

# School Profile

Created Wednesday, December 03, 2014

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## Page 1

### School Information

System Name:	Washington County
School or Center Name:	Washington County High School
System ID	750
School ID	1052

### Level of School

High (9-12)

### Principal

Name:	Allen Gray
Position:	Principal
Phone:	478-552-2324
Email:	allen.gray@washington.k12.ga.us

### School contact information

(the persons with rights to work on the application)

Name:	Audra Gilbert
Position:	Instructional Facilitator
Phone:	478-552-2324
Email:	agilbert@washington.k12.ga.us

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

53

### FTE Enrollment

852

# Grant Assurances

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## Page 1

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

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

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

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

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

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

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

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

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

- 
- Yes
-

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

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

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

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

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

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

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

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

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- Yes
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# Preliminary Application Requirements

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## Page 1

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

[SRCL General Information Packet-Cohort 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](mailto:jmorrill@doe.k12.ga.us)

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

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• I Agree

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## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### I. Conflicts of Interest

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

#### a. Organizational Conflicts of Interest.

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

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

## Conflict of Interest & Disclosure Policy

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

### b. Employee Relationships

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

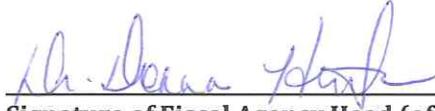
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

**III. Incorporation of Clauses**

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



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

Dr. Donna Hinton

\_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title

December 5, 2014

\_\_\_\_\_  
Date



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

Dr. Allen E. Gray

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

December 5, 2014

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Donna Hinton

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

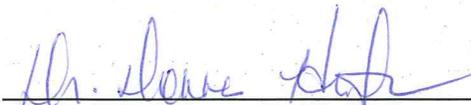
Address: 501 Industrial Dr.

City: Sandersville, GA Zip: 31082

Telephone: ( 478 ) 552-3981 Fax: ( 478 ) 552-3128

E-mail:

dhinton@washington.k12.ga.us



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

Dr. Donna Hinton

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

December 5, 2014  
Date (required)

## District Narrative

Washington County School District is governed by a five-member diverse Board of Education with members elected to four-year terms with the option for re-election. The district is under the leadership of a board appointed superintendent. The system's mission statement is: *"Washington County Schools – Building Community Success...One Child at a Time."* Discussion groups were held among teachers, administrators, parents, community representatives, and board members to establish the focus for student success in the school district. The current vision statement was developed *"Washington County Public Schools District – where students acquire knowledge and skills to provide the link between being an early learner and becoming a self-supporting citizen, filling all the needs within a community."*

Washington County Schools is comprised of four separate schools – Ridge Road Primary School, Pre-K – 2; Ridge Road Elementary School, 3 – 5; Thomas Jefferson Elder Middle School, 6 – 8; and Washington County High School, 9 – 12. With the exception of the high school, all schools operate a school wide Title I program. This school wide focus allows implementation of a systematic instructional program across schools. Specific strategies and instructional techniques will vary between schools, but the curriculum does not.

Washington County is a rural impoverished area located in east middle Georgia. In the past, Washington County's economy relied heavily on agriculture and the kaolin industry. With the decline in both industries during the 1990s, Washington County was forced to pursue new businesses and diversify the industrial base. To compound the problem our population continued to increase while our employment opportunities decreased. The combined circumstances had an adverse effect on the economy in Washington County causing our unemployment rates to rise between 1990 and 2013 from 2.9% to 10.8%.

## System Demographics

The information below demonstrates the need for professional development and additional resources to fill gaps in meeting the needs of all of our students.

<b>Free/Reduced Eligible Students</b>					
82.53%					
<b>Total Student Population</b>					
3124					
<b>2013 Graduation Rate</b>					
81.5%					
<b>2012 Graduates Requiring Remediation Entering TCSG/USG</b>					
TCSG/14.3% USG/31.9%					
<b>Race/Ethnicity</b>		<b>Gender</b>		<b>Instructional Level</b>	
Black or African American	65.3%	Male	50.4%	Gifted	8.5%
White or Caucasian	29.9%	Female	49.6%	Special Education	10.7%
Two or more races	3.0%			English Language Learners	0.9%
Hispanic/Latino	1.3%				
Asian	0.4%				

<b>Data from U.S. Census Bureau</b>	<b>Georgia</b>	<b>Washington County</b>
Persons below poverty	17.4%	24.7%
Median household income	\$49,604	\$31,441
Adults over 25 with a Bachelors degree or higher	27.8%	10.9%
Adults over 25 with a high school diploma or higher	84.4%	76.7%
Unemployment rate ( 2013)	7.9%	10.8%
Population (est)	9,992,167	20,676

### Current Priorities

The focus of the 2014-2015 bi-weekly school based Professional Learning Communities (PLCs) has been implementation of CCGPS and CCRPI with an emphasis on close readings that result in deep understanding of the text and evidence based writing as well as developing lessons and questions that are on the same DOK levels as the guiding standards. Additional priorities include: development of student learning objectives, group meetings to address AdvancED standards, Formative Instructional Practices (FIP) and revising high school pathways – Career Clusters.

### Strategic Planning

Washington County uses a balanced score card to set goals, and plan performance strategies, measures, and benchmarks. The goals and strategies as related to literacy instruction are as follows: 1) Develop a competent workforce by developing a variety of professional development opportunities for certified staff by content and by delivery method, 2) Prepare for GA Milestone Assessment through differentiated instruction, and 3) Close achievement gaps using flexible grouping, co-teaching models, and writing across the curriculum.

### Past Instructional Initiatives

2013-2014 – PLCs focused on Implementation of CCGPS and CCRPI with an emphasis on reviewing curriculum maps, report cards, units, essential questions and big ideas, Piloted the implementation of Teacher and Leader Keys Effectiveness System which entailed ongoing leadership and teacher training with an emphasis on TKES performance standards and rubrics. Additional priorities included: development of student learning objectives, studying new science standards, beginning SACs group meetings/planning, Formative Instructional Practices (FIP) and revising high school pathways – Career Clusters.

2012-2013 – PLC meetings focused on depth of knowledge and writing assessments, RESA consultants provided DOK training, Implementation of CCGPS, Implementation of CCRPI Index, Implementation of Health Career Cluster (WCHS), Using Instructional Frameworks, and Updated Units, Big Ideas and Essential Questions.

2011-2012 – Departments completed the 5 Step Protocol with all Common Core Georgia Performance Standards, Participated in all state training webinars/GPB, Reviewed materials on DOE website, Up-dated curriculum maps, Differentiated Classrooms, Co-Teaching Strategies, Student work with commentary, Reviewed/up-dated School Improvement Plans, Reviewed existing resources-identified needs

### Literacy Curriculum

Washington County provides literacy instruction that aligns with Common Core Standards and addresses all subgroups in the areas of English, reading, and writing across content areas. Reading instruction at the primary and elementary schools includes phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

The literacy curriculum at the middle and high school levels includes vocabulary, text comprehension, and writing using grade level novels. Literacy permeates both school curriculums. Reading is taught both separately and in conjunction with all content areas at the middle school level. In addition to core classes, remediation/enrichment classes are provided during and outside the regular school day for struggling students. Teachers apply the standards using a variety of instructional practices to meet the needs of the individual students.

