track and endure the movement of students between T1 and T2 based on response to interventions (“The How” p. 45)</p>

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

Current Ongoing Best Practices:

- Data team meet to:
 - Discuss students in Tier 3 who fail to respond to intervention.
 - Verify implementation of proven interventions.

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- Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST. (“The What” p. 12)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
<p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:</p> <ul style="list-style-type: none"> ● Discuss students in T3 who fail to respond to intervention ● Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance ● Verify implementation of proven interventions ● Ensure that interventionist has maintained fidelity to intervention protocol prior to referral (“The How” p. 46) 	<p>T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points (“The How” p. 46)</p> <p>Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist (“The How” p. 46)</p>	<p>Teachers consistently provide research-validated interventions designed to meet individual student’s needs (“The How” p. 46)</p> <p>Ensure that T3 includes proven interventions that address behavior (“The How” p. 46)</p>	<p>Continue to ensure that:</p> <ul style="list-style-type: none"> ● students move into and out of T2 and T3 ● Data is used to support response to intervention ● Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole ● Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions. (“The How” p. 46)

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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

Current Ongoing Best Practices:

- School Schedules are developed to ensure least restrictive environment (“The What”, p.13)
- Building and system administrators are familiar with funding formulas affecting students in special programming (“The What”, p.13)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings (“The What”, p.13)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
	Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings. (“The How” p. 47)		

Building Block 6. Improved Instruction through Professional Learning

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

In 2011, two of our teachers retooled our new teacher induction plan based off of an action research project they worked on for a leadership class. This new program helps teachers not only with the housekeeping chores of the classroom, but also with the teaching strategies that are consistent within our building. This plan will change again to come in line with the Whitfield County Non-Negotiable Practices.

Current Ongoing Best Practices:

- New induction plan in place to make sure that new teachers are ready for the challenges of the classroom

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Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas (“The How” p. 48)		Develop protocols for evaluating implementation of the new coursework (“The How” p. 48)	Continue to monitor and support the integration of disciplinary literacy (“The How” p. 48)

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

Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained collaborative learning. Effective professional learning is linked to higher student achievement. (“The Why” p. 141)

Current Ongoing Best Practices:

- 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 (“The What” p. 13)
- Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning (“The What” p. 13)
- All staff members participate in professional learning (“The What” p. 13)

Best Practices to Implement:

Planning	Implementing	Expanding	Sustaining
Hire an instructional coach to provide site-based support for staff (“The How” p. 49) Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation (“The	Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively (“The How” p. 48)	Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff (“The How” p. 48-49)	Ensure that new personnel receive vital professional learning from earlier years (“The How” p. 49)

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How" p. 49)			
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Needs Assessment, Concerns, and Root Cause Analysis

The faculty and staff at Northwest completed the needs assessment survey from the SRLC in September of 2013 via survey monkey. The needs assessment process included all content and ancillary teachers including CTAE, special education, ELL, media, counselors, and paraprofessionals. 80 out of 85 staff members took the survey. The Literacy Team analyzed the results along with the results from our latest AdvancED staff survey (2013) and student achievement data (EOCT, SAT, ACT, GHSWT).

Disaggregated Data Supporting Findings

Analysis of disaggregated data that is summarized in Section 5 revealed the following:

- Achievement gap present for SWD in all EOCT areas with the exception of Physical Science and American Literature
- Lexile scores show that half of our incoming 9th grade students fall below the expected range as suggested by the CCGPS
- Exceeds rate on GHSWT is consistently low
- SAT writing scores are below the state average

Area of Concern #1

Literacy instruction across the curriculum is inconsistent and needs to be strengthened for all students to be college and career ready. (Building Block 2: B, Building Block 4: A3, A4, B1, B2)

Root Cause Analysis:

- 67% of our staff said that we are weak in using best practices for teaching literacy skills across the curriculum. Moreover, most high school teachers are content specialists and, with the exception of ELA teachers, have little to no training to teach literacy skills. With the advent of the literacy standards embedded in the CCGPS, our math, science,

social studies, and CTAE teachers are struggling with teaching these skills. Also, because of our funding issues, our print resources are sorely out of date and/or in poor condition.

- In 2010, because of budget cuts, we moved from a 4X4 block schedule to a traditional 7-period schedule. This move was difficult for teachers and students alike. Teachers struggled with doubling the number of students they had to teach and their plan time being cut in half. Students that had been used to the block struggled to keep up with seven periods vs. four blocks. Along with a change in schedule, came ten furlough days that were implemented cutting out 80% of the scheduled professional learning time from the calendar.
- Writing instruction across the curriculum also scored low as our staff rated it 68% not addressed or emergent. While our students typically do well on the Georgia High School Writing Test (94% of first time test takers passed in 2012 vs. 92% for the state), our “exceed” rate is very low at 8%. Additionally, our scores on the writing section of the SAT were six points lower than the state’s. Writing cannot be the exclusive domain of the Language Arts department. According to “The Why” document, “All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.” (The Why”, p. 45)

Area of Concern #2

Lack of a system of tiered interventions (RTI) for all students (Building Block 5: A, B, C, D, E)

Root Cause Analysis:

- 65% of our staff felt that we have no system or that we have an emergent system of tiered interventions (RTI) for all students. While the RTI process is operational in our elementary schools, it is only emerging in our high schools.

