

School Profile

Created Monday, September 15, 2014

Updated Friday, September 19, 2014

Page 1

School Information

System Name:	Charlton County School System
School or Center Name:	Charlton County High School
System ID	624
School ID	0287

Level of School

High (9-12)

Principal

Name:	Josh Howard
Position:	Principal
Phone:	912-496-2501
Email:	jhoward@charlton.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Mary Fouraker
Position:	Teacher
Phone:	912-496-2501
Email:	mfouraker@charlton.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

24

FTE Enrollment

439

Grant Assurances

Created Monday, December 01, 2014

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

Created Thursday, October 02, 2014

Updated Monday, December 01, 2014

Page 1

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head and Position Title

12-1-14

Date

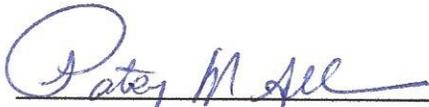


Signature of Applicant's Authorized Agency Head (required)

Barbara L. Hannaford; Director, Curriculum & Instruction
Typed Name of Applicant's Authorized Agency Head and Position Title

12-1-14

Date



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

Patsy M. Allen; Finance Director
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

12-1-14

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbara Hannaford

Position/Title of Fiscal Agent's Contact Person: Director, Curriculum & Instruction

Address: 1259 Third St.

City: Folkston Zip: 31537

Telephone: (912) 496-2596 Fax: (912) 496-3019

E-mail: bhannaford@charlton.k12.ga.us


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

John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-1-14
Date (required)

A History of Charlton County Schools:

Located on the edge of the internationally renowned natural treasure, the Okefenokee Wildlife Refuge, Charlton County School System is comprised of faculty and staff who realize that the county's most important treasure is its children. It is our job to work with students, parents, and the community to ensure their success. It is a job we do not take lightly.

To that end, the district serves 1673 students in four schools – St. George Elementary, Folkston Elementary, Bethune Middle School and Charlton County High School. Our 211 full time employees work together to provide the best possible experiences that we can for our students. Our system is accredited by the Georgia Accrediting Commission and complies with the rules, regulations and standards set by the Georgia Department of Education and by Bright from the Start: Georgia Department of Early Care and Learning.

Traditionally, the relationship between our schools and community has been a positive one. While our schools continue to be the center of some community activities, such as athletic events and band concerts, fewer people depend on the schools for social gatherings and entertainment. The community does support its schools: Each voter referendum for E-SPLOST has passed. Our most recent E-SPLOST referendum resoundingly passed in 2012. Of 1,267 voters (26% of registered voters); 939 (74%) voted YES to continue the one-cent sales tax for another five years, while 299 voted NO.

In 2013, CCSS partnered with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College to close the literacy gap in our community through Georgia's Grade-level Reading Initiative. District and school personnel serve on the Grade Level Reading Strategy Team (GLRST) which meets monthly to prioritize our needs based on current data, to develop wrap-around services to promote grade-level reading, and to monitor our 3-year implementation plan. In addition, CCSS was awarded the SCRL Grant: Birth to Five in June 2014. This invaluable grant award significantly enhances the work of our GLRST and serves as an impetus for our SCRL K-12 grant application, extending our literacy efforts to ensure all students graduate college and career ready.

There are many drawbacks about life in a small, rural school system: difficulty in funding, little awarding of grant money from state and federal programs who are seeking systems with large student enrollment and metro systems, and long distances to drive for professional development or to attend most conferences and regional meetings. However, there are also many advantages:

- When we decide to seek a project, we seldom have to form a bureaucratic committee to study the idea for 2 years
- Individual teachers are involved with reform efforts every step along the way, from writing to implementing.
- We have, by necessity, been collaborating with our community clients for years.

- Turf guarding is nonexistent when it comes to coordinating funds and resources for the good of our children.

We are committed as a system to redirect funding when necessary to achieve our system goals. Ensuring our students have life-long literacy skills and are college and career ready are district-wide goals. We are determined to make that happen.

System Demographics:

CCSS is a small, rural district serving a low wealth community. K-12 student demographics for 2014 are presented in the following table:

Student Ethnicity	Number	Percentage
Asian	10	<1
Black	464	28
Hispanic	7	<1
Indian	7	<1
Multi	85	5
White	1100	66
Total	1673	
Special Programs, F/R Lunch		
Sp Ed	133	8
Gifted	133	8
ELL	6	<1
Free	1057	64
Reduced	173	10
Paid	443	26

The following tables disaggregate our school district's certified and classified personnel:

Certified Personnel Demographics	Number	Percentage
Asian	1	<1
Black	9	7
Hispanic	1	<1
White	114	91
Multi	0	0
Total	125	
Male	29	23
Female	96	77

Classified Personnel Demographics	Number	Percentage
Asian	0	0
Black	35	40
Hispanic	0	0
White	52	60
Multi	0	0
Total	87	
Male	16	18
Female	71	82

Current Priorities:

Current District-level priorities include 6 areas of focus:

- Improve student achievement and close the achievement gap between student groups
- Consistently implement and monitor district-wide RTI protocols and interventions
- Enhance current Pre-K literacy instruction through SRCL project implementation, technical guidance, and resources
- Improve K-12 literacy instruction to ensure all students graduate college and career ready
- Implement the CCGPS with fidelity
- Implement Teacher and Leader Keys Effectiveness Systems evaluations with fidelity

Strategic Planning:

We are in Year Three of implementing our District Effectiveness Team (DET), which meets monthly for strategic planning to facilitate our district and school improvement work. DET members include our superintendent, associate superintendent, the Directors of Title I/Exceptional Programs, Human Resources, and Curriculum and Instruction, and all principals and assistant principals. In addition, our system-wide leadership meets monthly with a primary focus on professional learning; and our C & I Director represents our district at Okefenokee RESA's monthly Professional Learning Advisory Committee meetings. Our Board of Education is made aware of initiatives as needed.

Prior to the beginning of school in August 2014, our district team held its data review at OKRESA to analyze 2013-2014 student achievement data, Spring Needs Assessment results, and College and Career Readiness Performance Index (CCRPI) reports. As a result of our data review, the following district-level goals, or non-negotiables, provide the foundations for all 2014-2015 initiatives:

Goals

All teaching and learning activities begin, progress, and end with an in-depth and intense focus on state standards.

Communication with stakeholders is frequent, consistent, meaningful, and documented and includes student progress and celebrations of success.

Teacher and leader effectiveness and growth are promoted and supported with the expectation of improving student learning.

Interventions, based upon formative assessments and other student performance data, meet the needs of individual students and are developed, implemented, monitored, and documented at every Tier of Response to Intervention (RTI).

Formative and summative student achievement data are consistently collected and analyzed to guide instructional planning.

We recognize that an achievement gap exists among our earliest learners. We are aware of the research showing “high-quality preschool language and early literacy experiences are highly correlated with later academic success” (the “Why”, p. 63). Therefore, as part of our strategic planning, we sought and were awarded SRCLG Birth-5 funding. A concerted focus on early literacy instruction is providing our youngest learners with the literacy foundation critical to their success in Grades K-12. Consequently, we seek SRCLG: Grades K-12 funding to advance gains made through our early literacy initiatives, to more expediently address existing achievement gaps, and to provide all students with effective, research-based literacy instruction.

Current Management Structure:

Although our organizational chart is easily represented by a hierarchical illustration, such a diagram belies the many team levels which complement our management structure. At the district level, our superintendent reports to our Board of Education. The superintendent is assisted by an associate superintendent and a central office staff, which includes our Director of Title I/Exceptional Programs, Director of Curriculum and Instruction, Director of Human Resources, Financial Administration, school nutritionist and support staff. The Superintendent meets monthly with principals to discuss policies, procedures, instructional programs, professional development, and resources. Each school is led by a principal; the middle school and high school management structures include assistant principals. Each school has a school council, a school-level leadership team, and grade-level/content area teams. The primary responsibilities of the school-level leadership teams are to oversee implementation of the School Improvement Plans, to analyze student achievement data and to adjust instructional programs as necessary.

Past Instructional Initiatives have included the following:

- Learning Focused Schools K-12
- Thinking Maps, A Language for Learning K-8
- GPS
- CCGPS
- GELDS
- Classworks
- OdysseyWare
- Teacher Keys Effectiveness System
- Leader Keys Effectiveness System
- Student Learning Objectives
- Writing Across the Curriculum 6-8
- Math in the Fast Lane

Literacy Curriculum

- Big Day in Pre-K
- CCGPS K-12
- Constructed Response
- Literacy Design Collaborative

District Wide Literacy Assessments

- PALS
- PPVT-4
- GKIDS
- GRASP
- GA Milestones EOC
- GA Milestones EOG
- GHSGTW
- Student Learning Objectives

Need for a Striving Reader Project:

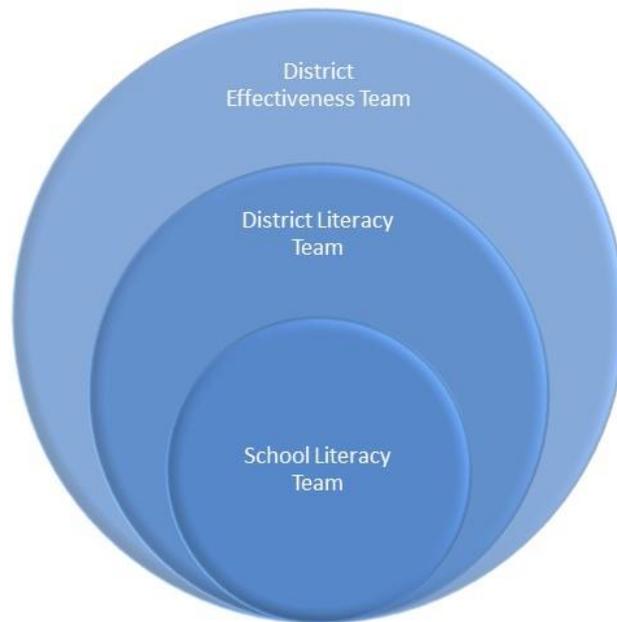
CCSS serves a rural county with low wealth, no growth, and a decreasing student enrollment: 74% of our students are eligible for free/reduced lunch. Through attrition, Calendar Adjustment Days, and class size waivers, CCSS has weathered the economic crisis that has stricken public education. However, underfunding of programs and no economic growth severely impact our district's opportunities to systematically and seamlessly improve current literacy programs and instruction; to participate in high quality professional learning; to provide adequate opportunities to collaborate between schools, across all grade bands; and to build capacity for sustained

teacher, school, and district improvement. SRCLG: K-12 funding will provide our district with the unique opportunity to do each, significantly complementing our current literacy, school improvement, and teacher effectiveness initiatives.

Charlton County School System (CCSS) is highly enthusiastic and fully committed to supporting the goals and objectives of our schools' Literacy Plans and project participation. Critical stakeholders, including the Charlton County Board of Education, district teachers and student support personnel, parent organizations, School Councils, and community leaders support our request for the SRCL Grant. We recognize project funding will not only further advance our district's early literacy initiatives but also significantly enhance our district's capacity to fully implement best practices in literacy instruction Grades K-12. Project participation will substantially enrich our current strategies and initiatives for increasing teacher effectiveness and student achievement.