### District Wide Literacy Assessments

Grade Level	Universal Screener
K-2	STAR Reading Test – AR Book Assignments and Leveled Readers
K-2	DIBELS 6 <sup>th</sup> Edition (all components)
3-5	DIBELS - Next
3-5	STAR Reading Test – Determines Lexile Levels and Guided Reading Groups
6-8	STAR Reading Test
9-12	STAR Reading Test
K-12	Lexile Scores - AR

During the 2012-2013 school year the literacy teams researched and identified a universal screener to effectively implement the goals and strategies in our literacy plan. Various baseline data, for example: unit tests, semester tests, benchmark tests, mock writing tests, Phonemic Awareness Inventory (grades 3-5 for struggling readers), Early Literacy Development – 1<sup>st</sup> course ½ and Focus on Phonics – 2<sup>nd</sup> course ½ are used throughout the system. SRCL grant funds will aid the district in acquiring a consistent vertical universal screener for the middle and high schools.

### Need for a Striving Reader Project

According to the SRCL Needs Assessment Survey results, the system's demographic data, and the representative 2014 assessment data in this section, there is a need for an intensive literacy initiative. Literacy focus across the curriculum and professional development

in identifying and delivering the appropriate interventions is a common thread among all surveys. The data demonstrates a definite need for additional resources to address the identified areas of concern.

#### Students Scoring Below Lexile Cut Points

Grade	Lexile Cut Point	% Below Lexile Cut Point
Grade 6	950	47
Grade 7	1000	44
Grade 8	1050	28
Grade 9	1100	35
Grade 11	1150	41

Close to one half of our students in grades 6, 7, and 11 scored below grade level in the chart above and although the percentages were smaller, almost one third of 8<sup>th</sup> and 9<sup>th</sup> grade students scored below grade level.

#### Achievement Gaps between Ethnic and Gender Groups

Test	Grade	% Does Not Meet				% Exceeding			
		Black	White	Female	Male	Black	White	Female	Male
Reading CRCT	8	8	3	3	9	29	61	41	43
American Literature	11	15	2	8	17	15	32	23	14

On both assessments, in the category of “Does Not Meet”, there is a significant achievement gap in both ethnic and gender groups. The achievement gap in the “Exceeding” group is more than doubled according to ethnicity. Although the difference is smaller, there is an achievement gap between female and male students who exceeded on the American Literature EOCT.

### District Management Plan and Key Personnel

All grant participants have been involved in the research and design of the school literacy plans and grant initiatives. The District Literacy Team consists of the superintendent, principals, and instructional supervisors. The writing of the grant goals and initiatives and the school literacy plans have been incorporated into the already established meeting schedule. The superintendent holds regular meetings, principals – monthly and Instructional Facilitators (IFs) – bi-monthly, in which they discuss curriculum and instructional issues – including grant goals and initiatives. PLCs are discussed, planned, and then implemented by the IFs at their respective schools weekly. Professional learning, which is a large part of the SRCL grant, is discussed in depth at these meetings. Our goal is for our school-based literacy teams to become active, integral parts of our faculty. Constant collaboration and discussion results in knowledgeable participants with a deep understanding of the goals and objectives, as well as, the implementation plan.

The budget and performance plans were developed by all grant participants in the above mentioned meetings. Participants attended a GaDOE awareness session for this grant to gain a clear understanding of its scope. First the needs assessment was completed and results analyzed by the grant recipients. The identified areas of need were correlated with the CCGPS literacy standards; then brainstorming began to identify ways to meet these needs. Through research and discussion, the participants refined these lists and reached consensus on the Striving Readers goals and objectives, performance plans and budget. Once developed, the budget and plans were approved by all recipients. The grant, included in the district strategic plan, will be implemented and measured according to the district balanced score card.

### Individuals Responsible for the Day to Day Grant Operations

Position	Duties and Responsibilities for SRCL
Superintendent: Donna Hinton	<ul style="list-style-type: none"> <li>• Oversees the expenditures</li> <li>• Coordinates grant requirements with the technology department</li> <li>• Plans professional learning activities funded through the grant</li> <li>• Aligns instructional and technology resources</li> <li>• Aligns grant initiatives with CCGPS rollout</li> </ul>
School Improvement Specialist: Susan Binion	<ul style="list-style-type: none"> <li>• Responsible for overall management of the grant at the district level</li> </ul>
Director of Finance:	<ul style="list-style-type: none"> <li>• Oversees the requesting and allocating of grant funds</li> </ul>

Sandra McMaster	<ul style="list-style-type: none"> <li>• Oversees purchasing of resources</li> <li>• Oversees auditing of grant</li> <li>• Submits regular financial reports to superintendent</li> </ul>
Directors of Technology Instruction and Network Director: Jennifer Tatum Charles Allen Beth Spratt	<ul style="list-style-type: none"> <li>• Recommends and requests purchase of technology resources</li> <li>• Installs, tracks, supports, and maintains equipment</li> </ul>
School Principals: Manzie Broxton, TJEMS Allen Gray, WCHS	<ul style="list-style-type: none"> <li>• Responsible for overall management of the grant at the school level</li> <li>• Requests purchase orders</li> <li>• Documents receipt of the resources</li> <li>• Ensures staff participation in PLC activities and grant initiatives</li> <li>• Conducts walkthroughs to monitor effectiveness of grant implementation</li> <li>• Leads school literacy teams in ongoing analysis of benchmark literacy assessments to gauge effectiveness of grant implementation on student learning</li> </ul>
Instructional Facilitators: Anne Jones, TJEMS Audra Gilbert, WCHS	<ul style="list-style-type: none"> <li>• Assists principal in selecting and purchasing resources</li> <li>• Receives training and assists in training faculty in CCGPS literacy standards and new technology programs</li> <li>• Secures outside consultants for PLC training</li> <li>• Conducts walkthroughs to monitor effectiveness of grant implementation</li> </ul>
Media Specialists: Stephanie Sellars, TJEMS Amy Brantley, WCHS	<ul style="list-style-type: none"> <li>• Attends professional learning</li> <li>• Assists principal with selecting and requesting reading materials to be housed in the Media Center as well as the classrooms</li> </ul>
School Literacy Teams: Listed in School Applications	<ul style="list-style-type: none"> <li>• Identifies school needs</li> <li>• Recommends solutions to meet the needs</li> <li>• Ensures proper implementation of grant initiatives.</li> </ul>
Faculty and Staff	<ul style="list-style-type: none"> <li>• Attends additional professional learning as prescribed by grant</li> <li>• Implements grant initiatives</li> </ul>

### Experience of the Applicant

The following table exhibits the state and federal funding for the past three fiscal years. During this time period, the school system has had no state or federal funds audit findings. The Finance Department follows a strict internal control process for requisitions on all federal funds.