- There has been very little training in identifying and progress monitoring students using the RTI process.
- Professional learning days have been cut severely over the last few years along with funding.
- We have no universal screening system in place except for the summative assessments at the end of the year (EOCT scores). In the fall of 2013 we began to use scores from the state CRCT and the district MAP (Measures of Academic Progress) assessments to identify struggling students coming to us from our feeder middle schools. In analyzing Lexile data (from 8th grade CRCT scores), the committee found that half of our freshmen are below the expected level for 9th grade.
- We currently only have three teachers trained in progress monitoring and they are in math. “Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information.” (“The Why” p. 124)

Area of Concern #3

Lack of an infrastructure for ongoing formative and summative assessments in order to determine the need and intensity of interventions and to evaluate the effectiveness of instruction (Building Block 3: A, B, C, E)

Root Cause Analysis:

- 65% of our staff feel that we are emergent or not addressing implementing a system of ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. Beyond EOCT and the GHSWT (writing test) we have no other summative assessments or universal screening to help us make decisions regarding student achievement. Furthermore, there is no formal system in place for scheduling and analyzing formative assessments.

Again, there has been such a drastic cut in our professional learning budget (\$500 in 2012-2013, and funding cut altogether in 2013-2014) and to our local school budget (cut in half since 2009-2010) that any system and the training for that system has not been implemented. This year, the district has been helping create common district assessments and has been providing funding for substitutes to this end. Funding is sparse and we are moving slowly working with math first (coordinate algebra and analytic geometry courses). Other core areas have been meeting but they are in the preliminary stage at this time.

- Universal screening programs (such as the Scholastic Reading Inventory – SRI) will need to be used to help identify students in need of interventions. Teachers will need training in how to interpret these results and how to use them to drive instruction as well as determine the type of intervention that may be needed.
- We examine our EOCT scores and use that data to make needed instructional improvements. The data is disaggregated to ensure the progress of subgroups and to make adjustments to our school improvement plan. We also use this data to help craft our schedule for the coming year.
- All of our teachers have gone through training to use the State Longitudinal Data System (SLDS) in order to review, analyze, and disseminate assessment results.

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Analysis and Identification of Student and Teacher Data

The following data present the 2012-2013 EOCT and the Fall 2013 Georgia High School Graduation Test Assessment results for Northwest Whitfield High School in grades 9-12.

Course/GHSWT (% = meets and exceeds)	% Overall	% Regular Program	% White	% Hispanic	% SWD	% Male	% Female
Ninth Grade Literature and Composition	91	94	91	90	52	86	96
American Literature and Composition	93	93	93	92	92	92	94
United States History	72	73	74	64	46	75	68
Economics Business Free Enterprise	91	94	93	85	61	89	93
Biology	85	88	87	77	44	83	86
Physical Science	93	92	91	94	92	85	90
Coordinate Algebra	27	29	30	14	0	25	29
Math 2	63	67	61	66	15	60	65
GHSWT Fall 2013	95	98	95	91	58	96	92

Overall, Northwest students score at or above the state average on EOCTs in all content areas with the exception of Coordinate Algebra and US History. When looking at the data the largest gap in all areas is with our Students with Disabilities (SWD). The gaps noted in math, biology, US history, and 9th grade literature between Non-SWD and SWD indicate that SWD are almost twice as likely to fail as those who do not have exceptionalities.

According to the data, content classes which rely mostly on math computation and skills prove to be a difficult struggle for students at Northwest. This is believed to be a result of the increase expectation of critical reading in all content areas. Teachers in these content areas are more apprehensive and less trained on how to incorporate literacy into their content areas. Northwest ELA teachers are highly trained in literacy and extremely comfortable in literacy instruction. This is evident in the scores listed above and the success of our students.

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The table below displays the percentage of students exceeding the expectation on the Georgia High School Writing Test (GHSWT) over the past four years.

Year	% Exceeding
2010	1
2011	4
2012	8
2013	6

Overall, Northwest does well on the GHSWT (95% pass vs. 93% for the state in 2013). However, the percentage of students that exceeds expectations is low. There is a need for a school wide focus on literacy across the curriculum so that we can increase our exceeds rate.

The following chart displays the graduation rate for the last 3 years.

	Northwest Graduation Rate	State Average
*2012	77.86%	67%
2011	85.1%	80.9%
2010	86.9%	80.8%

*Changed to Cohort Graduation Method

While our graduation rate is above the state average, we feel that this percentage is still too low. We expect a focus on literacy to increase our graduation rate and to ensure that we are graduating students that are college and career ready.

Student Retention Data Disaggregated

Grade Level	Total in Grade	African-American	Hispanic	White	Two or More Races
9	64	1	15	3	45
10	48	3	9	2	34
11	29	1	7	1	20
12	8	0	1	7	0
Total	149	5	32	13	99

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Students being retained in the 9th grade count for almost half of the overall retentions at Northwest. A study of Lexile levels of our incoming 9th graders show that half of them do not meet the new level of performance as measured by the CCGPS.