We fully support project initiatives to ensure our students develop life-long literacy skills and are college and career ready. Key personnel have been identified for implementing the SRCL project at the district and school levels. Our school superintendent, Dr. John Lairsey, will remain abreast of the SRCL project progress. Our District Effectiveness Team will monitor each schools' progress in achieving their Literacy Plan goals and objectives as well as the projects' impact on district goals of improving student academic achievement, closing the achievement gap between student groups, and increasing teacher effectiveness. The following chart depicts the relationship among our school-level literacy teams, District Literacy Team, and District Effectiveness Team:

District Management Plan



Loss of local, state, and federal revenues has necessitated doing more with less and a reduction in force through attrition. As a result, this is only the second year in nearly 10 years that CCSS has a system-level Director of Curriculum and Instruction. Consequently, our district is working diligently to put into action practices that are common-place in other districts. This includes a district-level Literacy Team, comprised of key stakeholders as listed below. District Literacy Team members provided input and feedback in the development of our SRCL project goals and objectives as well as our implementation plan. Our Director of C & I, Dr. Barbara Hannaford, serves as the team leader; team members are listed in the following table:

Name	Position
Dr. Barbara Hannaford	Director, Curriculum & Instruction
Dr. Susan Allen	Director, Title I and Exceptional Programs
Dr. Sherilonda Green	Asst. Principal, Bethune Middle School
Mrs. Rachel McCullough	Lead Teacher, St. George Elementary School
Mr. Josh Popham	Asst. Principal, Charlton County High School
Mrs. Amanda Jackson	Lead Teacher, Folkston Elementary School
Dr. Sandy Slater	Media Specialist, Folkston Elementary School
Mr. Tommy Harris	Media Specialist, St. George Elementary School
Dr. Theresa Bradley	Media Specialist, Bethune Middle School
Mrs. Judy Weegar	Media Specialist, Charlton County High School
Mrs. Mary Fouraker	Grade 9-12 ELA Teacher, Dept. Chair, Charlton County High School
Mrs. Cindy Perry	Grade 5 Reading Teacher, Bethune Middle School
Mrs. Victoria Blue	Grade 3 ELA Teacher, Folkston Elementary School
Mrs. Andrea Canaday	Grade K Teacher, St. George Elementary School
Mrs. Nicole Johnson	Parent
Mrs. Anna Roberts	Parent
Mr. Luke Gowen	Parent
Officer Wesley Green	Chief of Police, Folkston Police Department
Mrs. Patricia Wiggs	Community Member, Retired Educator
Mrs. Carla Rodeffer	Director, Charlton County Family Connections
Mr. Michael Hannaford	Professor of English and German, Coastal College of Georgia
Mrs. Dorothy Edwards	Adult Education Instructor, Okefenokee Technical College

In its infancy, our district Literacy Team has been meeting as needed and working as a professional learning community to achieve our system improvement goals in literacy. Our district Literacy Team further agrees to meet monthly in order to

- develop budget and performance plans
- provide input and feedback regarding grant objectives
- remain abreast of grant progress toward specific grant objectives
- disseminate information regarding the grant and grant outcomes to the District Effectiveness Team and our stakeholders

Our Director of C & I, Dr. Barbara Hannaford, will assume the district-level responsibilities of the grant administration and work closely with each school-based Literacy Team to ensure a seamless, effective, district-wide literacy program. Principals (or designees) will assume the building-level responsibilities of the day-to-day grant administration. Roles and responsibilities of key personnel are noted in the following table:

Level	Position	Role/Responsibilities
District	Dr. Barbara Hannaford Director, Curriculum & Instruction	Meet with district and school Literacy Teams to develop budget and performance plans
		Coordinate project Professional Learning (PL)
		Evaluate PL and program effectiveness
		Report project progress to the District Effectiveness Team and other stakeholders
		Serve as the liaison with Babies Can't Wait, Head Start, Family Connections, Department of Family and Children's Services, and the Charlton County Department of Health
		Complete reports as required
District	Mrs. Patsy Allen Financial Director	Ensure financial aspects of grant implementation meet local, state, and federal requirements and regulations
		Process project purchase orders
District	Mr. Steve McQueen System Testing Coordinator	Work with principals and early learning centers to coordinate required project assessments.
Building	Mr. Mike Walker, Principal, FES Dr. Drew Sauls, Principal, SGE Mrs. Nora Nettles, Principal, BMS Dr. Josh Howard, Principal, CCHS	Meet with school Literacy Teams to develop budget and performance plans
		Determine professional learning needs of faculty to support grant implementation
		Coordinate school's required project assessments
		Report project progress to District Effectiveness Team, school Literacy Team, School Improvement Team, parents and stakeholders

District-level support for the grant includes in-kind contributions such as

- continued opportunities for collaborative planning
- participation in job-embedded professional learning as needed to further the grant objectives
- providing opportunities for vertical planning between feeder schools
- grant oversight in a timely, effective, and fiscally sound capacity to ensure success in meeting grant objectives
- maintaining our soundly established and continually upgraded system infrastructure, including wireless internet access in all buildings

CHARLTON COUNTY EXPERIENCE OF THE APPLICANT ~ 1 ~

CCSS has led significant initiatives district wide. Past and current initiatives have been supported by Title I, Title II, Title VI B, QBE, and Special Education funding as appropriate. Past and current initiatives with no outside funding support include:

- District Effectiveness Team (2012 - ongoing)
- Formative Instructional Practices (FIP) (Spring 2014 - ongoing)
- Grade-band ELA and Math Collaborative Planning for curriculum audit/alignment (K-12) (Fall 2013 – ongoing)
- Co-teaching PL for regular and special education co-teaching teams (ongoing)
- Response to Intervention: Tiered interventions provided by differentiation, computer-based programs, EIP, and tutoring (ongoing)
- Differentiated Instruction (ongoing)
- Constructed Response Writing (Grades 3-12) (Fall 2014)
- Common Core Georgia Performance Standards implementation (ongoing)
- Math in the Fast Lane (Grades 3-8) (Fall 2013 - ongoing)
- Literacy Design Collaborative (Grades 6-12) (Fall 2012 - ongoing)
- Thinking Maps: A Language for Learning (Grades K-8) (Fall 2011 – ongoing)

In addition, Grant funding has enabled our school system to enhance our educational programs. CCSS has extensive experience overseeing initiatives supported from outside funding, as outlined below:

Year	Amount	Funding Source	Grant Name	Coordinated Resources	Sustainability	Audit Results
2007	\$140,000	Governor's Office of Highway Safety (competitive grant)	Driver Education Program	QBE Funds	Sustained 2 years beyond funding	None
2008	\$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2008	\$98,500	FY08 Title II D (competitive grant)	21 st Century Learning Environments Grades 7-8 Math	Professional Learning funds	Self-sustaining with local funds	None
2008-2010	\$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
2009	\$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2010	\$64,580	FY10 Title IID (competitive grant)	Engaging AP Students Through Handheld Computing	Professional Learning funds	Self-sustaining 3 years beyond funding	None
2012	\$25,800	Title IID, Capacity Building Grant	TKES/LKES/SLO pilot	Professional Learning funds	Self-sustaining with Title IIA, Title VI B	None
2008-2010	\$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
June 2014 - 2019	\$120,000	GADOE (Competitive Grant)	Striving Readers Comprehensive Literacy Grant : Birth to 5	Pre-K Funding, Professional Learning Funds	N/A	N/A
2014	\$202,000	GADOE	Connections to Classrooms	E-rate,	N/A	N/A

Our Director of Curriculum and Instruction, Dr. Barbara Hannaford, has extensive experience in writing and overseeing the above grant implementations and will oversee the district-level implementation of the SCRL project. In addition to the above grant implementations, Dr. Hannaford's administrative and curricular experiences include:

- overseeing instructional programs at CCHS and BMS
- curriculum development at the school and system levels
- designing and delivering high-quality professional development at the school-level, system-level, and graduate school level
- working with a variety of stakeholders (GADOE, OKRESA, district directors, regional universities, administrators, teachers, consultants, and vendors) to plan and implement system and school initiatives

In addition, our superintendent, Dr. Lairsey, has general experience overseeing grant implementation, including each of the above mentioned grants.

There have been no audit findings over the past three years, and our Financial Director, Mrs. Patsy Allen, is committed to ensuring that SRLC project funding administration strictly adheres to all local, state, and federal rules and regulations.

In addition, Charlton County Board of Education's policies and protocols mandate controls for spending, including but not limited to:

- An established procedure for the procurement of supplies, equipment, and services for the system, which provides for the consistent and complete accountabilities of all funds.
- All purchases made through the system budget shall have the prior approval of the Superintendent or his designated representative.
- Procedures for Purchase Orders
 - The teacher or staff member requests the items to be purchased.
 - The secretary or other appointed employee types the purchase order.
 - The principal approves the purchase order.
 - The person overseeing the grant or title funds approves the purchase order.
 - The Superintendent must approve the purchase order.
 - All purchase order approvals are before the purchase is finalized.
- Bids from at least three different sources will be obtained on all items purchased for a cost of more than \$1000 per item.
- In cases where an item costing more than \$5000 is to be purchased without bids, prices from at least three sources must be requested and obtained if available.
- The Board delegates authority to the Superintendent to purchase items not in the budget, which cost less than \$5000.

CHARLTON COUNTY EXPERIENCE OF THE APPLICANT ~ 3 ~

- The Board authorizes the school principal to make purchases of items which cost less than \$1000.

School Narrative

Charlton County High School (CCHS) is located in Folkston, Georgia. We are one of four schools in the system, and the only secondary school in the county. While the two elementary schools and middle school are all Title 1, we are not. We house grades 9-12, and our current student enrollment is 427. Disaggregated by ethnicity, our student body is 70% white, 26% black, 2% multiracial, 1% Asian and 1% Hispanic. Fifty-nine percent of our students are eligible for free or reduce lunch. Sixty students are served in our Gifted program; 25 are served with Special Education services. Our class size average is 24 students.

Our current building was erected in 1982; however, the school's beginnings date back to the 1940's. In 1982 the current building was erected, which housed grades 7-12. The school was divided into two wings. One wing housed grades 7-8 while the other housed grades 9-12. The students shared a gym, media center and cafeteria. While there was a building principal, each side was assigned an assistant principal. In 2010 a new school was built in the district which allowed for 7-8 to be moved to a middle school setting. This change allowed us to convert back to a traditional high school serving grades 9-12.

We have 24 certified teachers, four paraprofessionals, one media specialist, one guidance counselor, one graduation coach, and four office personnel. Our administrative team includes principal, Dr. Josh Howard, and assistant principal, Josh Popham. Our Leadership Team is comprised of eleven people: two administrators, the department chairs, the guidance counselor, and the graduation coach.

Charlton County High School has implemented the following Past Instructional Initiatives:

- GHS GT Prep workshops
- Classworks
- Depth of Knowledge
- GRASP
- Co-teaching models
- Differentiation
- Formative Assessment Lessons in math
- Learning Focused Schools
- Response to Intervention
- Literacy Design Collaborative

Current Instructional Initiatives

We are currently implementing the following instructional initiatives:

- Best Practices
- SPEAR (a remediation and enrichment program for all students)
- Depth of Knowledge
- Response to Intervention

- Standards-Based Classrooms
- Formative Instructional Practices (FIP)
- ELA Curriculum Alignment
- Literacy Design Collaborative
- Thinking Maps
- Differentiation

Several Professional Learning Needs are determined at the district level with a priority on improving student academic achievement. These include the implementation of the Common Core Georgia Performance Standards and Teacher/Leader Keys Effectiveness System evaluations. At the school level, our research using the Georgia Literacy Plan Needs Assessment for Literacy (K-12) assessment indicates that our professional learning needs involve literacy instruction across all subjects. Differentiated instruction and the effective use of formative and summative assessment are additional needs for professional staff development for our teachers at CCHS.