CFDA#	Program Name	FY2011	FY2012	FY2013	TOTAL ALL YEARS
10.553	Food Services - School Breakfast Program		438,399.48		438,399.48
10.555	Food Services - National School Lunch Program		1,599,361.72		1,599,361.72
66.039	ARRA - National Clean Diesel Emissions Reduction Program	231,246.03			231,246.03
84.010	Title I Grants to Local Educational Agencies	1,493,822.42		1,316,307.96	2,810,130.38
84.027	Special Education - Grants to States	702,741.37			702,741.37
84.173	Special Education - Preschool Grants	11,664.40			11,664.40
84.318	Education Technology State Grants	11,926.95			11,926.95
84.386	ARRA - Education Technology State Grants	872,773.73	462,410.27		1,335,184.00
84.389	ARRA -Title I Grants to Local Educational Agencies	436,129.06			436,129.06
84.391	Special Education - ARRA Grants to States	244,144.79			244,144.79
84.392	Special Education - ARRA Preschool Grants	939.00			939.00
84.410	Education JOBS Funds	625,319.00			625,319.00
	TOTALS	4,630,706.75	2,500,171.47	1,316,307.96	8,447,186.18

### Controls for Spending Grant Funds

- 1) School or Board level individuals complete a paper requisition form for a purchase and forward it to a pre-determined Board Office Personnel to input in the Accounting System.
- 2) Designees at Review Level 1 and Review Level II MUST examine and approve requisitions in the Accounting System for all requisitions being charged to grant funds. PO review will be indicated by the initials of both reviewers. If a reviewer does not approve, he/she will request an adjustment or deletion of the requisition. Requisitions not approved by Review Level II cannot be converted to a PO in the Accounting System.
- 3) Approved requisitions will be forwarded to the Purchasing Manager who will print the PO which will required the signature of the Superintendent, Grant Program Director, and Finance Director.
- 4) The PO will be routed to the vendor.

Washington County Schools have received grants in the past that have required the system to sustain the initiative past the life of the grant. The most recent example of such an initiative was the awarding of the Title II Part 2 ARRA Grant. This grant was intended to provide net books for all high school students and training for teachers to use these tools in their daily instruction. Using local funds, the district continues technology use training for teachers, to purchase net books for all incoming 9<sup>th</sup> graders, and provide two portable labs containing thirty net books each for the middle school students. Our local board of education approved these funds in a three-year technology plan. Community support for sustaining district initiatives is evident in the 2013 approval of an ESPLOST which incorporates facility construction and renovation as well as funding for technology needs to sustain and support this initiative. The question of sustainability drives the district's decision as to whether or not we will apply for such grants. Research and investigation lead us to believe that the SRCL Grant will help infuse our district with best practices in literacy from grades 6-12.

Community resources are utilized to provide additional instructional support services to our teachers. The district coordinates within its RESA area, utilizing the strengths of the RESA staff to provide support structures for instruction. This type of support allows us to benefit from specialists in their field areas throughout the state. Also, we have a strong relationship with our local Fall Line Technical College as well as Georgia College and State University.

The district has instituted several initiatives which have received no outside funding support. Our expansion of the fine arts department has greatly impacted our students. Students were given the opportunity to participate in the following additional courses: dance

instruction in grades 3-12; theater instruction in grades 3-12; and violin and guitar instruction. Even though these areas are not QBE funded, these programs have been added over the last nine years and sustained by the district.

The literary magazine "Spilled Ink" was developed with the idea that every home in our district should have at least one book. "Spilled Ink" includes student writings and artwork from grades K-12. Once it is published, an Author's Tea is held in May to recognize all contributing students and their accomplishments. This exciting event has grown and developed over the last six years, sustained using local funds.

# Washington County High School Striving Readers Literacy Grant

## School Narrative

### **SCHOOL HISTORY**

For over one hundred years, Washington County has been educating the young people of the community. Also known as “The Kaolin Capital of the World”, Washington County has a population of approximately 21,000. The county seat, Sandersville, is home to the county’s only high school. Washington County High School was founded in 1959 from a countywide consolidation of the small community high schools. In 1972, the Washington County school system fully integrated and WCHS started housing grades 10–12. In 1984, ninth grade merged into the high school. With a current enrollment of 852, WCHS’s racial composition is 66% Black, 30% White, 1% Hispanic, and 2% multiracial. One hundred percent of the student body receives free and/or reduced meals.

### **ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM**

The administrative team is comprised of one principal and three assistant principals. The team also includes an instructional facilitator. The school’s leadership team is composed of the administrative team, media specialist, counselors and the department chairs and representatives (11 teachers) from all departments representing 54 teachers. This team meets twice a month or as needed.

### **PAST INSTRUCTIONAL INITIATIVES**

Like many schools across the state, WCHS has changed its instructional initiatives due to the demands of ensuring that all students graduate college and career ready. The following initiatives have helped us move toward this goal:

2013 - 2014 - PLC meetings focused on TKES Implementation, SLO Development, Designing Constructed Response Questions and Writing Across all Content Areas

## Washington County High School Striving Readers Literacy Grant

2012 – 2013 – PLC meetings focused on depth of knowledge and writing assessments; RESA consultants provided DOK training; implementation of CCGPS; implementation of CCRPI; and students were taught using frameworks, and up-dated units, big ideas, and essential questions.

2011-2012 – Departments completed the 5 step protocol with all Common Core Georgia Performance Standards; participated in all-state training webinars/GPB; reviewed materials on DOE website; curriculum maps were updated; differentiated classrooms and co-teaching strategies were used; student work had commentary and feedback; reviewed and updated School Improvement Plans; and reviewed existing resources and identified needs.

2010-2011 – Washington County High School was awarded e-Textbook grant; therefore, training focused on new technology and incorporating netbooks into daily lessons.

### **CURRENT INSTRUCTIONAL INITIATIVES**

The focused of the 2014 - 15 weekly PLC meetings has been implementation CCRPI, TKES, and FIP with an emphasis on reviewing curriculum maps, units, essential questions, and big ideas. Additional priorities include; development of student learning objectives. WCHS's priority has been to implement and utilize formative assessments to further students; achievement. The formative assessment process provides information needed to adjust teaching and learning and serves as practice for the student and a check for understanding during the learning process. Teachers are using this assessment process to make decisions about future instruction.

### **PROFESSIONAL LEARNING NEEDS**

## Washington County High School Striving Readers Literacy Grant

In the spring of 2013, WCHS faculty members completed a needs assessment survey. The results of the survey revealed that faculty members felt our economically disadvantaged students were not performing to the expected level of performance. An analysis of test data supports this finding. The results also indicated faculty members felt that professional learning in the area of reading would enhance their roles as teachers. The survey further revealed that professional learning was needed in analyzing formative and summative assessments of student achievement. Sixty two percent of teachers indicated that additional time for collaborative assessment and planning was necessary.

### **NEED FOR A STRIVING READERS PROJECT**

The Career, Technical and Agricultural Education (CTAE) program would greatly benefit from the Striving Readers Grant by having the ability to purchase resources that would typically not be available. CTAE textbooks are often technical and not at an instructional reading level for most students. Texts and resources that are within students' Lexile range, as well as at a higher interest level, would result in increased student engagement and performance. Purchases from this grant would also assist in preparing students for the End of Pathway Assessments and improving their performance on this assessment.