Incoming 9th Grade Students SY2013

CCGPS Lexile Range Grades 6-8 925-1185	210 out of 400 are below 925 based on Lexile scores from 8 th grade CRCT
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This indicates a need for an increased literacy focus to make sure that these students are progressing accordingly in order for them to be successful and graduate from high school on time.

Teacher Retention

Personnel SY2013

		Administrators	Teachers
Personnel	Full-time	4	70
Certificate Level	4 Yr Bachelor's	0	11
	5 Yr Master's	0	30
	6 Yr Specialist	4	23
	7 Yr Doctoral	0	6

Currently, the teacher retention rate is 93%. However, over the past four years, Northwest has lost 32 teaching positions. This is partially due to the opening of a fourth high school in the district in the fall of 2011. County budget cuts also have contributed to the loss of teaching positions. In spite of austerity cuts, Northwest faculty remains 100% highly qualified, with 84% of the teachers holding an advanced degree above the bachelor's level.

Project Plan, Procedures, Goals, Objectives and Support

Goals:

Goal 1: Students in grades 9-12 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on EOC tests over the course of the grant.

Goal 2: Students in grade 11 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the Georgia writing assessment over the course of the grant.

Goal 3: The percentage of students graduating on time each year will show an increase as calculated by the Georgia accountability report over the course of the grant.

Our goals are measured by state assessments while objectives are measured as described in the chart below.

Area of Concern 1 - Inconsistent literacy instruction across the curriculum needs to be strengthened for all students to be college and career ready

Objective	Tasks	Measurable Evidence
<p>Enhance literacy instruction across the curriculum</p> <p><i>Building Block (BB) 4: A, C, 6: B</i> <i>"The What" p. 11, 13</i> <i>"The Why" p. 45, 141</i> <i>"The How" p. 40-42, 48-49</i></p>	<p>Task 1: Professional learning (PL) for literacy strategies for teachers in all content areas</p> <p>Task 2: Provide SRI training for certified teachers</p> <p>Task 3: Develop a framework for building academic language across the curriculum</p> <p>Task 4: Provide access to 21st Century technology.</p> <p>Task 5: Expand PL on differentiation</p>	<p>Growth in Lexile levels for both at-risk and not-at-risk students</p> <p>Increase in SAT and ACT scores</p> <p>EOCT scores will increase in both the meets and exceeds categories</p> <p>GHSWT scores will increase in the exceeds categories</p> <p>Decrease in students placed in post-secondary remedial courses as measured by the CCRPI</p> <p>Increased graduation rate to exceed the state average</p>

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	<p>Task 6: Provide classrooms and the media center with a wide variety of reading materials including fiction, non-fiction, and high interest texts through multiple mediums</p> <p>Task 7: Provide students with multiple/varied opportunities to access, evaluate, collaborate on, and produce/publish multi-media texts</p>	<p>Expanded inventory of technology including hardware and software</p> <p>Classroom observations by administrators using the Literacy Instruction Observation Checklist or its equivalent, to gauge current practice of literacy instruction (“The What” p. 5)</p>
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Area of Concern 2 – Lack of a system of tiered interventions (RTI) for all students

Objective	Tasks	Measurable Evidence
<p>Design and implement the RTI process to meet the literacy needs of all students</p> <p><i>BB 5: A, B, C, D, E</i> <i>“The What” p. 12-13</i> <i>“The Why” p. 124, 141</i> <i>“The How” p. 43-49</i></p>	<p>Task 1: Provide universal screening program to identify at-risk students</p> <p>Task 2: Professional learning for all staff on the RTI process</p> <p>Task 3: Use the RTI system to identify student needs, direct interventions, provide differentiated instruction, and allow for multiple forms of assessment</p> <p>Task 4: Acquire intervention tools that motivate and support customized learning</p> <p>Task 5: Build support classes into the master</p>	<p>Growth in Lexile levels as measured by SRI screenings</p> <p>Increased EOCT scores to meet/exceed the state average</p> <p>Increased GHSWT scores to meet/exceed state average</p> <p>Decreased discipline referrals</p> <p>Increased graduation rate to meet/exceed state average</p>

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	<p>schedule to provide at-risk students with extra help in literacy</p>	
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Area of Concern 3 - Lack of an infrastructure for ongoing formative and summative assessments in order to determine the need and intensity of interventions and to evaluate the effectiveness of instruction

Objective	Tasks	Measurable Evidence
<p>Develop an infrastructure for ongoing formative and summative assessments in order to determine the need and intensity of interventions and to evaluate the effectiveness of instruction</p> <p><i>BB 3: A, B, C, E, 6: B</i> <i>"The What" p. 13</i> <i>"The Why" p. 94-95, 141</i> <i>"The How" p. 33-34, 36-37, 48-49</i></p>	<p>Task 1: Professional learning to collaboratively develop curriculum maps in all content areas</p> <p>Task 2: Professional learning to collaboratively develop common formative assessments and analyze data</p> <p>Task 3: Continue training on GPS and Common Core GPS units along with tasks/assessments that accompany the units</p> <p>Task 4: Professional learning in writing instruction in all content areas</p>	<p>Increased SAT and ACT scores</p> <p>Increased EOCT scores in the meets/exceeds categories</p> <p>Increased GHSWT scores in the meets/exceeds categories</p> <p>Growth in pass percentage on common formative/summative assessments</p>