Our school is small, and our students and teachers have formed bonds with each other that often last after graduation. The school is very family-like, and there is a sense of community often missing from larger schools. We have an active student body; many of our students participate in several sports – football, wrestling, softball, baseball, archery, basketball, golf, tennis, and track and field -- as well as marching/concert band and student council. We have very active chapters of Family, Career, and Community Leaders of America, Future Farmers of America, and Future Business Leaders of America. Our students are involved in Beta Club and Fellowship of Christian Athletes. We participate in one-act play and literary competition. Our students traditionally do very well at their respective competitions – earning accolades as well as regional and state titles.

Our students are also active in the community. We have active Boy/Girl Scout troops, with several young men becoming Eagle Scouts in recent years. Many of our students are also active in their church groups, and we have many students employed by local businesses.

We are committed to ensuring our students are college and career ready upon graduation. We recognize that we have room for growth in ensuring our students have the 21st Century skills necessary to be competitive in a global market. We further recognize we have a significant need for professional development regarding literacy instruction, including effectively using assessments and RTI, as well as our students' lack of access to text – both through print and through technology. However, funding continues to be an issue in addressing these needs. The Striving Readers Project would be beneficial in giving CCHS the means to increase student achievement.

Needs Assessment

CCHS looked at four different areas for needs assessment in literacy. These areas include the Georgia Literacy Plan Needs Assessment for Literacy (GLPNA), Advanced Ed results from a recent school accreditation, student survey data, and a root cause analysis.

The GLPNAL (K-12) survey was given to determine our weaknesses relating to literacy instruction. The process included all content and supplementary teachers including: CTAE, special education, ELL, media, and paraprofessionals (the What, p. 5). Data are disaggregated and identify specific ages or grade levels from which our concern originates in the next section on Analysis and Identification of Student and Teacher Data.

We looked carefully at all questions to determine strengths and weaknesses; those rated above or below 50% by the respondents were considered strengths or weaknesses, depending on the way the question was worded. Our weaknesses include literacy instruction across the curriculum, access to appropriate materials for all students, and a lack of instructional time and teacher support.

Literacy instruction across the curriculum is closely tied with teacher efficacy concerning teaching literacy. Sixty percent of teachers indicated that they need more guidance in constructing lesson plans to teach literacy; 63% said that their lesson plans do not scaffold literacy materials effectively. Eighty percent indicated that they need help in differentiating instruction for below level students and 60% need help in differentiating above level students.

Student and teacher access to appropriate materials and time for students to utilize materials were also areas of concern. Fifty-eight percent of teachers said that they do not have time to teach literacy effectively. Seventy-five percent said they do not have access to enough texts with adequate literacy complexity, and 60% said that only some below level students have access to effective intervention outside the classroom.

Literacy instruction across the curriculum was one of our categories of weaknesses identified by the GLPNAL (K-12) survey. Our school literacy team includes Dr. Josh Howard, principal; Josh Popham, assistant principal; Mary Fouraker, ELA teacher and department chair; Bruce Morgan, ELA teacher (including seniors who participate in dual enrollment ENG 1101 for Coastal Pines Technical College); Jamie Haynes, CTAE teacher; and Greg Amburgy, Social Studies teacher. CCHS does not currently have research-based guidelines for literacy instruction across all content areas. We are concerned with the lack of emphasis on literacy goals with specific, measurable, student achievement outcomes being aligned with grade-level expectations shared by teachers in all subject areas. The Common Core Curriculum demands students possess a variety of literacy skills in all content areas.

When technology is used for production, publishing, and communication across the curriculum (the How, p. 41), it supports explicit literacy instruction (Council on Advancing Adolescent Literacy (CAAL), 2010). CCHS has one computer lab, a media

center with desktop computers, a cart of 17 IPADs, and a cart of 20 IPODs, which will only serve a few classes at a time; therefore, the technology available is not enough to serve all students simultaneously across the curriculum (CAAL, 2010). We do not have technology that would truly support direct instruction for every student every day; however, we do have a Bring Your Own Technology policy in an attempt to offset our technology needs. Needs Assessment data further indicated teachers do not provide students with opportunities to receive effective writing instruction across the curriculum. A root cause for the lack of effective writing instruction can be correlated with a lack of class time and professional development.

The staff has not been trained in using intervention materials aligned with students' needs, which is necessary for student growth. Therefore, we recognize the need for professional development in effective literacy instruction, screening, and assessments. Lack of knowledge for appropriate interventions was identified as a root cause for the faculty's struggle to effectively implement the RTI process. In addition, the results of formative assessment data is not analyzed frequently to ensure students are progressing or to adjust instruction to match the student needs. The root cause of this is teachers are not using adequate formative and summative assessments in regards to literacy, if at all. We realize that professional development will help teachers gain the knowledge and self-efficacy necessary for effective implementation of the RTI process as well as for analyzing formative and summative assessment data.

A major weakness as identified by the GLPNAL (K-12) survey involved using extended time on literacy instruction. We recognize our need for incorporating extra time in the daily school schedule for literacy instruction. Fifty-eight percent of teachers said they do not have enough time to teach literacy effectively, while 75% said they do not have enough texts with adequate literacy complexity; 60% said that only some below level students have access to effective intervention outside the classroom. Some root causes include the need for professional development within content areas and teachers devoting all of their time towards teaching content standards. Currently, the only opportunity outside of regular classroom time for literacy instruction is in our English Students Performing Enrichment and Remediation (SPEAR) period, which is 30 minutes per day twice a week. However, SPEAR periods could be expanded in the future to include more literacy instruction opportunities.

CCHS went through an accreditation process during the 2012 – 2013 school year. Advanced Ed accreditation results were analyzed as part of our needs assessment. The first recommendation was to “develop and implement a formalized process for revisiting and revising the purpose and direction of CCHS being sure to include representatives from all stake holder groups throughout the process.” It continues to be evident that our community stakeholders are not involved in the literacy instruction at CCHS. Another recommendation was to “design and implement a plan to increase the rigor of the curriculum to challenge all students with an emphasis on higher order thinking skills.” This recommendation supports the need for extended time spent on literacy instruction across the curriculum. The last recommendation of the Advanced Ed accreditation team was for CCHS to “design and implement a systematic plan to utilize differentiated

instructional strategies that foster student collaboration, self-reflection, and the development of critical thinking skills.” This recommendation can also support extended time spent on literacy instruction across the curriculum. It also addresses the need for intervention, such as using diagnostic screening to drive literacy instruction.

In attempting to determine root causes for the GLPNAL (K-12) survey results, we gave another survey to the faculty and staff at CCHS. We wanted to determine their perspective in regards to the value of literacy, barriers to increasing literacy, and the importance of stake holders in supporting literacy. One hundred percent of the teachers surveyed said literacy is important for our students. However, the majority of these teachers may not be competent in giving adequate literacy instruction since seventy-three percent of the respondents stated that they either do not remember the last literacy training they received or it has been more than two years ago. The lack of professional development in the area of literacy could possibly be an explanation as to why teachers are not devoting more time to literacy instruction. Furthermore, the survey also indicated that there are other prominent barriers to increasing student literacy including time and encouragement/support from parents/home. Lastly, 92% of the surveyed teachers agreed that community and stake holder involvement would help literacy, which aligns with the Advanced Ed accreditation results.

We surveyed the student population at CCHS to further assess our need for literacy. Although the survey results indicated that teachers may currently be incorporating reading and writing across the curriculum, most students are not working on literacy outside of school hours. Only 24% of students reported reading “often” outside of school hours with nearly 60% of students saying they have not read more than 2 books, if any, in the past year.

The GLPNAL (K-12) survey, Advanced Ed results, student Literacy survey, and the root cause analysis pointed out weaknesses in regards to literacy at CCHS. The Needs Assessment identified weaknesses in literacy instruction across the curriculum, community support, screenings that drive intervention, and extended time for literary instruction (the What, p. 5). These areas of concerns as they relate to research-based practices are addressed in our Literacy Plan.

Literacy Plan

Before beginning to formulate a literacy plan at Charlton County High School, we studied the Why, What, and How documents provided by the Georgia Literacy Task force. Our next step was to determine the strengths and weaknesses in our current literacy instruction. In order to accomplish this, we administered the Georgia Literacy Needs Assessment for Literacy (K-12) to all teachers and paraprofessionals. The results led us to a plan that is both relevant and viable for preparing our graduates to be college and career ready.

Building Block 1: Engaged Leadership (The What, p. 5; The How, p. 20)

CCHS is proud of its administration, which is committed to literacy instruction. Therefore, our plan specifies and our administrative team is committed to (the How, pp 20-23)

- participating in a viable Literacy Team
- participating in professional learning in literacy best practices
- participating in professional learning in literacy leadership to support classroom instruction
- conducting regular walk-throughs and observations to support and monitor effective literacy instruction
- scheduling protected time for literacy and teacher collaboration across grade levels and content areas
- ensuring that teams meet to analyze student data, to examine student work, to create common rubrics, and to establish inter-rater reliability
- creating an infrastructure for peer-to-peer coaching, modeling, peer observations, co-teaching, and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas
- creating and monitoring the expectation that reading and writing will be incorporated into every lesson, every day

However, there is much to be done to engage all of our faculty and other stakeholders. A clear understanding of literacy, the impact of writing, 21st Century literacy skills, and the introduction of literacy standards into science, social studies, and CTAE are emerging for our faculty and staff (the Why, pp. 45-46, 50, 85). Hence, our first step was to organize a Literacy Team (the What, p. 5) composed of our administration, teachers from our ELA department, CTAE department, and social studies department. We anticipate expanding

our Literacy Team to allow for more stakeholder input by including a teacher from each content area, including math, PE, and fine arts; our graduation coach, parents, community leaders, members of our feeder schools as well as representatives from our local post-secondary colleges and technical institutions and our armed forces (the What, p. 5; the How p. 21). Our Literacy Team has met monthly to study a variety of student data in order to oversee, monitor and evaluate the implementation and effectiveness of our literacy plan (the How, p 21). We anticipate our Literacy Team will also involve community leaders in planning incentive programs to support meeting our literacy goals (the What, p. 5). We further anticipate expanding community involvement to include outside stakeholders serving as mentors to our struggling students in order to enhance our efforts in meeting their needs. Coordinating with members of the community will help to establish relevance for students as they will have more consistency between what they experience in school and out of school (Biancarosa & Snow, 2004, pp. 16 & 22).