The Science Department feels that increasing literacy among our students would help in all content areas, but especially in science. This grant would provide resources that would allow students to become better readers. Available technology, additional online science resources, and current science material would encourage students to read. As students improve in literacy, we believe that we will see improvement in their academic success and standardized test scores.

The Social Studies Department believes that low literacy levels of many of our students have contributed to poor scores on the EOCTs and the graduation test. In order to become better readers, students need to have access to resources that will encourage them to read. We believe that providing students with e-readers will increase their desire to read a variety of texts.

The English Department feels that the literacy grant will be beneficial for our students in the area of writing, especially if we are able to purchase computer software that will supplement our writing instruction. Students would be able to receive immediate feedback with essay grading

## Washington County High School Striving Readers Literacy Grant

software, as well as immediate commentary of the essay components. With new technology and a wider selection of reading materials, we feel that we will see an increase in reading and writing scores.

Students with disabilities could improve their reading fluency and comprehension skills with the use of audio books. In addition, tablets would be useful for verbal and nonverbal students due to the touch screen capabilities. Applications on the tablets would make learning more realistic and more hands-on for self-contained students. The tablets would offer a variety of applications that would cater to students in all academic areas.

Professional development in the area of literacy is also a need. This training would provide teachers with instructional strategies for improving literacy and writing instruction. The Why document (p. 155) recommends ongoing purposeful, differentiated professional learning for teachers. The document also states that changing teacher behaviors and attitudes is time intensive (p. 155). Obtaining this grant would afford us the opportunity to provide extended training for our teachers.

As teachers have implemented CCGPS with the emphasis on literacy standards for science, social studies, and technical subjects, the role of teachers in supporting literacy has highlighted the need for professional learning and resources in this area.

With 25.2% of Washington County's population living below the poverty level, it is not surprising that many students are lacking literacy skills. Several disadvantages associated with the high poverty level include limited access to technology, low Lexile scores, poor academic performances, and limited access to cultural experiences. Through the Striving Readers Grant, WCHS's Literacy Team believes that teachers will be better prepared to meet the needs of all students and close the gaps. The team believes that the Striving Readers funding will ensure that: our students will become world – wide competitors; the "Exceeds" category and high school graduation rates will increase; identified gaps will decrease; and our students will become competent, life – long problem solvers who will be college and career ready. The professional training, necessary materials, and technological tools that the grant provides will result in a much needed, positive and systemic change in the lives of our students at WCHS.

## Washington County High School Striving Readers Literacy Grant Needs, Assessment, Concerns and Root Cause Analysis

VandenHeuval’s research (2004) states, “Root Cause Analysis is a tool designed to help identify not only what and how an event occurred, but also why it happened. Only when investigators are able to determine why an event or failure occurred will they be able to specify workable corrective measures that prevent future events of the type observed.” Georgia’s Leadership Institute for school Improvement (GLISI) states that the root causes analysis process is cyclical; the focus constantly being guided by the process of evaluating, planning, implementing, and evaluating...

Using the research as our guide as we worked, WCHS brainstormed, collected, examined, and analyzed information and data to determine the factors that affect literary excellence in our school.

### **A. Description of the needs assessment process**

Our literacy team conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement and existing instructional programs. To begin the process of determining our literacy needs and concerns, departments participated in brainstorming sessions to determine root causes for subgroup gaps in scores on the EOCT and a low percentage of students not scoring in the “meets” and the “exceeds” category. To drill even deeper into the causes, we used a survey created through Survey Monkey, to address sufficiency or insufficiency of: materials, technology, resources, administrative support, school organization and culture, community support, assessment needs, curriculum training, professional development, intervention training, intervention resources, time for literacy blocks, and time for collaboration and planning.

### **B. Description of the types or styles of surveys used in the needs assessment process**

To begin the process of determining our literacy needs and concerns, the school staff participated in a brainstorming session to determine possible root causes for students scoring in the not meeting range, the meeting range, and the exceeding range on EOCT and the GHSWT. The

**Washington County High School Striving Readers Literacy Grant  
Needs, Assessment, Concerns and Root Cause Analysis**

school analyzed state testing data from End of Course Tests and Georgia High School Graduation Tests in order to see if literacy deficits were a factor in the scores. The faculty and staff members were also asked to complete a computerized version of the Striving Readers Survey to determine their understanding of literacy instruction.

**C. Defines the root or underlying causes of the areas of concern found in the needs assessment**

According to The Why document, “In an increasingly competitive global economy, the need for students to have strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college and career readiness opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance in all content areas to improve literacy” (p. 40). Research states “Leaders and teachers need to have a solid understanding of how to teach reading and writing to the full array of students presented in schools.” Our Needs Assessments and data indicate the following areas of concern:

<b>Root Causes and Actions Taken or Not Taken</b>	
<b>Root Causes</b>	<b>What Washington County High Has Done or Has Not Done to Address the Problem</b>
Students lack direct, explicit instruction in reading, reading comprehension, vocabulary attainment, and writing across all disciplines (The What pg. 9)	WCHS has two reading support classes in place. However, all students do not receive direct, explicit instruction in reading, reading comprehension, vocabulary attainment, and the writing process. Teachers have not participated in professional development that will provide strategies for teaching students to comprehend texts at a high complexity level.
WCHS lacks a formative and summative way to monitor the literacy skills of all students (The What pg. 8)	This is the second year that students have been given a universal screener to monitor their reading abilities. Teachers would benefit from participating in professional learning that provides a range of strategies for teaching and monitoring the various reading levels in their daily classes.

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Needs, Assessment, Concerns and Root Cause Analysis

<b>Root Causes and Actions Taken or Not Taken</b>	
WCHS lacks a school wide RTI process that is able to monitor, track and plan appropriate student interventions for all students (The What pg. 11).	We have an RTI process that meets once per nine weeks. However, this process needs to be strengthened so that we are able to monitor, track and plan appropriate student interventions for all studnets.

**D. The needs assessment process included all content and ancillary teachers including: CTAE, special education, EL, media, and paraprofessionals.**

The Needs Assessment survey from the “What” was prepared as a web-based survey so that the data could easily be disaggregated. Content teachers, special education, EL, media and paraprofessionals took the survey and signed off that the survey was completed. An additional survey was given during PLC time to all professional learning participants that included all school personnel with the exception of the office, lunchroom staff, and security officers. The PLC sign –in sheet was used for verification. 100% of the staff completed this survey.

**E. Data are disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates** Overall, concerns are found with all students in grades 9 –12.

However, when focusing on subgroup data, students with disabilities and black males continue to be an area that needs improvement. See the Analysis and Identification of Student and Teacher Data section.

# Washington County High School Striving Readers Literacy Grant

## Scientific, Evidence - Based Literacy Plan

Washington County High School has embraced Georgia Literacy Task Force’s definition of literacy (The Why, p. 23) as being the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- To communicate effectively with others,
- To think and respond critically in a variety of settings to a myriad of print and non-print text, and
- To access, use, and produce multiple forms of media, information, and knowledge in all content areas.

To achieve this definition of literacy, WCHS will use Georgia’s Six Building Blocks plan from “The How” (2012) to create an effective literacy program.