Best Practices in Literacy Instruction

All teachers and students will benefit from Northwest's plan to use research-based practices as a guide as we work towards our goals and objectives that address identified areas of concern. These best practices are outlined in "The What" document (p. 9-11) and include the following:

- A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
- Student data is examined regularly to identify areas of instruction with greatest needs
- Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction.
- Faculty participates in professional learning on the following:
 - Using data to inform instructional decisions
 - The selection of appropriate text and strategy for instruction
 - Modeling how strategy is used
 - Providing guidance and independent practice with feedback
 - Differentiating instruction
- All students receive effective writing instruction across the curriculum.
- All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.
- Technology is used for production, publishing, and communication across the curriculum.

RTI Support

Professional Development for Northwest's teachers will include the use of tools and strategies for determining interventions needed to support students who are deficient in reading comprehension and writing skills in order to create meaningful literacy lessons across the curriculum. Interventions will support literacy skills in all content areas. Materials that engage students in learning are viable intervention tools that increase the numbers of Georgia students who successfully perform in all content areas" ("The Why" p. 124).

All students will benefit from more than two hours of daily tiered instruction in English and content area classes. All teachers will receive professional learning to provide this tiered instruction. Lesson plans will be examined and weekly classroom walkthroughs will monitor transfer.

We will implement the following RTI model:

Tier I – Standards-based instruction for all students

Tier II – Additional instruction will be provided to students who have been identified. During this process, the intervening teacher will use research-based strategies that go beyond the tier I instruction that are best suited for the needs of the student (both in terms of content and processes). Progress monitoring will be used to determine the student's response to the intervention and additional support.

Tier III (SST) – Additional support is provided to students in small groups and/or one-on-one by the interventionist and regular teacher. Research-based interventions are different than the ones utilized in Tier II and students will be monitored weekly.

Tier IV (Special Education, gifted, 504, ESOL) – Additional instruction is provided within an inclusion setting or a resource, standards-based classroom. Students receive instruction based upon the plan developed by team (e.g., IEP, 504 plan, etc.). Students receive additional support in the areas identified in these plans.

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The following table summarizes a sample schedule that provides tiered instruction that could apply in grades 9-12:

Bell Schedule – 52 Minute periods	Grade 9-12	Tiered Support
1 st period	English	Tier I & II
2 nd period	Math	Tier I & II
3 rd period	Elective or Tiered Support	Tier I and II in elective/ Tier 3 and 4 in pullout program
4 th period	Health/Personal Fitness	Tier I & II
5 th period	Science	Tier I & II
6 th period	Social Studies	Tier I & II
7 th period	Elective or Tiered Support	Tier I and II in elective/ Tier 3 and 4 in pullout program

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Assessment/Data Analysis Plan

Current Assessment Protocol

Assessment	Grade Level(s)	Purpose	Skills/Content Areas	Frequency
GA High School Graduation Test	Cohort entering 9 th grade on/before 2010-2011	O	ELA, Math, Science, Social Studies	2 x per year
GA High School Writing Test	11	O	ELA	1 x per year
End of Course Test	9-12	O	9 th Grade Lit. and Composition, American Literature, Coordinate Algebra, Analytic Geometry, U.S. History, Economics, Biology, Physical Science	1 x per year
PSAT	10	S, O	Critical Reading, Math, Writing	1 x per year
Advanced Placement Exam	10-12	O	U.S. History, World History, Government, Biology, Chemistry, Physics, Language, Literature, Calculus, Statistics, GA Virtual AP courses	1 x per year
W-APT (ELL Only)	9-12	S	Reading, Math, Writing, Language	As needed to students who transfer from another country
Access (ELL Only)	9-12	S, PM, D, O	Reading, Math, Writing, Language	1 x per year
County Level Unit Exams	9	PM, O, D	Coordinate Algebra	8 x per year
S=screening, PM=progress monitoring, O=outcome, D=diagnostic				

Explanation of Current Protocol

- On-going formative and summative assessment to screen, diagnose, and monitor students' progress and measure final outcome of student success
- W-APT Diagnostic Tool for EL students for placement in ESOL courses
- ACCESS Assessment for EL students to determine the level of ESOL support
- County level unit assessments in Coordinate Algebra are used to diagnose and monitor student learning and to adjust instruction
- PSAT testing is used to identify AP potential and National Merit Scholars
- GHS GT, GHS WT, End-of-Course Test, AP Exams are used to assess student learning outcomes
- Data is presented to our parents and other stakeholders at yearly Open-House and through newsletters.

Comparison of the Current Protocol with the SRCL Assessment Plan

The current assessment protocol will remain the same but with additional assessments such as the Scholastic Reading Inventory (SRI) as a universal screener and to measure literacy growth through Lexile scores.