Our needs assessment indicated CCHS teachers take responsibility for teaching literacy. However, they do not believe literacy instruction is optimized in all areas. Therefore, the need exists to create a school culture in which all teachers accept responsibility for literacy instruction as articulated in the CCGPS (the What, p. 6). Professional development in research-based, effective literacy strategies will build faculty consensus on the standards of acceptable literacy across the curriculum (The “How” p. 30). Consequently, our faculty and staff will participate in targeted, sustained literacy strategies within the content areas to improve all students’ college and career readiness skills (the What, p. 6). Our staff will be provided opportunities to participate in the following literacy professional learning (the What, p. 6):

- Incorporating the use of literary texts in content areas
- Using informational text in English language arts classes
- Incorporating writing instruction (narrative, argument, and informational) in all subject areas
- Selecting text complexity that is appropriate to grade levels as required by CCGPS
- Selecting text complexity that is adjusted to the needs of individual students
- Instructing students in the following:
 - Conducting short research projects that use several sources
 - Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
 - Supporting opinions with reasons and information
 - Determining author bias or point of view

In order to ensure consistency of effective practices (the How, p. 22), our Literacy Team will select a walk-through observation form such as the Literacy Instruction Observation Checklist. Administrators will routinely conduct walk-throughs using the LIOC. In addition, Literacy Team members will participate in the PL regarding the LIOC instrument in order to conduct peer-observations and support their peers in literacy

instruction. Data from all LIOC walkthroughs will be analyzed to determine content areas or teachers requiring additional support.

Building Block 2: Continuity of Instruction

Results of the Needs Assessment pertaining to Building Block 2: Continuity of Instruction indicated that while teachers are providing literacy instruction across the curriculum, they are concerned with the continuity of that instruction. Professional development in research-based, effective literacy strategies will build faculty consensus on the standards of acceptable literacy across the curriculum (the How, p. 31). To ensure a consistent literacy focus across all disciplines, cross-disciplinary teams will be formed, follow protocols such as those found at Looking at Student Work, and share specific, measurable student achievement goals aligned with grade-level expectations (the What, p. 7). Faculty members of the Literacy Team will further share cross-disciplinary team information or findings to their respective departments as needed.

The Literacy Team will also establish a school-wide, commonly-adopted writing rubric aligned with the CCGPS to set clear expectations and goals for performance (the What, p. 7). Teachers will participate in staff development on writing commentary and examining work and departments will examine student work samples in order to ensure inter-rater reliability as well as monitor student growth. Professional development will also guide the faculty in expanding on the work of the OKRESA Literacy Design Collaborative for science and social studies teachers to other disciplines. In addition, we will enhance our Bring Your Own Technology initiative by having teachers participate in using technology to more creatively and effectively support stakeholder engagement through blogs, wikispaces, Twitter, electronic newsletters, Edmodo, etc. (the How, p. 31).

Building Block 3: Ongoing Formative and Summative Assessments

Results of the Needs Assessment indicated that Building Block 3: Ongoing Formative and Summative Assessments is an area of relative strength in our school. Our teachers are currently comfortable using end-semester and end-year data to drive the upcoming semester or year's instruction. However, we are weak in the area of universal screening, progress monitoring, literacy screenings and diagnostic assessment (the What, p. 8) that drives the day-to-day instruction. The data indicate teachers lack knowledge and confidence in using formative and summative assessments to drive instruction; consequently, staff development in this area is one of our plan's top priorities, and many of our teachers have participated in Formative Instructional Practices (FIP) professional development.

In order to facilitate teachers' use of diagnostic assessment results for interventions, remediation, and acceleration as well as to ensure intervention materials are matched to students and our staff is trained in their use (p. 37, the How), we anticipate using SRCL project funds to provide stipends for summer staff development. Funds will also be used to provide release time to teachers in order for them to write benchmark and summative

assessments, including common mid-course assessments for use across classrooms in a variety of formats (the What, p. 9; the How, p. 34) aligned to the CCGPS at the level of appropriate Depth of Knowledge and to the Georgia Milestones End of Course Assessments.

As the focus turns to students who are college and career ready, we recognize a need for staff development regarding Lexile scores. Our students must be able to read and comprehend a variety of text at increasingly more complicated and sophisticated levels (the Why, p. 111). Therefore, we anticipate using SRCL project funding for staff development focused on the use of Lexile scores and leveled texts in order for teachers to match students to text (the How, p. 37) and to effectively and collaboratively create and differentiate instructional units for our highest achieving students as well as our struggling students. We also anticipate using funding to purchase reading progress monitoring software to aid in this.

Charlton County High School consistently uses summative data to monitor individual student progress. This monitoring occurs not only at a classroom level with individual teachers, but from a grade and department perspective as well. Summative data is disaggregated to ensure progress of student groups (the What, p. 9) and monitored by individual teachers, the graduation coach, guidance counselor, Leadership Team and administration. In addition to monitoring student progress within the context of instruction, protocols are in place and there is a non-negotiable expectation that every teacher will monitor the progress of his or her home-room students on an on-going basis. In order to help teachers accomplish this monitoring, all teachers are required to participate in Formative Instructional Practices training. In addition, our administrators look for evidence in individual classrooms that indicate formative assessments are taking place. We currently use the SLDS to store and retrieve data; all teachers have received staff development in using SLDS.

Building Block 4: Best Practices in Literacy Instruction

We recognize that

Good readers apply effective habits for reading: visualizing, making connections with the text, asking questions, making predictions, inferring, determining the purpose of parts of the text, and synthesizing content. Unfortunately, these habits do not come naturally to many students, especially to struggling readers and should be explicitly taught to struggling students via actual reading. In other words, strategy instruction must be intertwined with assisting a reader to make sense of real text. (The Why, p. 55)

Results of our Needs Assessment pertaining to Building Block 4: Best Practices in Literacy Instruction indicated that while teachers are intentional in their efforts to develop and maintain interest and engagement as students progress through school, all students may not be receiving direct explicit literacy instruction (p. 40, the How). In order to ensure the quality of such instruction to all students, we will provide professional

development for teacher guidance in this area. This professional development will include:

- using data to inform instructional decisions and explicit teaching
- selecting of appropriate text and strategy for instruction
- telling students specific strategies to be learned and why
- modeling of how strategy is used
- providing guidance and independent practice with feedback
- discussing when and where strategies are to be applied
- differentiating instruction (the What, p 10)

Collaborative planning will also be used to create common content area rubrics, create inter-rater reliability, and study student work in order to agree upon a standard of achievement and enhance teacher effectiveness in literacy instruction.

CCHS utilizes a 4 x 4, 90 minute block schedule; consequently, every student receives two to four hours of literacy instruction in language arts and in content area classes. However, we acknowledge that additional literacy instruction is critical to ensure struggling readers gain requisite literacy skills for academic success and college/career readiness. We are committed to providing this additional instruction. We anticipate scheduling a reading class specifically designed for CCHS freshmen as well as upper classmen whose Lexile scores do not meet minimum grade-level standards as determined by Georgia Milestones Assessments and universal screeners. Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework (the Why, p. 58). This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006) Our struggling readers must be taught by a highly qualified reading instructor, and stipends will be provided to teachers who successfully earn reading endorsements. This is in-keeping with the recommendation of Kamil et al. (2008) to have highly qualified specialists for struggling readers (the Why, p. 131).

In addition, the ELA CCGPS and the CCGPS literacy standards in science, social studies and CTAE place emphasis on informational reading. Funding from the Striving Readers Project will enable CCHS to print resources for all classrooms and to purchase tablets or e-readers to increase the accessibility of informational texts for our students as well as to increase student engagement in and motivation for reading (the What, p. 11). The 2010-2011 Literacy Task Force recommends that we incorporate technology into literacy through the use of e-readers, blogs, and social networking (the Why, p.59). Narrative and informational texts that would not be available to all students (which can be found in resources such as GALILEO or the International Children's Digital Library) can be downloaded by individual students to closely read and annotate. Classroom instruction and discussion of reading will be enhanced, as well as all students will have increased access to texts that students consider interesting (the How, p. 41) available literally at their fingertips.

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

Results of the Needs Assessment further indicated Building Block 5: System of Tiered Intervention (RTI) for All Students is an area that is relatively strong. However, our current instructional practices do not support these results and could use some improvement. A majority of the faculty said that Tier 2 interventions are not provided for targeted students. Consequently, professional development will be provided to ensure a school-wide systematic approach to the implementation of all tiers of RTI, Formative Instructional Practices (FIP) and a selected core program. To ensure that faculty is effective with Tier 1 interventions, literacy instruction in each subject area will be assessed using a checklist (such as the Literacy Instruction Checklist or some equivalent instrument) and a review of teachers' lesson plans (the What, p. 11). Tier 2 interventions will occur with a trained paraprofessional or EIP teacher.

We will also schedule times for collaborative discussion and planning between content area Tier 1 teachers and interventionists (the How, p. 45). In addition, we are highly aware of the need for universal screeners and progress monitoring programs to quickly and accurately identify struggling readers and provide effective and appropriate interventions. Accordingly, we will research, evaluate, and purchase programs designed to assess literacy skills and provide the necessary staff development to support the program's effective implementation. Universal screeners will be utilized with all students.

When students fail to respond to interventions in Tier 1 and Tier 2 and reach Tier 3, data teams will meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points (as referenced in the WHAT document on p. 12 of 13). For students in Tier 4, CCHS will ensure that students will remain in the least restrictive environment. Additionally, our special education, ESOL, and gifted teachers have and will continue to participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings (the What, pp 12-13).

In addition, we anticipate providing stipends for professional learning during the summer and/or on Saturdays to enhance differentiation of instruction. CCHS anticipates purchasing tablets or e-readers in order to help all our students, especially our struggling students; we will download or purchase literacy skills development programs (such as read-aloud features for auditory reinforcement, text-to-speech programs to help develop writing skills, and speech-to-text programs to reinforce reading skills) that can be utilized without internet access to strengthen literacy for our students to use at home. Students with internet capability at home will be able to use other programs as well.

Building Block 6: Improved Instruction through Professional Learning

Teachers who are new to CCHS are required to participate in the New Teacher Orientation held at the beginning of the school year in order to provide teachers with an opportunity to become familiar with district policies and procedures. Also, new teachers

are paired with their department chairperson or another mentor teacher in the school to provide support during the first year.

Occasionally, pre-service teachers are assigned to CCHS. Our administration has direct contact with a pre-service teacher's supervisor in order to implement the teacher's program. Pre-service teachers are assigned to work with highly qualified, experienced teachers. There are many opportunities for pre-service teachers to participate in a variety of learning experiences.

Results from the Needs Assessment indicated Building Block 6: Improved Instruction through Professional Learning is also an area of strength; our building and district are highly proactive regarding professional development in order to ensure student success. However, regarding Literacy Instruction, assessment uses, and RTI, we acknowledge that there is room for significant improvement. On-going Professional Development as outlined previously will be provided throughout the project timeline. Faculty participation in Train the Trainers professional development will be included, as available, in order to more effectively implement and monitor project initiatives as well as train new teachers in disciplinary literacy within their content area (the What, p. 13). as called for in the WHAT document on p. 13 of 13). Funding from the Striving Readers Project will also be used for registration and travel expenses to regional, state, and national conferences, so teachers can improve their own instructional and assessment practices as well as redeliver best practices to their departments and/or our entire faculty. Finally, CCHS will use teacher data (such as surveys, teacher inventories, teacher observations, etc.) as well as student data to target professional learning needs (the How, p. 49).

References

- Biancarosa, C., & Snow, C.E. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report to the Carnegie Corporation of New York*. (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, US Department of Education. Retrieved from <http://ies.gov/ncee/wwc>

Data Analysis

Various data sources were analyzed to establish trends related to literacy among students and certified school staff. The following data trends point to our areas of literacy need.