### **BUILDING BLOCK 1: ENGAGED LEADERSHIP** (The How p. 20)

#### **A. Demonstrate a commitment to learning about and support evidence-based literacy instruction in his/her school.** (The How p. 20)

The administrative team, led by the principal, has committed to learning about and supporting evidence – based literacy instruction at Washington County High School. According to page 156 of the “Why” document, “an engaged leadership is a key piece in virtually every literacy initiative undertaken at any level in education”(Georgia Department of Education, 2010). The leadership at Washington County High School has proven to be engaged in developing the literacy skills and created a plan for expanding and sustaining the best practices with the assistance of Striving Readers funds.

## Washington County High School Striving Readers Literacy Grant

### **What do we have in place?**

The administrative team has participated in state sponsored webinars and training sessions which focused on transitioning to Common Core Georgia Performance Standards (CCGPS) and the increased literacy requirements that are required with CCGPS. For example, the team has attended workshops on Common Core implementation at the local, regional, and state level. The team has participated in training on assisting English Learners in being successful with Common Core, attended Professional Association of Georgia Educators (PAGE) workshops on Common Core implementation, as well as workshops conducted by the Common Core Institute. The administrative team has participated in Advanced Placement (AP) training in order to gain a better understanding of strategies to help students score well on the AP exam. In order to keep faculty and staff members updated on the information received, the team has redelivered the latest developments with Common Core to all faculty and staff members. The administrative team meets monthly with the Superintendent to learn effective common core instructional practices as well as best practices for literacy instruction. Team members have attended statewide conferences such as the Georgia Association of Educational Leaders (GAEL) and the Georgia Association of Curriculum and Instructional Supervisors (GACIS) in order to stay current with the Department of Education's Common Core implementation information. The principal has created a master schedule that allows teachers to have a daily common planning period. This common planning period allows teachers to plan collaboratively and discuss effective practices for common core implementation. The administrative team plans professional learning sessions based on student data and teacher needs. Walk-throughs are conducted weekly to monitor student engagement and instructional practices. Weekly PLCs have been modified to address specific areas such as formative assessment strategies, data notebooks, and the new teacher evaluation system (TKES). Moreover, administrators and teachers view FIP (Formative Instructional Practices) videos and engage in discussions about the information learned from these videos.

## Washington County High School Striving Readers Literacy Grant

### **How will Striving Reader funds help us to expand and sustain our current work?**

1. The leadership team will ensure continued professional growth by assigning mentors to new teachers to provide support and guidance in becoming familiar with CCGPS and effective instructional literacy practices.

*Implementation Goal – Year 2*

2. Since weekly PLCs are already in place, the focus of the sessions will shift to allow the administrative team along with faculty and staff to study literacy best practice strategies, for improving comprehension, vocabulary, text structures, and discourse analysis.

According to research, these skills will increase a student's overall academic skills (The Why p. 68). *Implementation Goal – Year 1*

3. The administrative team as well as teacher leaders from each department will attend local, regional, and state trainings to learn of strategies to help students focus on the seven main strategies for readers – visualizing, making connections, questioning, determining importance, synthesizing (The Why p. 44).

*Implementation Goal -Year 1; Striving Reader Funds will pay for travel and substitutes*

4. The principal will plan for consultants to visit our school to provide literacy training for the administrative team, faculty and staff members in the area of writing. Sessions will focus on improving the school wide teaching of writing. Faculty and staff will learn strategies that will enable teachers to help students write extensively, create assignments that ask students to interpret and analyze a variety of texts, employ functional approaches to teaching and applying grammar rules, and create opportunities for students to collaboratively write. (The Why p.44) *Implementation Goal – Year 1; Striving Reader*

*Funds will pay for consultant fees*

## Washington County High School Striving Readers Literacy Grant

5. Since weekly walk-throughs are already in place, the focus of the walk-throughs will shift to monitor literacy instruction within the school. The school will use the Department of Education's Literacy Walk Through document.

*Implementation Goal – Year 1*

### **B. Organize a literacy leadership team (The How p. 21)**

#### **What do we have in place?**

During the 2012 – 2013 school year, a school wide Literacy Team was created. The Literacy Team is comprised of members from each department along with the administrative team, media specialist, and counselors. The team meets bimonthly to discuss ongoing improvements to literacy. Additionally, The Literacy Team members lead discussions with their department members about literacy and engage them in conversations as to what they feel is needed in order to improve literacy at our school (See School Narrative – Need for a Striving Readers Project Section). The Principal has led the team in reviewing multiple forms of student, school, and teacher data such as survey results and standardized test results. The results of these surveys led to the development of a list of prioritized recommendations and goals for improving literacy. Student achievement data continues to be used to identify teacher needs and plan for professional development.

#### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. The Literacy Team led by the administrators will identify members of the community to join the school literacy team. Members of the community that will be invited include representatives from our feeder pattern (Georgia College and Oconee Fall Line Technical College), community leaders, and parents.

*Implementation Goal – Year 1*

2. The work of the literacy team will include creating a shared literacy vision for the school that will align with the state literacy plan.

*Implementation Goal – Year 1*

## Washington County High School Striving Readers Literacy Grant

3. Literacy priorities such as school wide reading and writing instruction will be continuously evaluated in order to sustain a strong literacy program. The community will be involved in efforts to reach the school's literacy goals. A representative from L.I.F.E. (the literacy board of Washington County) will be asked to join the school's literacy team.

*Implementation Goal – Year 2*

### **C. Maximizing the use of time and personnel through scheduling and collaborative planning.** (The How p. 22)

#### **What do we have in place?**

Protected time for collaborative planning teams within and across content areas is part of the school wide calendar. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the calendar. The “What” document explicitly states that there is a need for, “Protected time for collaborative planning teams within and across content areas are a part of the school-wide calendar” (p.9). In accordance with this recommendation, the master schedule has been developed so that teachers have common planning periods with members of their department. This common planning period is used for collaborative planning as well as a time for examining student work samples and data. Agendas are prepared prior to the meetings and minutes are submitted following all collaborative meetings. Providing bell-to-bell instruction helps to maximize the use of instructional time. In addition, a 50-minute Hawk Time intervention period has been integrated in the schedule. This period is built into each Wednesday and is designed to prepare students for EOCTs, remediation and re-teaching after assessments, SAT and ACT practice and course recovery. Teachers maintain formative and summative assessment data in data notebooks. The data notebooks are maintained to document student achievement and instructional effectiveness. During the summer of 2013, the school leadership team met and new strategies for formative assessments, flexible grouping, and differentiation were developed. Furthermore, the morning schedule was modified to give all teachers an additional 30 minutes to tutor students. This is also done in keeping with the “What” document

## Washington County High School Striving Readers Literacy Grant

that states, “Time for intervention is built into the school schedule for each day” (p.9). During this time students are grouped according to their individual needs.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Students will be guaranteed two hours of literacy instruction in language arts and across all content area classes. Scheduling cross content literacy instruction will leverage instructional time for literacy.