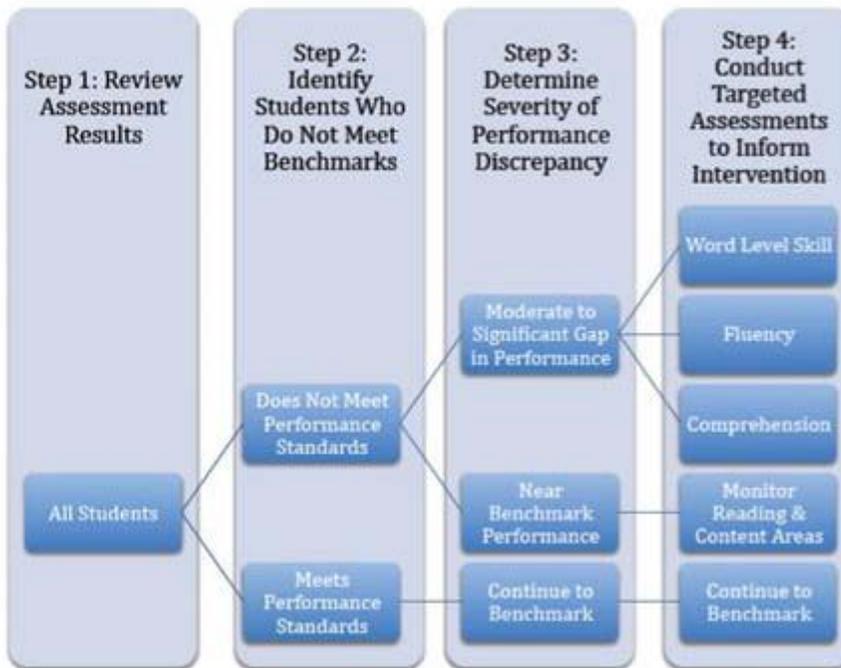
The Scholastic Reading Inventory is a research-based, computer adaptive reading assessment program that assesses students' reading levels, tracks students' reading growth over time, and helps guide instruction according to students' needs. The SRI will be administered to every student three times a year and will measure reading comprehension on the Lexile Framework for Reading.

Once at-risk students have been identified through the SRI, more comprehensive assessments of their reading abilities will be conducted to determine what interventions should be put into place. "The recommendation coming from the RTI Network is that they also be assessed in word skills and in comprehension. In an article titled 'Screening for Reading

Problems in Grades 4 through 12: An Overview of Select Measures’, Johnson, et al, cite evidence that it is commonly thought that the primary obstacles faced by these older strugglers is lack of vocabulary and comprehension skills. However, there is evidence to suggest that they may actually be dealing with issues in decoding and fluency as well as in comprehension” (“The Why” p. 103).

Figure 1: Flow Chart of Suggested Screening Process (“The Why” p. 103)

Figure 1: Flowchart of a Suggested Screening Process



Effective reading and writing instruction requires both summative and formative assessments. Use of data from each type of assessment will ensure teachers identify students’ strengths and weaknesses, diagnose disciplinary literacy skills that are lacking, set goals based on the GPS/CCGPS, match instruction to learning, evaluate the effectiveness of instruction or interventions, and monitor student progress. Once the initial screening process occurs to identify students who need assistance, educators will be able to plan and focus on a variety of interventions. Throughout the year, teachers will adjust instruction as needed as new information from formative assessments is gathered which will provide a continual cycle for student improvement. At the end of the year, summative assessments mandated by the state

of Georgia (EOCT and GHSWT) will provide information regarding whether or not grade level expectations have been met (“The Why” p. 97). Professional learning will be needed so educators can learn how to use existing data, explore new tools and strategies to aid in diagnosing skill deficiencies, monitor students’ progress, use their classroom practices as progress monitoring tools, and analyze results from a variety of resources to set students’ literacy goals and identify the most effective instructional strategies (“The Why” p. 96).

After administering multiple types of assessments, collecting data is only one facet of the Data Analysis Plan. How a school or system uses data is of utmost importance. The National Center on Educational Excellence (2009) offers five recommendations regarding data collection. According to “The Why” document, administrative recommendations establish a foundation that makes classroom implementation possible.

Administrators should do the following:

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

Classroom-level recommendations include:

4. Make data part of an ongoing cycle of instructional improvement.
5. Teach students to examine their own data and set learning goals (p. 120-121).

A plethora of data is available through the Student Longitudinal Data System (SLDS) and Infinite Campus. Through these resources, administrators and classroom teachers can access Lexile levels, transcripts, attendance, discipline, summative scores (EOCT, GHSCT, GHSWT, CRCT, etc.), formative scores, communication tools, and much more. Navigating such massive data systems can be challenging. Therefore, professional learning on how to use and maximize information gleaned from the system is a crucial component of our Data Analysis Plan. School

personnel must receive training to effectively use information from multiple sources to guide instructional choices and to design differentiated learning opportunities.