End of Course Test

Trend data for the 9th and 11th Grade English End of Course Tests (EOCT) spans from 2010 to 2014. The pass rate for the 9th Grade EOCT decreased 5% for all students. For Black students, the pass rate decreased 9%, indicating an achievement gap in comparison to White students. A 25% average difference between the performance of White and Black students for the 9th Grade English EOCT is cause for concern. The same trend is evident for the 11th Grade English EOCT: a 17% average difference between the performances of the two student groups is evident.

	9 th Grade Literature and Composition EOCT								11 th Grade American Literature and Composition EOCT							
	2010-2011		2011-2012		2012-2013		2013-2014		2010-2011		2011-2012		2012-2013		2013-2014	
	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E
All Students	13	87	23	77	18	82	18	82	14	85	9	91	9	91	9	91
Black	28	72	46	54	37	63	39	61	25	75	11	89	23	67	9	91
White	7	92	18	82	10	90	10	90	8	92	9	91	2	98	6	94
Male	17	83	34	66	26	74	27	73	18	82	11	89	15	85	10	90
Female	9	91	10	90	10	90	7	93	9	91	7	93	2	98	9	91

Trend data for science EOCT scores indicated consistent improvement; however, Black students consistently scored lower than White students. The achievement gap between Black and White students passing the Biology EOCT averaged 27%; whereas, the percentage of Black students passing the Physical Science EOCT averaged 10% lower than White student. Although Black students had a higher percentage meet or exceed in Physical Science, the achievement gap is still evident.

Analysis of US History and Economics EOCT trend data indicated similar achievement gaps. The number of Black students who passed the US History EOCT averaged 32% less than White students. The pass rate of Black students on the Economics EOCT averaged 17% lower than White students over the same time period. Both science and social studies depends heavily on informational texts, and students often do not have much experience in reading these types of texts. An increased focus on

literacy in all content areas may help close the achievement gap between White and Black students.

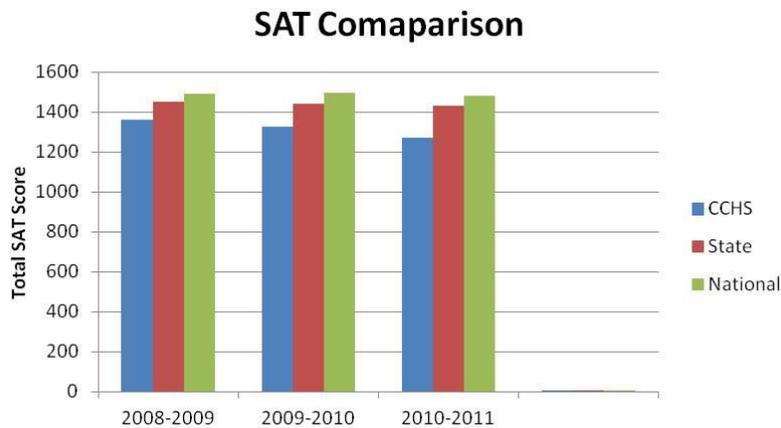
Due to the ever-evolving mathematics curriculum, no current trend data is available; however mathematics scores continue to fall below state averages. In addition, literacy in mathematics requires students to comprehend what is often unfamiliar information, as well as comprehend difficult text so that appropriate mathematical concepts can be applied. Direct literacy instruction across all content areas will significantly increase student achievement.

	Biology EOCT								United States History EOCT							
	2010-2011		2011-2012		2012-2013		2013-2014		2010-2011		2011-2012		2012-2013		2013-2014	
	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E
All Students	26	74	19	81	23	67	23	77	49	51	33	67	23	77	N/A	N/A
Black	46	54	37	63	41	59	38	62	77	23	51	49	48	52	N/A	N/A
White	14	86	12	88	16	84	18	82	40	60	25	75	14	86	N/A	N/A
Male	27	73	18	82	30	70	26	74	41	59	31	69	24	75	N/A	N/A
Female	25	75	20	80	15	85	20	80	59	41	35	65	21	79	N/A	N/A

	Physical Science EOCT								Economics							
	2010-2011		2011-2012		2012-2013		2013-2014		2010-2011		2011-2012		2012-2013		2013-2014	
	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E	DNM	M+E
All Students	9	92	11	89	7	93	10	90	41	59	21	79	9	91	12	88
Black	21	80	9	91	17	83	25	75	58	42	34	66	15	85	27	73
White	3	97	9	91	3	97	6	94	33	68	16	84	7	93	4	93
Male	13	86	14	86	7	93	10	90	38	63	25	75	6	94	12	88
Female	2	98	4	95	8	92	10	90	45	55	17	83	12	88	13	87

SAT

Trend data of 2008-2011 SAT scores indicated that not only have SAT scores been lower than the state and national averages but also the scores have consistently decreased by an average of 150 points, while state and national scores have remained stable. Recent efforts to improve instruction may have helped our low-achieving students; however, high-achieving students possibly are not being challenged. The SAT requires a higher level of literacy; however, SAT trend data indicated our high-achieving students are not receiving advanced literacy instruction.



Georgia High School Graduation Test-Writing

Student scores on the GHSGTW from 2010-2014 indicated a significant majority of students continue to pass the GHSGTW. However, the achievement gap between Black and White students grew by an average of 12.33% during this time period.

Disaggregated data further indicated that 17% of Black students Did Not Meet standards for the most recent GHSGTW.

	Georgia High School Writing Test							
	2010-2011		2011-2012		2012-2013		2013-2014	
	DNM	Meets	DNM	Meets	DNM	Meets	DNM	Meets
All students	4	96	8	92	6	94	6	94
Black	9	91	19	81	16	84	17	83
White	2	98	3	97	2	98	3	97
Male	6	94	11	89	8	92	6	94
Female	2	98	4	96	4	96	6	94

Graduation Rate

The graduation rate has fluctuated the last four years in a significantly disturbing pattern. This low rate may be the result of an increased emphasis on rigorous curricula for which our students were not prepared. Improved literacy instruction will help all students graduate on time.

Graduation Rate			
2011	2012	2013	2014
83.7%	76.4%	82.4%	74.6%

Lexile Scores

The Georgia College and Career Readiness Performance Index (CCRPI) indicates students need a Lexile score of 1275 or greater on the American Literature EOCT in order to be considered college and career ready. Lexile scores for 11th and 12th grade students indicated the need to improve our students’ reading skills. Of 158 11th and 12th grade students, 76% are below the minimum requirement and only 24% meet/exceed the requirement. Furthermore, 45% of the students who did not meet the minimum score received free or reduced lunch. In addition, 97% of Black and minority students did not meet the minimum score. The Lexile scores indicated that a large majority of our 11th and 12th grade students are not college and career ready upon graduation.

Lexile Scores and Free/Reduced Lunch		
	Score of 1275 and higher	Score lower than 1275
Students who receive free/reduced lunch	11%	45%
Students who pay for lunch	13%	31%

Lexile Scores and Gender		
	Score of 1275 and higher	Score lower than 1275
Male	10%	43%
Female	14%	33%

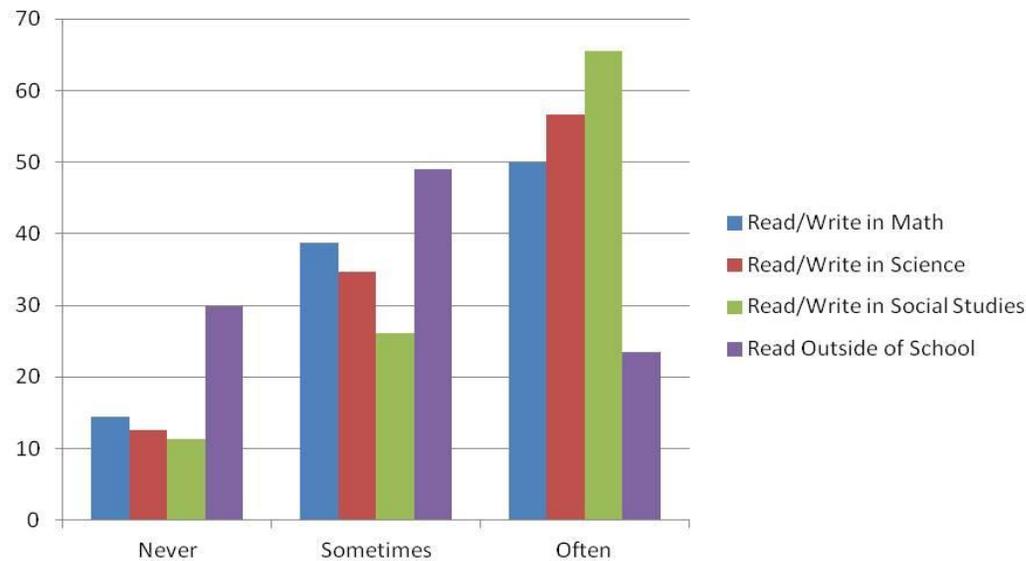
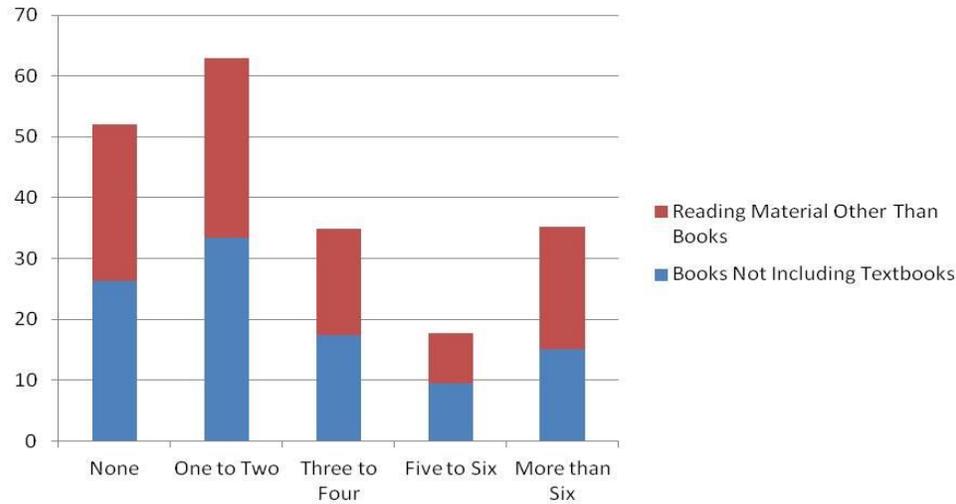
Lexile Scores and Ethnicity		
	Score of 1275 and higher	Score lower than 1275
Black	3%	25%
Other	0%	2%
White	21%	49%

Student Reading Survey

Data analysis included results from a survey administered to students at CCHS in which they were questioned about their reading and writing. Survey results indicated

- 59.7% of students have read two or fewer books, not including textbooks, in the last year
- 55.3% of students had read two or fewer reading materials other than books within the last year
- Over half of the students responded they often read in classes other than language arts
- 29.9% of students admitted to never reading outside of school
- 49% admitted to reading “sometimes” outside of school