*Implementation Goal – Year 1*

2. Classroom lessons will be electronically recorded for self-evaluation, peer observations and sharing literacy expertise. The classroom lessons will be used by all faculty and staff members as a guide as to what effective literacy instruction should look like in all content areas

*Implementation Goal - Year 2; Striving Reader Funds will pay for equipment to videotape and share lessons.*

3. Formative student assessments will be reviewed to determine the effectiveness of instruction.

*Implementation Goal – Year 2*

### **D. Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.**

(The How p. 24)

### **What do we have in place?**

The faculty and staff have been surveyed to determine the school culture and to identify strengths and areas in need of improvement. Multiple forms of student, school, and teacher data have been evaluated to develop a list of prioritized recommendations and goals for improvement. Currently

## Washington County High School Striving Readers Literacy Grant

the results indicate that we do not have a consistent and pervasive plan in place for literacy instruction. Faculty and staff members have participated in state-sponsored webinars and face-to-face sessions to learn about transitioning and implementation of Common Core Georgia Performance Standards (CCGPS). The Spilled Ink publication reflects the culture of recognizing student writing and art as a priority.

### **How will striving Reader Funds help us to expand or sustain our current work?**

1. The administrative team along with faculty and staff members will participate in targeted, sustained professional learning that focuses on improving reading and writing skills of students. This training will provide all teachers with the skills and strategies to feel comfortable teaching the literacy standards that are outlined in the Common Core. By doing this, the administrative team will help to establish a school culture that says literacy is an important focus for our school.

*Implementation Goal - Year 2; Striving Reader Funds will pay for professional learning consultants.*

2. Teachers will have job embedded support as they begin to implement the Common Core Georgia Performance Standards. A walk through and/or observation form (DOE's Literacy Walk Through Document) will be used to ensure consistency of effective instructional practices.

*Implementation Goal – Year 1*

3. Academic supports for students such as tutoring, co-curricular activities, online learning opportunities and / or tutoring and extended learning opportunities such as summer program, after school and Saturday academies to enhance literacy learning will be put into place.

*Implementation Goal – Year 2; Striving Reader Funds will pay teacher salaries and expenses associated with running summer academic support programs.*

## Washington County High School Striving Readers Literacy Grant

### **E. Optimize literacy instruction across all content areas. (The How p. 26)**

#### **What do we have in place?**

Faculty and staff have agreed upon a plan to integrate literacy in all subjects as articulated within Common Core Georgia Performance Standards. Faculty members have participated in statewide webinars on the importance of writing in common core. All teachers are asked to plan at least one writing activity per week. Samples of these writing activities are subsequently given to the instructional facilitator and shared with administrators. Teachers have also been asked to include at least three questions requiring writing on all assessments. Social Studies, CTAE, and Science teachers have integrated Common Core literacy standards into their daily lessons. The Language Arts department is working to integrate more informational texts into their units of study. Student writing is celebrated and published in “Spilled Ink”, a locally produced book that features the writings and art of students enrolled in K – 12.

#### **How will striving Reader Funds help us to expand or sustain our current work?**

1. Teachers will adopt a common, systematic procedure for teaching academic vocabulary in all subjects.

*Implementation Goal – Year 2; Striving Reader Funds will pay for a vocabulary program and training that will assist teachers in effectively implementing the program.*

2. Writing will become an integral part of each class every day. Teachers will participate in professional learning on the following: *(Striving Reader Funds will be used to provide all teachers with a reading endorsement. The reading endorsement will address the following areas.)*

a. Incorporating the use of literary texts in content areas.

*Implementation Goal - Year 1; Striving Reader Funds will pay for e-reader. The e-readers will help us to increase our inventory of texts that have a high level of text complexity. This will then provide students with additional literary texts.*

## Washington County High School Striving Readers Literacy Grant

b. Using informational text in all content areas.

*Implementation Goal – Year 2; Striving Reader Funds will pay for e – readers which will provide access to additional informational texts. Funds will also pay for additional professional development, which will assist teachers in effectively using informational texts.*

c. Incorporating writing instruction (narrative, argumentative, and informational) in all content areas.

*Implementation Goal - Year 2; Striving Readers funds will pay for a supplemental writing instruction software program and a school wide writing program. Funds will also pay for additional teacher training in using the school wide program.*

d. Selecting text complexity that is adjusted to the needs of individual students.

*Implementation Goal – Year 2; Striving Reader Funds will be used to pay for e-readers which will allow access to texts that will address a range of reading levels.*

e. Students will be instructed in conducting short research projects that use several sources.

*Implementation Goal - Year 2*

f. Students will be instructed in identifying and navigating the text structures most common to a particular content area.

*Implementation Goal - Year 2*

g. Students will be instructed in supporting opinions with reasons and information.

*Implementation Goal – Year 2*

h. Students will be instructed in determining author bias or point of view. *Implementation Goal – Year 1*

## Washington County High School Striving Readers Literacy Grant

3. Use technology to facilitate peer- to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas.

*Implementation Goal – Year 2; Striving Reader Funds will pay for the technology to allow video taping and sharing of the video taped lessons.*

4. Identify and adopt a school-wide writing rubric that is aligned with the CCGPS.

*Implementation Goal – Year 2*

5. Discuss and plan for alternative instructional strategies that may be better suited to meet the needs of students and provide professional development for teachers on the identified alternative instructional strategies.

*Implementation Goal – Year 2*

**F. Enlist the community at large to support schools and teachers in the development of college and career ready students as articulated in the Common Core Georgia Performance Standards.** (The How p. 28)

### **What do we have in place?**

CTAE teachers meet every fall and spring with the members of their Advisory Board. The Advisory Board is made up of business leaders and faculty members from the local technical school. The Superintendent serves on the L.I.F.E. board and has a voice in the literacy efforts within the community. Our school council is involved with the school improvement process. The principal meets with the school council once per nine weeks to share the goals and strategies listed in the school improvement plan. School council members are encouraged to review the plan, ask questions, and make suggestions for improvement. The Washington County Board of Education provides some funding for the county library and has 2 employees serving on the

## Washington County High School Striving Readers Literacy Grant

county library board. A cooperative relationship with the library results in library resources being available to supplement resources available at the school.

Academic successes of WCHS students are publicly celebrated through traditional and social media. Success is shared via newsletters, Facebook, websites (school and district), and Hawk Highlights (district newspaper that is sent home to parents and community stakeholders).

### **How will striving Reader Funds help us to expand or sustain our current work?**

1. A community literacy advisory board will participate in developing and achieving WCHS literacy goals. Members will include governmental, civic, and business leaders, as well as parents.

*Implementation Goal – Year 1*

2. As outlined on page 6 of the “What” document, a network of learning supports within the community that target student improvement will be developed (Georgia Department of Education, 2010).

*Implementation Goal – Year 2*

3. Social media will be utilized to communicate and promote the goals of literacy through the community at large.

*Implementation Goal – Year 2*

4. Relationships will be fostered among schools, postsecondary education institutions, the workforce, families, and communities.

*Implementation Goal – Year 3*

The “Why” document states that leadership by administrators is cited at least thirty times as being a key piece in any aspect of literacy reform. The Georgia Literacy Task Force strengthened that statement by saying that it is indeed the key component in all that we are seeking to do to

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improve education in Georgia. The Principal along with his administrative team is committed to leading the charge of improving the literacy skills of students at Washington County High School.