Ongoing professional learning that is data-driven and student-centered aligns with “The How” portion of Georgia’s Literacy Plan, which also points out that curriculum and budget decisions will be made based on data (p. 34-36). For example, learning to use SRI data to measure student progress will require that teachers be trained in how to use the system, how to interpret the data, and how to customize lessons that meet individual student needs based on that data. In addition, we need to be able to articulately share data and progress with students and parents.

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Resources, Strategies and Materials (Existing and Proposed)

The table below lists the resources that Northwest currently has to support literacy as well as the strategies we use.

Current Resources, Strategies, and Materials

Shared Resources	Instructional Strategies/Interventions	Media Center Resources
<ul style="list-style-type: none"> • 8 iPads for special education classes (2012 – School funds) • 2 computer labs (28 computers in each lab. All computers over five years old (CTAE funds) • Class sets of novels (school funding) • 2 STEM labs 2013 (Tech Grant) • 3-D Printer (2012 - CTAE funds) • 19 document cameras (2005-present – school funds) • Mac Lab for video broadcasting (2011-Present – CTAE funds) • USA Test Prep (School Funds) • Gizmos – Science/Math (School Funds) • My Big Campus (District) • Odyssey Credit Recovery (District) • State Longitudinal Data System (SLDS) 	<ul style="list-style-type: none"> • Essential Questions • Activating Strategies • Higher-order thinking questions. • Summarizing strategies • CCGPS/GPS Standards based classrooms • Literacy Design Collaborative (LDC pilot – four teachers) • Math Design Collaborative (MDC – Coordinate Algebra Teachers) • SIOP – Teachers of ELL students • Before and after school tutoring • Peer tutoring • Use of summative assessments to drive instruction • Math Support classes 	<ul style="list-style-type: none"> • 11,051 Holdings • Average age – 19 • Items per student – 8.56 • Recommended Items per student – 10 • 56 desktop computers • Presentation center • Laptop cart with 11 laptop computers • 2 digital cameras • 10 digital video (Flip) cameras • 4 sets of student response devices • 2 document cameras
<p>Resources in Most Core Classrooms</p>		
<ul style="list-style-type: none"> • 3 thin client computers in each classroom (2012-ESPLOST) • 21 Activboards (2010-present - school funds) • Projectors in each classroom (2005 – present – ESPLOST, school funds) All teachers have an instructional laptop (most were purchased in 2005 – ESPLOST, school funds) 		

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The chart below shows the resources that we will need and the strategies and/or professional learning that will be required for us to meet our literacy goals that would be funded by the SRCL grant.

Proposed Resources, Strategies, and Materials

Resources Needed to Implement Literacy Plan	Additional Strategies to Support Student Success	Media Center Resources to Foster Student Engagement
<ul style="list-style-type: none"> • Universal screening program for literacy (Scholastic Reading Inventory – SRI) • Diagnostic assessments used to identify students that will need interventions. • Software and/or other programs to use for interventions within the RTI process • New computers, tablets, and handheld devices to support engagement in literacy instruction • Software, apps, and web-based subscriptions to support literacy and foster student engagement • Variety of printed resources in all genres (including magazines, novels, non-fiction titles, textbooks, etc.) • Digital video equipment • Interactive white boards to support engagement in literacy instruction across the curriculum 	<ul style="list-style-type: none"> • Research-based, best practices in literacy instruction across the content areas. <ul style="list-style-type: none"> ○ Writing across the curriculum ○ Vocabulary strategies ○ Differentiation strategies • Continue Literacy Design Collaborative and Math Design Collaborative • Time and use of intervention strategies that is built into the school day. • Use of Lexile scores for differentiation of reading materials for students. • Use of formative data to drive instruction and to improve the instructional program for all students • Schedule Literacy Support classes into the master schedule • Ensure that students receive two-to-four hours of literacy instruction across language arts and content area classes. • Professional learning in support of new technologies. 	<ul style="list-style-type: none"> • New computers, tablets, and hand held devices to support engagement in literacy instruction. • Update collection to include a wide variety of print and electronic media (ebooks) • New presentation center for digital storytelling and other literacy multi-media productions

Alignment of Funding

While Whitfield County Schools will continue to fund system-wide professional learning and our current assessments, the professional learning identified as specific to our building and mandated new assessments will be provided through SRCL funding.

Upgrades and replacement computers will be funded by ESPLOST funds, but new hardware and software, including site licenses, will be funded by this grant.

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Professional Learning Strategies Identified on the Basis of Documented Needs

Effective professional learning should be designed to support and improve teacher instruction. This training “enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement” (“The Why” p. 141).

The following table illustrates activities the professional staff has attended from 2010 to the current year. This information includes not only one time instruction but illustrates the activities that have been on going across multiple years. The table also shows the percentage of the 74 teachers that are scheduled to attend each session during the 2013-2014 school year.