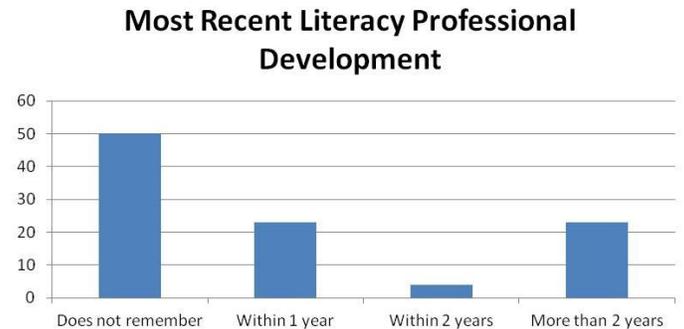
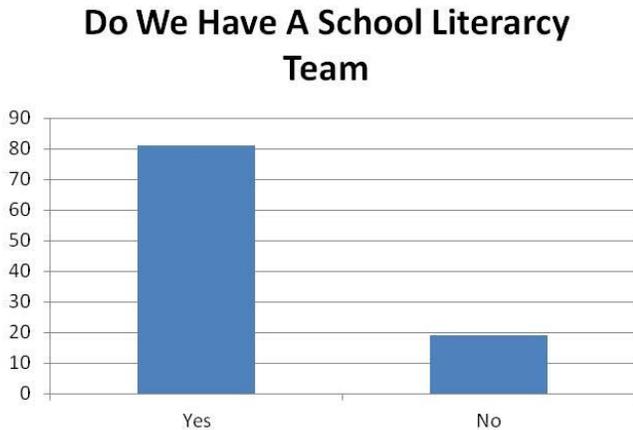
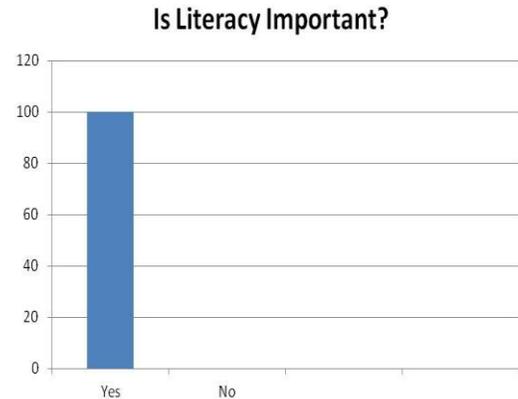
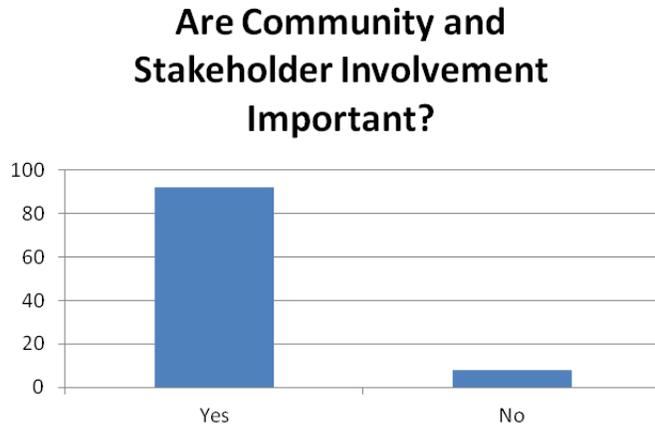
Student survey results indicated that the CCHS student body does not read beyond what may be required in a class. Students typically read in their content classes; however, they do not read materials beyond classroom materials and often do not read outside of school.



Staff Survey

In addition, information concerning literacy was collected through two surveys administered to CCHS staff members. The first survey administered was the *Georgia Literacy Plan Needs Assessment for Literacy*. The second was a root cause survey developed by the Literacy Team: the Literacy Team believed there were significant misconceptions about literacy at CCHS. Needs Assessment results indicated 52% of certified staff members believe literacy instruction is optimized in all content areas. The root cause survey indicated that 50% of certified staff at CCHS could not remember the last professional development attended. In addition, 23% recalled receiving literacy professional development over two years ago. One hundred percent of the staff believed literacy is important for students, and 93% believed that more community and stakeholder involvement would positively affect literacy development for our students. Contrary to the initial staff survey, 81% of staff members stated that CCHS did not have a school literacy team, and the additional 19% of staff members who answered yes

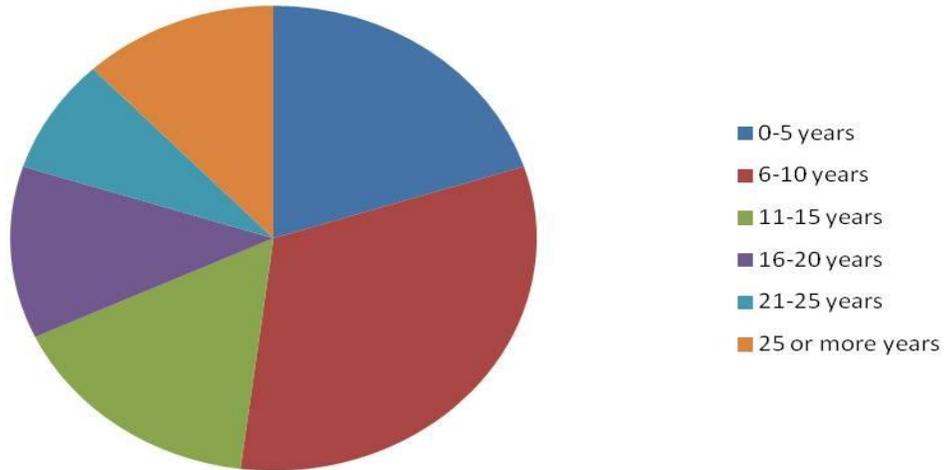
identified the members of the literacy team incorrectly. Finally, most certified staff members cited time, lack of community and parental support, and lack of literacy knowledge as the barriers to increasing student literacy at CCHS. CCHS staff root causes survey results are presented.



Teacher Retention

Teacher retention data indicated 68% of the CCHS faculty has 0-15 years teaching experience. Our teacher retention is stable, and we do not anticipate a large faculty turnover. This will aid in our project sustainability.

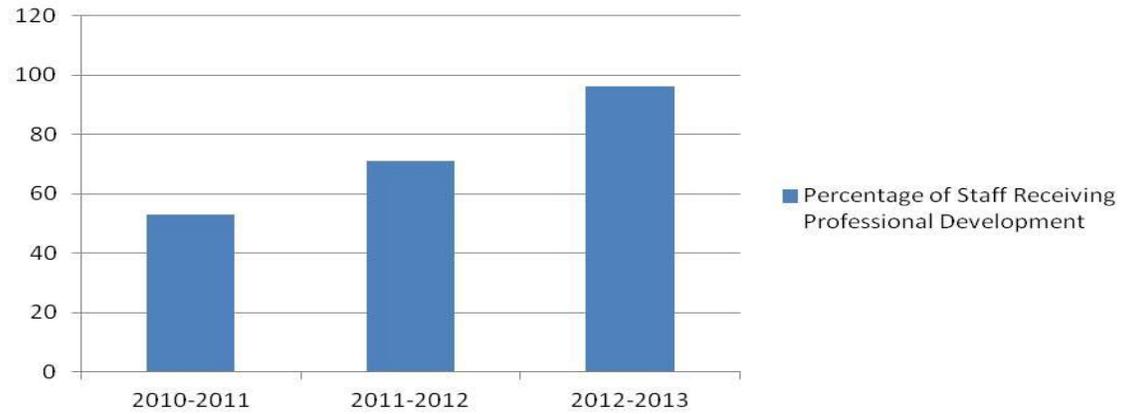
Teacher Retention



Professional Learning

The number of staff members participating in Professional Learning has increased 43% between 2010 and 2013; however, the PL has not focused on literacy instruction. Specific data regarding PL is discussed in *Professional Learning Strategies and Basis of Need*.

Percentage of Staff Receiving Professional Development



Goals and Objectives

Disaggregated student and teacher data and Needs Assessment results reveal the following needs: consistent and effective interventions for struggling students, challenging higher performing students, and professional learning for teachers. Our goals and objectives to address our needs include:

1. Enhance cross-curricular literacy instruction through professional learning, Writing Across the Curriculum, and accountability of implementation.
2. Increase literacy of *all* students through the thorough, consistent utilization of RTI and formative assessments to drive instruction, thereby closing the achievement gap.
3. Amplify stakeholder and community involvement with partnerships with local business, BMS, armed services, and local post-secondary institutions.
4. Increase the percent of students achieving the minimum CCRPI Lexile score from 24% to 30%
5. Increase the average SAT Composite score 100 points within the next five years.

Project Plan-Procedures, Goals, Objectives & Support

CCHS proposes a five-year implementation plan for the Striving Reader Project. Our Literacy Plan is informed by the “root cause” analysis, and Needs Assessment (NA). The project plan is driven by literacy goals set by the Literacy Team.

CCHS Literacy Goals:

1. Enhance cross-curricular literacy instruction through professional learning, Writing Across the Curriculum, and accountability of implementation.
2. Increase literacy of *all* students through the following:
 - a. consistent utilization of RTI and formative assessments to drive instruction, thereby closing the achievement gap
 - b. formative assessments to drive instruction
 - c. an average of one hour of weekly literacy instruction in all ELA, math, science, social studies, and CTAE classes, documented in weekly lesson plans, to ensure 2 – 4 hours of literacy instruction; this hour may be continuous or it may be broken up into segments throughout the week.
3. Increase stakeholder and community involvement with partnerships with family connections, Charlton County Early Literacy Team, local business, BMS, armed services, and post-secondary institutions.
4. Increase the percent of students achieving the minimum CCRPI Lexile score from 24% to 30%
5. Increase the average SAT Composite score 100 points within the next five years.

Tables illustrate the person/persons responsible, the action or implementation, and the literacy goal addressed by the action.

Year One		
Planning	Implementing	Literacy Goal Addressed
Literacy Team	An average of one hour of weekly literacy instruction in all ELA, math, science, social studies, and CTAE classes.	#1,#2,#4,#5
Literacy Team	Schedule regular meeting times to analyze data in order to determine the efficacy of our project strategies Disseminate project progress and data to all stakeholders. Increase community stakeholder members.	#1,#3
Professional Development	Identify GADOE PL literacy modules for professional learning communities. State sponsored webinars <ul style="list-style-type: none"> • (Literacy) • RTI Training 	#1,#2,#4,#5

Leadership	Rubric to ensure consistent expectations. Walk-through/observations for implementation of daily literacy instruction. Feedback on literacy instruction. Monitor on-line lesson plans for implementation of daily literacy instruction.	#1 #2,#4,#5
Collaborative Planning	Address literacy needs in specific content area based on data. Emphasis on Common Core Process/Reading standards. Examine student work.	#1,#2,#3
Reading Specialists	Teachers acquiring reading endorsements.	#1,#2,#3
e-Readers/tablets	Classroom sets for each department. Feedback collected at end of year.	#1,#2,#3,#4,#5

A majority of our staff is uninformed or uncomfortable with best practices in literacy instruction; a root cause analysis determined this to be the result of a lack of training. The 2009 Georgia Literacy Task Force recommended that districts “provide professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking.” Therefore, professional development in best practices in literacy is paramount in our plan. We will use the support and technical assistance of GADOE literacy specialists to plan, design, implement, and monitor our literacy staff development. We anticipate partnering with Valdosta State University literacy faculty for job-embedded literacy instruction and coaching.