### **BUILDING BLOCK 2: CONTINUITY OF INSTRUCTION** (The How p. 29)

**A. Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.** (The How p. 29)

#### **What do we have in place?**

Protected time for collaborative planning teams within departments and across content areas is part of the school – wide calendar. The master schedule has been developed so that teachers have common planning periods with members of their department. This common planning period is used for collaborative planning as well as a time for examining student work samples and data. When examining student work, teachers follow protocols in order to make sure the group goal is accomplished. The team follows protocols such as those listed at [www.lasw.org](http://www.lasw.org). Protocols such as these clearly outline members' roles and expectations. Agendas are prepared prior to the meetings and minutes are submitted following all collaborative meetings.

#### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Cross – disciplinary teams will be established to discuss literacy instruction and to determine next steps for instruction. *Implementation Goal – Year 2*
2. The components of our professional learning community will be reevaluated after reviewing [www.allthingsplc.info](http://www.allthingsplc.info) are understood and implemented. Our professional learning communities will be revised to reflect components listed in All Things PLC. *Implementation Goal – Year 1*

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3. Specific measurable student achievement goals will be aligned with grade level expectations and shared by all teachers in all content areas.

*Implementation Year 2*

**B. Support teachers in providing literacy instruction across the curriculum.** (The How p. 30)

### **What do we have in place?**

Teachers share writing samples at PLC meetings. Teachers also discuss and share best practices for implementing Common Core Literacy Standards.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Teachers will coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom in order to improve the school wide use of literacy strategies.

*Implementation Goal – Year 2; Striving Readers Funds will pay for consultants to train teachers on the use of video equipment and sites appropriate for sharing recorded lessons. Striving Reader Funds will also be used to pay for video equipment.*

2. Teachers will use a school – wide, commonly adopted writing rubric that is aligned with CCGPS to set clear expectations and goals for performance.

*Implementation Goal – Year 1; Striving Reader funds will pay for a writing consultant to assist with creating a writing rubric.*

3. Print, non – print, online, blogs, wikis, and social media will be infused into all content areas throughout the day.

*Implementation Goal – Year 2; Striving Reader Funds will pay consultant fees for teacher training. The consultant's goal will be to ensure that teachers are proficient at infusing technology in all content areas throughout the day.*

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**C. Collaborate with supporting out-of school agencies and organizations within the community.** (The How p. 32)

### **What do we have in place?**

Washington County High School collaborates with Family Connections to provide tutoring services for students. Washington County High School also has a Facebook page which helps to keep stakeholders engaged.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Various models of coordinating “wrap – around” services will be studied. Both virtual and face-to-face models are active with key personnel in out-of-school organizations and governmental agencies that support students and families.

*Implementation Goal – Year 3*

2. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders will be put into place.

*Implementation Goal – Year 3*

3. Blogs, Twitter, and electronic newsletters will be utilized to more creatively and effectively support stakeholder engagement

*Implementation Goal – Year 3; Striving Reader Funds will be used to pay consultant fees*

## **BUILDING BLOCK 3: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENTS**

(The How p. 34)

**A. Establish an infrastructure for ongoing formative and summative assessments to determine the need for the intensity of interventions and to evaluate the effectiveness of instruction.** (The How p. 34)

### **What do we have in place?**

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Teachers have created common assessments in all classes. Teachers give common benchmarks each nine weeks. Teachers plan and carry out student interventions. Individual teachers keep up interventions for their class but a school wide plan for tracking and monitoring interventions is not in place. All faculty and staff members have participated in professional learning sessions led by RESA that focus on creating assessment items.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Effective screening, progress monitoring, and diagnostic tools will be selected to identify achievement levels of all students, advanced as well as struggling.

*Implementation Goal – Year 1; Striving Reader Funds will pay for universal screener, progress monitoring, and diagnostic tools.*

2. Common mid-course assessments will be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay).

*Implementation Goal – Year 2;*

3. Assessment and intervention materials aligned to the needs of students will be used and personnel will be trained in the use of the assessment and intervention materials.

*Implementation Goal – Year 2; Striving Reader Funds will pay for assessment and intervention materials and training in the proper use of the assessment and materials.*

4. Data collection plans for storing, analyzing, and disseminating assessment results will be created and in place.

*Implementation Goal – Year 2; Striving Reader Funds will pay for the data collection tool.*

5. A calendar for formative assessments based on local, state, and program guidelines, including a specific timeline for administration and persons responsible will be developed.

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### *Implementation Goal – Year 2*

**B. Use universal screening and progress monitoring for formative assessments.** (The How p. 36)

#### **What do we have in place?**

Washington County High School currently uses the STAR program as a universal screener. Students who score in the “red zone” are identified as in urgent need of intervention. Additional instruction and assistance is then provided to these learners in their ELA classes. However, the funds from the grant will be used to purchase the SRI (Scholastic Readers Inventory) program. Formative instructional strategies are a major focus of WCHS. Previously, teachers gave formative assessments but the data was not formally tracked and monitored. The leadership team saw this deficit as a major issue and during the summer leadership conference a tracking system was developed. Teachers are now required to give three to five formative assessments prior to administering a summative assessment. A formative assessment form is used to track student progress. These forms identify each student, the learning targets, and strategies used to assist learners who did not meet their objectives. Our goal includes to eventually store all formative and summative in one school wide location.

#### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. The instructional levels of all students will be screened and progress monitored with the universal screener.

*Implementation Goal – Year 2; Striving Reader Funds will purchase SRI. The funds will also pay for progress monitoring tools such as Aims Web. Funds will be used to pay for teacher training in universal screeners and progress monitoring tools.*

2. Commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, essay), will be used across classrooms to identify classrooms needing support.

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### *Implementation Goal – Year 2*

3. Universal screening, progress monitoring, and curriculum-based assessments will be used to determine instructional decisions regarding flexible 4 – tier service options for Response to Intervention (RTI).

*Implementation Goal – Year 2; Striving Readers Funds will pay for universal screening tool and progress monitoring tool.*

4. Technology infrastructure will be adequate enough to support administration and storage of instructional programs and universals screeners as well as the dissemination of results. Teachers will be trained on effective use of the technology.

*Implementation Goal – Year 2; Striving Readers Funds will be used to purchase handheld devices for teachers.*

5. Intervention materials will be used and aligned with students' needs. The staff will be trained to use the intervention materials.

*Implementation Goal – Year 2; Striving Reader Funds to purchase intervention materials such Read 180. Funds will also pay for the staff to receive training in using the intervention material.*

6. A formative assessment calendar based on local and state guidelines including times for administration and the persons responsible for the administration will be created.

### *Implementation Goal – Year 2*

7. Assessment measures will be regularly used to identify high achieving / advanced learners who would benefit from enrichment or advanced course work. The assessments will also be used as another way to identify struggling students that may have been missed.

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### *Implementation Goal – Year 2*

**C. Use diagnostic assessment to analyze problems found in literacy screening.** (The How p. 37)

#### **What do we have in place?**

WCCHS currently uses the Renaissance Star program as our universal screener.

#### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. A protocol will be in place to ensure that students identified by screenings routinely receive diagnostic assessments.