Professional Learning

2013-2014 (74 Certified Staff)	2012-2013 (80 Certified Staff)	2011-2012 (85 Certified Staff)	2010-2011 (106 Certified Staff)
Math Design Collaborative – All Coordinate Algebra Teachers	Common Core GPS – 100 % of Math and ELA teachers	Common Core GPS – 100% of teachers	Book Club – 100% of staff
Literacy Design Collaborative – 4 teachers (pilot)	Infinite Campus Communication – 100% of staff	Book Club – 100% of staff	Portfolio Design – 100% of staff
AP Workshops – 3 teachers	AP Workshops – 5 teachers	AP Workshops – 3 teachers	AP Workshops – 3 teachers
Student Longitudinal Data System – 100% of teachers	Online Assessment System – 100% of staff	Collaborative Design – 100% of teachers	Tech Tuesdays – 100% of staff
My Big Campus Training – 100% teachers	Student Longitudinal Data System – 100% of teachers	Working on the Work: Collaborative Design – 100% of teachers	Working on the Work: Engagement Strategies – 100% of staff
Odyssey – 100% of teachers	Response to Intervention – 100% of staff	Tech Tuesdays – 100% of staff	Speaker Series - Voluntary
Teacher Keys Effectiveness System (TKES) – 100% of teachers			
PD360 Training – 100% of staff			
SIOP - Cohorts of teachers that work with ESOL students receive continued training over time to provide consistent, long term support for EL students.			

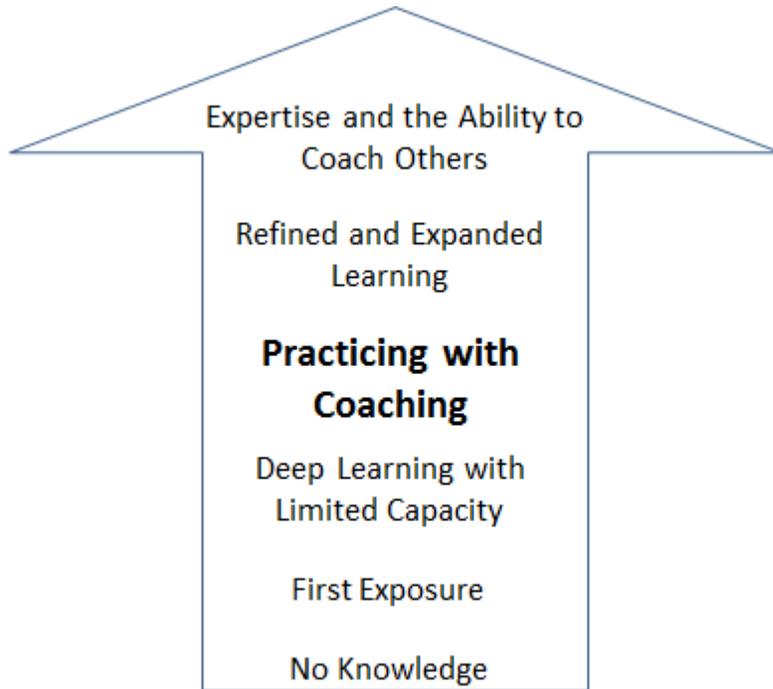
Professional learning needs identified in needs assessment

After reviewing the data from the SRCL needs assessment along with summative data from the GHSWT, EOCT, our national test data from the ACT and SAT, and our annual Title IIA Professional Development Survey, the Literacy Team agreed that we would most benefit from professional learning in the following areas:

- Literacy strategies to address the CCGPS literacy standards in all content areas including but not limited to:
 - Writing across the curriculum
 - Vocabulary strategies for high school students
 - Differentiation strategies for **all** students
- Professional learning on the use and interpretation of Lexile scores.
- Professional learning on the use of formative and summative data to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
- The design and implementation of RTI process to meet the literacy needs of all students.
- Training for any new technology resources that may be used to teach literacy skills.

“According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning” and this will be accomplished through context, process, and content standards.

Implementing new professional learning into the classroom can be challenging and takes time. The process of change in teacher learning is illustrated in the Multiple Stages of Professional Development Learning chart.



Measuring Effectiveness

Past professional learning opportunities were developed based on The SIA Title II survey, teacher need, and instructional need based on student data. Professional learning at Northwest is embedded in the school day and throughout the school year. Each year, surveys are given to teachers to rate the quality and effectiveness of the professional learning from that year. We feel that it is important that we gather this feedback in order to be thoughtful in our design of future professional learning. Feedback from these surveys showed that teachers felt that they needed more content/instructional related professional learning.

Classroom observations, lesson plans, and collaborative meetings will be the main measurement for the effectiveness of professional learning. Teachers will also evaluate the training as well as the trainer to provide relevant feedback to administrators in order to gauge whether or not the material can be used in the classroom. Administrators and department chairs will be responsible for monitoring the teacher implementation of literacy strategies.

Ongoing professional learning is the cornerstone of any sustainability plan. Northwest's faculty will require continuous training in a variety of areas, which include: universal screening programs, intervention strategies, data analysis, technology, and GPS/CCGPS. Members of each department will have the opportunity to attend professional learning sessions, conferences, and workshops and then redeliver the information to small groups within our school.

Our new teacher induction program is in its third year, and helps new staff members transition smoothly into the high school setting. As new teachers join the faculty, mentors guide them in curriculum best practices to ensure that students receive the same literacy-rich instruction no matter if a teacher has one year of experience or thirty.