Another weakness identified by the NA was our implementation of RTI. According to Regional Educational Laboratory Southeast, “interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes” (Lewis et al., 2007). Therefore, we will provide RTI training for all certified staff specific to literacy interventions. Specific steps will be taken for each individual student. For instance, a tenth grader struggling in English will first be placed in our SPEAR program. Individual tutoring and/or computer assisted instruction will be provided. Then, that student may be placed in our proposed pullout program. We will continue the utilization of our SPEAR program and invest in computer programs, such as a core curriculum and a reading progress monitoring software to support RTI.

Each student will be given a literacy screener at the beginning of each semester which will determine lexile scores. Interventions such as SPEAR periods and individual instruction will be based on screener results. Students needing tiered instruction will continue progressing through the RTI series of interventions such as SPEAR, the pullout program, and computer programs. Lexile scores will be monitored throughout the course of the program.

Continued departmental collaborative planning will facilitate a focus on integrating literacy in all content as articulated with the CCGPS. Departments will focus on centering learning on increased literacy skills through the Common Core Process and Reading Standards for each content area as well as utilizing daily literacy instruction. Each student will have a required

Language Arts 90 min block one semester each year emphasizing literacy and non-ELA classes will incorporate existing reading process standards as well as devoting at least an hour weekly to literacy instruction to ensure every student receives quality literacy instruction across the curriculum.

In Year One, the use of e-readers/tablets will be implemented as determined by our Literacy Team. At the end of Year One, feedback and student achievement data will be collected and analyzed to determine the effectiveness of our literacy initiatives and make adjustments accordingly. We will work with our feeder school to identify freshmen both struggling and advanced readers. We will also enhance our efforts to develop a culture of literacy through continued practices such as our “word of the day” and “quote of the day.”

Year Two		
Planning	Implementing	Literacy Goal Addressed
Freshman Reading Class/"Pull-Out" for Struggling Readers; use of core curriculum software	Literacy Screener Freshman Reading Class. SPEAR block for "Pull-Out" Community stakeholders to mentor SPEAR "Pull-Out" Identify freshmen for upcoming year through collaboration with feeder school.	#1,#2,#3,#4,#5
e-Readers/tablets	Improvements/adjustments based on end of year 1 feedback.	#1,#2,#3,#4,#5
Literacy Focused Summer School	Provides additional remediation, support for struggling readers. Involve community stakeholders as mentors in literacy.	#1,#2,#3,#4,#5
Staff Development	Use of formative and summative assessments to drive literacy instruction. Lexile and SAT scores will be of particular interest.	#1,#2,#4,#5
Collaborative Planning	Departmental to address literacy needs in specific content area.	#1,#2,#4,#5
Reading Teachers	Identify teachers for training and redelivery of literary training.	#1,#2,#4,#5
Reading Progress Monitoring Software	Train teachers and students on use of software; begin implementation.	#1,#2,#4,#5

Year Two will fully implement our freshman reading class as well as our “pull-out” for struggling readers. CCHS currently implements a thirty-minute SPEAR (Students Performing in Enrichment and Remediation) block two days a week providing opportunities for student improvement and expanding interest. The existing SPEAR block will allow a smooth transition

time for the “pull-out” struggling readers. We also will expand our use of e-readers/tablets. The use of reading progress monitoring software will aid both students and teachers in improving literacy.

This will also be the implementation year for literacy-focused summer school to provide additional remediation, acceleration and support for our struggling readers.

Year Two will address our lack of consistent and school-wide use of formative and summative data to drive instruction through PL so our teachers will be equipped to develop assessment items, interpret results, and adjust instruction accordingly.

Funding for collaborative planning will continue in order to focus on literacy strategies and to develop the formative/summative assessments. Teachers who excel in literacy instruction will be identified and trained to be literacy coaches in order to monitor our literacy instructional effectiveness, ensure school-wide accountability, and create sustainability. Our literacy coaches will be able to provide consistent, timely feedback and professional development and will have a greater impact on instruction (Bean & Isler, 2008).

At the conclusion of Year Two, student achievement data and feedback will be collected to determine program effectiveness, and we will work with our feeder school to identify freshmen struggling readers.

Year Three		
Planning	Implementing	Literacy Goals Addressed
e-Readers/tablet	Continued	#1,#2,#3,#4,#5
Literacy Team	Enhance media center print materials Explore future funding options	#1,#2,#3,#4,#5
Freshman Reading class/"Pull-Out" Struggling Readers	Continue programs. Collaborate with feeder school for upcoming freshman.	#1,#2,#3,#4,#5
Staff Development	Continued training in RTI and best learning practices in literacy	#1,#2,#4,#5
Reading Progress Monitoring Software	Continue program.	#1,#2,#4,#5

Year Three will complete our e-reader/tablet rollout. PL needs will be determined and addressed. At the end of Year Three, feedback will be collected regarding literacy initiatives, and we will work with our feeder school to identify freshmen struggling readers.

Year Four		
Planning	Implementing	Literacy Goals Addressed

Freshman Reading Class/"Pull-Out" for Struggling Readers	Freshman Reading Class. SPEAR block for "Pull-Out" Identify freshmen	#1,#2,#3,#4,#5
e-Readers/tablets	Improvements/adjustments based on end of year 3 feedback.	#1,#2,#3,#4,#5
Staff Development	Continue Collaborative Planning/ Training Reading Endorsed Teachers	#1,#2,#3,#4,#5
Community Involvement	Create a community mentoring program for struggling readers. Funding incentive programs for struggling readers.	#1,#2,#3,#4,#5
Reading Progress Monitoring Software	Continue program.	#1,#2,#4,#5

Prior initiatives will be continued and refined; and we will develop a community-based mentoring program for our struggling readers as well as seek sponsors to fund incentives for students to improve in reading. At the end of Year Four, feedback will be collected and incoming freshmen struggling readers will be identified.

Year Five		
Planning	Implementing	Literacy Goals Addressed
Freshman Reading Class/"Pull-Out" for Struggling Readers	Freshman Reading Class SPEAR block for "Pull-Out" Identify freshmen	#1,#2,#3,#4,#5
e-Readers/tablets	Improvements/adjustments based on end of year 4 feedback.	#1,#2,#3,#4,#5
Staff Development	Continue Collaborative Planning/ Training Reading Endorsed Teachers	#1,#2,#3,#4,#5
Community Involvement	Foster the community mentoring program for struggling readers. Continue sponsored incentive programs for struggling readers.	#1,#2,#3,#4,#5
Reading Progress Monitoring Software	Continue program.	#1,#2,#4,#5

In Year Five, we will determine literacy professional learning and resource needs and respond accordingly. Prior initiatives will continue. Year 5 will be the year for full implementation of our

mentoring program. By the end of year five, CCHS will have a research-based literacy program that will be robust, effective, and sustainable.

Assessment/Data Analysis Plan

Our Assessment and Data Analysis Plan include an “on-going, frequent and multiple measures that are used as diagnostic and monitoring tools for instruction” (The “Why”)

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency	Continued or Discontinued
Access for ELL	Measure English proficiency	English language acquisition	As Needed	Continued
EOCT	Measure students’ achievement in CCGPS/GPS	ELA, Math, Science, Social Studies	End of Semester	Discontinued
GHSGT in Writing	Measure students’ achievement in writing	Writing	One time a year	Discontinued
Student Learning Objectives (SLO)	Measure students’ growth in non-tested classes	Student growth	Pre/post each semester	Continued
Content Benchmark Assessments	Measure student achievement	Content area skills	Data entered each nine weeks/assessment ongoing	Continued
Universal Screening Assessments	Measure student achievement	Reading	August/January	Added
Progress Monitoring	Measure student achievement	Reading	Ongoing	Added
SRI	Measure student achievement	Reading	3x per year	Added
GA Milestones EOC	Measure students’ achievement in CCGPS/GPS	ELA, Math, Science, Social Studies	End of Semester	Added

Comparison of Current Assessment Protocol with SRCL assessment plan

The implementation of our SRCL Assessment Plan will be an easy transition. The table in this section indicates school, district and state level assessments. CCHS currently administers the EOCT in compliance with state guidelines; this test has been replaced with the EOC, which should pose no problem in administration. In compliance with the SRCL project requirements, the Scholastic Reading Inventory will be administered and utilized for improved literacy instruction.

How the new assessment will be implemented into the current assessment schedule

The required SRCL project assessment, SRI, will be incorporated into the current process for screening, progress monitoring and outcome-based results as mandated by the SRCL project on p. 6 of the general application. The EOC will replace the EOCT; universal screenings will take place at the beginning of each semester. Progress monitoring will continue throughout the semester.

Current Assessments that might be discontinued as a result of SRCL

There are no current assessments that might be discontinued as a result of our SRCL project.

Professional Learning Needs

Our teachers will need professional learning in SRI to implement and effectively utilize the results from the mandated assessments so that literacy is improved for all learners. In addition, professional learning in content literacy strategies and developing formative assessments is needed to enhance our current classroom assessment strategies and to more effectively drive instruction. RTI training will be necessary as well.

How data is presented to parents

Data are presented to all stakeholders in a variety of ways. Data are shared with the school council, Leadership Team, board members, and faculty. Individual student data are shared with parents during parent teacher meetings, RTI meetings, and IEP meetings. Personal contact through letters, email, and phone calls will also result in data shared.

How data will be used to develop instructional strategies and determine needs

Teachers will use data from the assessments to identify and select materials and resources to support instruction, to differentiate instruction, and to accelerate or remediate instruction as needed. Teachers will use data to support their formative instructional practices.

Who will perform the assessments and how the plan will be accomplished

Certified teachers will administer the required assessments. Our guidance counselor serves as our building testing coordinator and will plan and monitor all testing procedures.

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

In order to successfully and effectively implement our Literacy Plan, foster student engagement as well as achieve our established goals and objectives, the following are necessary:

- Core curriculum to address improving students' literacy skills
- Professional Development
 - Best practices in literacy instruction in all content areas
 - RTI training to ensure teachers are able to identify and address the literacy needs of all students
 - Effective use of Formative Assessments to drive instruction and ensure student academic achievement
 - Collaborative planning to enhance literacy instruction, develop common rubrics, and examine student work develop shared strategies that will be implemented across the board
 - Participation in regional, state, and national conferences to learn and redeliver literacy strategies in all content areas
- Print Resources
 - Classroom: enhance print resources in each classroom with a focus on informational text
 - Media Center: enhance print resources with an emphasis on high interest magazines, informational and global texts
- Technology to enhance student engagement and learning
 - e-readers: enhance students' interest in reading while providing a wider variety of cross-curricular materials
 - Tablets: enhance students' interest in reading while providing a wider variety of cross-curricular materials; enhance students' interest in writing across the curriculum
 - Core curriculum software: student intervention and supports RTI
 - Reading progress monitoring software: supports RTI

The SRG will allow CCHS to enhance and/or provide the following activities that support literacy intervention programs:

- RTI training will ensure teachers are able to identify and address the learning needs of all students
- Assessment development to ensure instructional effectiveness and student achievement
- Student mentoring program to provide student support outside the classroom setting
- Freshman class/pull-out program to ensure that all students are receiving direct literacy instruction
- Annual Needs Assessment to identify target areas for sustaining our literacy plan beyond project implementation
- Regularly scheduled Literacy Team meetings to monitor progress of our plan's goals and objectives and the effectiveness of initiatives

The following shared resources are available at CCHS:

- One computer lab with 28 IBM student stations
- 9 Macbook laptops
- 20 student IPOD Touches
- 17 IPADs
- 3D projector

Our media center has the following resources to support our Literacy Plan:

- Books
 - 6494 nonfiction titles
 - 8450 fiction titles
- 11 magazine subscriptions
- 1 print newspaper subscription
- 1 online newspaper subscription
- 32 IBM student stations
- 2 IBM Administrator computer stations
- 2 IBM Laptops

It should be noted that in the spring of 2014, the software that was being run on our student computers will be obsolete and must be replaced.