Through professional learning, teachers will have better knowledge of how to use data to drive instruction. Built-in collaboration time within the school day allows teachers to work together, examine data, differentiate lessons, and align student work to standards.

The effectiveness of all professional learning efforts will ultimately be measured by our specific goals of:

- Students in grades 9-12 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on End of Course Tests (EOCTs) over the course of the grant.
- Students in grade 11 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the Georgia writing assessment over the course of the grant.
- The percentage of students graduating on time each year will show an increase as calculated by the Georgia accountability report over the course of the grant.

Sustainability

This plan requires a commitment from the entire Northwest learning community as we increase literacy and student engagement across all disciplines employing new strategies and programs that reflect research-based best practices.

Student resources will expand classroom walls and deepen their learning experiences. Preparation for the world after high school—whether college or career—is our first priority. Well-trained teachers who work in well-equipped buildings pave the way for the personal growth that extends beyond graduation.

Successful sustainability of the interventions will depend heavily on the quality of professional development. To scale up an increased literacy initiative across the content areas, meaningful professional learning for school leadership and staff is paramount to support short-term and long-term initiatives. With funding from this grant, Northwest’s leadership team will receive extensive training in three big ideas: a focus on learning, a focus on collaboration, and a focus on results. This training is foundational for the support that students will receive in the form of standards-based instruction; results oriented decision-making; a belief that all students can learn; implementation of research-based interventions; and using formative assessments to make instructional decisions.

Peer coaching and co-teaching will evolve and instructional coaching will support the collective capacity of the teachers to teach and get desired results in post-grant years so that collaboration and a sustainable network for improving student achievement continues.

Northwest as a part of Whitfield County Schools (WCS) will sustain programming beyond the grant period by securing funds from sources including WCS general operating funds, Title I funds, and the local business community. School and District Administration are committed to the successful implementation and sustainability of this grant. The following table summarizes our sustainability:

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Extending the Assessment Protocol	<ul style="list-style-type: none">• The assessment protocol will be extended by carefully purchasing assessments that can be maintained beyond the life of the grant.• Utilize state and local funds to continue formative and summative assessments
Developing Community Partnerships	<ul style="list-style-type: none">• Continue to cultivate relationships with businesses/organizations as resources to provide funding supporting literacy goals/plans
Sustaining	<ul style="list-style-type: none">• District Instructional Coaches (IC) will participate in all trainings to become an in-district resource for all system teachers and to insure that lessons learned are implemented with fidelity. A train-the-trainer method will support fiscal management, and ensure that incoming personnel are appropriately trained.• Capacity-building lessons learned will be in place supporting collaboration to examine data and plan for instruction.• Collaborating will not require funding to continue seeking stakeholder input, and collaborating with other schools.• A plan to replenish technology resources including site licenses will be developed.• Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed.
Training New Teachers	<ul style="list-style-type: none">• Training for new employees will be conducted by the IC and participating grant recipient teachers.• New teachers will be assigned a proven teacher leader as a mentor to receive relevant professional learning and assistance in the classroom.
Replacing Print Materials	<ul style="list-style-type: none">• Print materials will have library binding to ensure durability.• Funds from community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period.• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of materials in a range of Lexile levels and student interests.• An annual inventory of print materials will be conducted to determine areas of need.

Budget Summary

The funds provided by the Striving Reader Grant will be used to address our main literacy goals as identified by the Literacy Team based on the needs assessment and data analysis:

- Professional learning on teaching literacy strategies to address the CCGPS literacy standards in all content areas
- Professional learning on the use of formative and summative data to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction
- The design and implementation of RTI process to meet the literacy needs of all students
- Training for any new technology resources that may be used to teach literacy skills

We will use our start-up funds to purchase technology upgrades to make sure that we will be able to use the SRI at the beginning of the 2014-2015 school year. We will purchase the SRI over the summer and provide professional learning on its use before school begins.

In year one and two, we will provide professional learning in writing across the curriculum, vocabulary strategies for high school students, and differentiation strategies as well as professional learning in integrating technology that will support our literacy plan. While most of this training will happen on-site and will be embedded in the school day/year, we will also provide funds for teachers to attend state and national conferences to stay on the cutting edge of content-based literacy instruction for all students. Additionally, we will continue to upgrade our collection of high-interest reading material, both fiction and non-fiction, in multiple mediums based on student and teacher recommendations.

We will also provide professional learning in implementing the RTI process and purchase the interventions needed to employ the process with fidelity. Technology upgrades and additions will be needed as well to make sure that we engage our students and enhance their literacy skills with 21st Century instruction and learning.

Years three through five will focus on evaluating where we are and making the proper adjustments to our plan in terms of professional learning, technology needs, and RTI support. We will take the needs assessment survey again and the Literacy Team will evaluate those

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results and will analyze other data sources (EOCT, GHSWT, SAT and ACT scores, growth from data gathered from the SRI, graduation rate, etc.) to revise our plan and continue our quest to make sure that **every** student graduates college and career ready from Northwest Whitfield High School.