The SRCL project will also allow us to participate in the following activities that support classroom practices:

- RTI training will ensure teachers are equipped to help all students achieve
- Literacy coach training will aid in the sustainment and continued improvement of literacy instruction
- Best practices professional development that supports literacy interventions will aid in the sustainment and continued improvement of literacy instruction
- Collaborative planning will aid in the quality of instruction
- Assessment utilization will aid in teachers using formative and summative assessments in order to drive instruction

CCHS has the following resources and materials for each classroom

- Textbooks as instructional resources
- Smartboards
- Teacher desktops
- Document cameras
- All CTAE classrooms have at least 10 student desktop computers
- A few classrooms have student response systems

There are several strategies that we are currently utilizing to support our Literacy Plan. We analyze EOCT scores, SAT scores, and Lexile scores to monitor literacy improvement. The following SRG strategies will allow us to enhance our current strategies and resources:

- The SRI test will facilitate monitoring students' reading achievement and the effectiveness of our Literacy Plan's goals and objectives
- The e-readers/tablets will enhance student engagement while enabling us to provide a variety of texts efficiently and inexpensively; studies have shown that technology helps to enhance writing instruction; the e-readers/tablets will also give access to all students to software that will be part of our RTI
- Insurance for the e-readers/tablets which will help us maintain resources and ensure that every student will continue to have access to texts

Any additional strategies needed to support student success will be determined by the literacy team.

Truly high-quality and effective literacy instruction and interventions are currently cost prohibitive based on our current funding sources. SRCL funding will significantly impact and enrich our ability to meet our Literacy Plan goals and objectives. Current funding sources include Title IIA, Title XIB, and QBE funds. These funds are not currently sufficient to meet the professional development initiatives, provide for a core curriculum in reading, or provide the technology required to successfully implement our plan. SRCL funding will provide a solid foundation for high-quality literacy instruction and interventions to enrich our current literacy practices.

Our technology purchase will engage our students and support our plan goals and objectives as previously discussed in our Literacy Plan.

Professional Learning Strategies Identified on the Basis of Documented Needs

The commitment to professional learning is on-going at CCHS; currently, budget cuts have severely limited our ability to provide the needed professional development. CCHS has 23 certified teachers, 1 media specialist, 1 guidance counselor, 1 graduation coach and 2 administrators. We have provided the following staff development opportunities for our staff:

CCHS Professional Learning Activities (2012-2013)			
Professional Learning	# of Teachers	# of Days	% of Faculty
CCGPS Training for Leaders	1	1	3.57%
Legal Issues for Administrators	1	1	3.57%
Support for Administration	1	1	3.57%
Dual Enrollment Institute	2	1	7.14%
CTAE Budget Work Session	1	1	3.57%
Literacy Design Collaborative	2	3	7.14%
SRCL Grant Meeting	3	3	10.71%
Math Design Collaborative	3	1	10.71%
GaTEP	1	1	3.57%
GHSA Meeting	1	2	3.57%
FCCLA Fall Leadership Conference	1	1	3.57%
CTAE Regional Drive-In	1	1	3.57%
Gifted Educational Fall Workshop	1	1	3.57%
Fall Yearbook Workshop	1	1	3.57%
ELA Precision Review	4	3	14.29%
GA COMO Conference	1		3.57%
Coaching Clinics	1	1	3.57%
Nike Coaches Clinic	1		3.57%
Glacier Coaches Clinic	2		7.14%
Coach of the Year Clinic	1		3.57%

Writing IEP's of the Cog. Disabilities	1		3.57%
Area 2A Meeting	1	1	3.57%
ELA Precision Reviews	2	2	7.14%
SRG Meeting	5	2	17.86%
MDC Formative ASSESS. Training	2	1	7.14%
Differentiation Training	26	1	92.86%
Collaborative Planning 1/15 Pt. 2 of Differentiation	11	1	39.29%
Collaborative Planning 1/16 Pt. 2 of Differentiation	10	1	35.71%
Collaborative Planning 2/19	11	1	39.29%
Collaborative Math Planning 2/21	5	1	17.86%
Ga Voc Ag Teachers Conference	1	1	3.57%
GATFACS Winter InService	1	1	3.57%
Collaborative Planning 3/6	9	1	32.14%
Collaborative Planning 3/7	8	1	28.57%
Pre Ap Strategies in English Close Reg	2	1	7.14%
Collaborative Planning 4/9	10	1	35.71%
Collaborative Planning 4/10	14	1	50%
SLO Training	2	5	6.7%

In the face of budgeting challenges, ongoing professional learning is a priority. CCHS is a non-Title I school. Currently, funding for professional development is primarily local, and we have limited Title II funding which is insufficient to fully meet professional development needs. Fiscal restraints require our professional development opportunities meet our school goal for student improvement.

CCHS Literacy Goals:

1. Enhance cross-curricular literacy instruction through professional learning, Writing Across the Curriculum, and accountability of implementation.
2. Increase literacy of *all* students through the thorough, consistent utilization of RTI and formative assessments to drive instruction, thereby closing the achievement gap.

3. Amplify stakeholder and community involvement with partnerships with local business, BMS, armed services, and local post-secondary institutions.
4. Increase the percent of students achieving the minimum CCRPI Lexile score from 24% to 30%
5. Increase the average SAT Composite score 100 points within the next five years.

Ongoing CCHS professional development includes the following:(addresses Literacy Goal (LG) number)

- Teacher Keys Evaluation System (TKES) (LG-1)
- DOE English Language Arts (ELA) (LG-1,2,4)
- Literacy Design Collaborative (LG-1,2,4)
- Collaborative Planning - Content Departments (LG-1,2,4)
- Fully transition to CCGPS implementation (LG-1,4)
- Development of Student Learning Objectives (LG- 1,2,4)
- Literacy Design Collaborative (Formative Assessment Lessons) (LG-1,2)
- Math Design Collaborative (Formative Assessment Lessons) (LG-1,2)
- Differentiation Strategies (LG-1,2)
- Technology Training (LG-1,2)

CCHS is in the year-three implementation of the Teacher Keys Evaluation System (TKES) training and DOE English Language Arts (ELA) Institute. Participants in the Literacy Design Collaborative learn how to use modules as a tool to teach and assess student writing in compliance with the new literacy standards. Collaborative Planning affords content departments time to analyze data to enhance student learning. Departments work to create common assessments and discuss inclusion of writing across the curriculum.

CCHS participates in learning opportunities to fully transition the CCGPS standards in all courses, collaborating with area peers in developing assessments and curriculum plans. Content departments send representatives to participate in development of Student Learning Objective assessments. Faculty representatives take part in both Literacy Design and Math Design Collaboratives.

Addressing the need for prioritizing differentiation strategies and implementing RTI was initiated with a daylong workshop facilitated by the local RESA.

The needs assessment and root cause analysis reveal our faculty require additional professional development in the area of Response to Intervention (RTI), best practices in literacy instruction, and best methods for implementing and using formative and summative assessments. Interest also exists in teachers earning reading endorsements.

Effectiveness of professional learning will be measured by regular administrative walk-throughs and observations, by student academic achievement, by student growth, and by decreasing the student achievement gap between student groups. Accountability and fidelity of literacy best practices, differentiation, and RTI implementation will be shown in weekly lesson plans submitted to Dr. Josh Howard as well as documented through TKES walk-throughs and formative observations. Additional resources and guidance will be available for teachers needing development in implementing literacy strategies or RTI practices. Further effectiveness measures will be monitored through continued analysis of Lexile scores, SAT scores. Improved student performance on state issued standardized tests will also be an indicator of effective professional

development. State standardize tests are given to students each semester. Data provided will be monitored for improvement in student achievement.

CCHS is continually striving to provide relevant staff development opportunities to meet our stated goals concerning improved student achievement.

Sustainability

Sustainability of practices is vital to ensure that best practices become solid for both teachers and students. While some elements of our plan are currently being utilized, such as EOCTs and leave time for collaborative planning, several elements will need funding after the five year period of the grant is over. For instance, the initial purchase of e-readers/tablets and software will be made possible with SRG funding, as will insurance that is needed for their possible replacement. However, this insurance will need to be maintained and the cost of this will be covered by the reallocation of QBE funds. Site licenses will also have to be maintained, and again, this will be covered by the reallocation of QBE funds. This will aid in making various texts available to all students.

Professional development is an important component of our plan, and one that must be continued after the life of the grant. Both new and existing teachers will need training if the program is to be successful long-term, although the need of existing teachers for this training will not be as great as it will be at the beginning of the program. Reading-endorsed teachers will be able to assist new teachers in the implementation of our plan. Consultants will be asked to address the faculty periodically as needed, and faculty members will be given the opportunity to attend state/national conferences when appropriate. In addition, faculty members will participate in train-the-trainer professional development for literacy when available and appropriate. The costs that will be involved for any professional development will be absorbed through the reallocation of district professional development funds.

We are proud that our system currently provides release time for collaborative planning. During the initialization and implementation of the plan, SRG funding will be used to extend this planning. However, after 4 to 5 years, the need for collaborative planning will return to pre-grant levels as needed for maintenance. The cost associated with this planning will be absorbed locally as it is now.

Our students currently take GA Milestones and the SAT. However, our plan calls for the use of the SRI to assess student literacy. We will continue to use SRI after the 5-year period is over, and its administration will be funded through the reallocation of QBE funds.

We anticipate the replacement of e-readers and print resources to be absorbed locally as the cost for technology and print material has been in the past. We further anticipate partnerships with local agencies and business will foster sponsorship for continued enhancement of our literacy technology and print resources.

Certainly there is much that we will discover about ourselves and our students as we delve into our literacy plan. What we learn will be shared with other schools in our system through the literacy team. Members on the team from our feeder schools will share with us what they have discovered while we share with them what we have learned. In addition, our findings will be shared with other schools' leadership in district leadership meetings. The costs of these meetings should be minimal and will be absorbed locally. Teachers new to the LEA will be mentored by an existing literacy team member in order to ensure all teachers are able to meet our school literacy goals.

Charlton County High School: Sustainability Plan 2

Sponsorship from local businesses will be encouraged through the relationships built through the literacy team and the mentoring program, and funding from such sources will aid in developing our program even further.

Budget Summary

Our investigation has indicated that we have a need for professional development in literacy instruction and RTI, and that our students have a weakness in literacy. We have formulated a literacy plan that we believe is effective and sustainable. SRCL funds will be utilized in the following ways:

- Consultation fees for experts providing professional development
- Stipends for teachers to attend professional development
- Substitute pay for collaborative planning
- The purchase of SRI materials
- The purchase of core curriculum and reading progress monitoring software
- The purchase of e-readers/tablets
- The purchase of insurance for the e-readers/tablets
- Leave time for literacy coaches
- Training for literacy coaches
- Reading endorsement for reading instructor(s)
- Additional print materials for the media center