*Implementation Goal – Year 2; Striving Reader Funds will pay for screener and diagnostic assessments.*

2. Diagnostic assessments will be used to isolate the component skills needed for mastery of literacy standards.

*Implementation Goal – Year 2; Striving Reader Funds will pay for diagnostic assessments and handheld devices to administer the diagnostic assessments.*

3. Interventions include diagnostic assessments and a multiple-entry point to avoid a one size fits all approach.

*Implementation Goal – Year 2; Striving Reader Funds will be used to purchase interventions that can be used after a diagnostic assessment.*

**D. Use summative data to make programming decisions as well as to monitor individual student progress.** (The How p. 37)

#### **What do we have in place?**

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As soon as test scores are received, teachers participate in data analysis. Teachers examine the data to determine areas of strength and areas for improvement. Teachers participate in data review sessions for the EOCT and GHSWT. After reviewing the data, each department creates a Specific, Measurable, Attainable, Realistic and Time-sensitive (SMART) goal that becomes part of the School Improvement Plan.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.

*Implementation Goal – Year 2; Striving Reader Funds will pay travel, substitute, and registration costs associated with faculty and staff members participating in Data Team training sponsored by The Leadership and Learning Center.*

2. During teacher team meetings, plans will be made to improve the instructional program for all students.

*Implementation Goal – Year 2; Striving Reader Funds will pay travel, substitute, and registration costs associated with faculty and staff members participating in Data Team training sponsored by The Leadership and Learning Center.*

3. Data will be disaggregated and used to ensure the progress of subgroups. The progress of subgroups will be monitored to ensure that progress is being made.

*Implementation Goal – Year 2; Striving Reader Funds will pay travel, substitute, and registration costs associated with faculty and staff members participating in Data Team training sponsored by The Leadership and Learning Center.*

### **E. Develop a clearly articulated strategy for using data to improve teaching and learning.**

(The How p. 38)

### **What do we have in place?**

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Teachers examine student work during professional learning sessions. Protocols for these team meetings, such as those found on [www.lasw.org](http://www.lasw.org) are regularly followed. Teachers are required to view FIP videos, implement learning targets, and engage in ongoing discussions during PLCs on how to improve formative assessments. Teachers are also required to submit evidence of formative assessments in lesson plans, formative assessment forms, and data notebooks.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. A protocol will be developed and followed to help make decisions to identify the instructional needs of students.

*Implementation Goal – Year 2*

2. All faculty and staff members will be trained in a data storage and retrieval system will be created and understood by all staff members. *Implementation Goal – Year 2; Striving Reader Funds will be used to purchase a data storage and retrieval system. Striving Reader Funds will also be used for staff training in the use of the data storage and retrieval system.*

3. Procedures and expectations of staff to review, analyze, and disseminate assessment results will be implemented.

*Implementation Goal – Year 2*

**BUILDING BLOCK 4: BEST PRACTICES IN LITERACY INSTRUCTION** (The How p. 40)

**A. Provide direct, explicit literacy instruction for all students. (The How p. 40)**

### **What do we have in place?**

Teachers are currently using the Common Core Standards and Common Core Literacy Standards as a means for teaching literacy to students. In 2013 all teachers were required to develop lessons

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that specifically targeted literacy standards. Student products were brought to PLCs and examined for evidence of rigor and depth of knowledge.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. A supplemental program will be adopted and used that is rich in literary and informational texts. *Implementation Goal – Year 3; Striving Reader Funds will be used to purchase the core program and teacher training that will help lead to a full implementation of the core program.*

2. Student data will be examined regularly to identify areas with greatest needs of instruction.

*Implementation Goal – Year 2*

3. The administration will conduct classroom observations using the DOE’s Literacy Walk Through document, to gauge current practice in literacy instruction.

*Implementation Goal – Year 2*

**B. Teachers work to develop and maintain interest and engagement as students progress through school. (The How p. 41)**

### **What do we have in place?**

All students currently receive at least one hour of literacy instruction across language arts and in content area classes. Additionally, there are two reading support classes that address students in 9th and 10th grade who need additional support.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Students will receive two hours of literacy instruction across language arts and in content area classes.

*Implementation Goal – Year 1*

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2. Instructional time for literacy will be leveraged by instruction in disciplinary literacy in all content areas.

*Implementation Goal –Year 1*

**C. Ensure that students receive effective writing instruction across the curriculum** (The How p. 42)

### **What do we have in place?**

A plan for instruction in writing is consistent with CCGPS and is articulated vertically and horizontally. Faculty members have participated in statewide webinars on the importance of writing in common core. All teachers are asked to plan a least one writing activity for their classes per week. Teachers have also been asked to include at least three questions requiring writing on all assessments.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. A plan for instruction in writing will be implemented that is consistent with CCGPS and is articulated vertically and horizontally

*Implementation Goal – Year 2; Striving Reader Funds will pay for a writing program and the funds associated with teacher training in implementing the program.*

2. A coordinated plan will be developed for writing instruction across all subject areas that includes: explicit instruction, guided practice, and independent practice.

*Implementation Goal - Year 2; Striving Reader Funds will pay for a writing program and associated training.*

3. All subject area teachers will participate in professional learning on best practices in writing instruction in all content areas.

*Implementation Goal – Year 2; Striving Reader Funds will pay consultant fees.*

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4. In every class at least one day a week, teachers provide instruction in and opportunities for one of the following: - developing argument citing relevant and reliable textual evidence – writing coherent informational or explanatory texts

*Implementation Goal – Year 2; Striving Reader funds will pay for a supplemental writing software program*

### **BUILDING BLOCK 5: SYSTEM OF TIERED INTERVENTION (RTI) FOR ALL STUDENTS (The How p. 43)**

#### **A. Use information developed from the school-based data teams to inform RTI process (The How p. 43)**

##### **What do we have in place?**

The current process for RTI begins with a teacher recommendation. The teacher compiles a list of concerns and submits it to the RTI facilitator. After reviewing the information, the facilitator contacts other teachers to find out if the learner is having similar difficulties in other subjects. If other teachers convey similar concerns, the facilitator contacts parents and schedules the first meeting. Teachers and parents work together to create a plan with strategies that will assist the learner.

##### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. The percentage of students currently served by grade levels 9-12 in each tier is reviewed once per nine weeks to determine efficacy of instruction in each tier.

*Implementation Goal – Year 3; Striving Reader Funds will pay substitutes, travel, and registration fees associated with faculty and staff members attending RTI and intervention training.*

2. Protocols for identifying students and matching them to the appropriate intervention will be put into place.

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*Implementation Goal – Year 3; Striving Reader Funds will pay substitutes, travel, and registration fees associated with faculty and staff members attending RTI and intervention training.*

3. Interventions will be monitored once per nine weeks to ensure that they occur regularly and with fidelity.

*Implementation Goal – Year 3; Striving Reader Funds will be used to provide handheld devices for tracking and monitoring student intervention data.*

4. The results of formative assessments are analyzed once per nine weeks to ensure students are progressing or teachers are adjusting instruction to match their needs.

*Implementation Goal – Year 3; Striving Reader Funds will be used to provide tools for tracking and monitoring formative assessment data.*

**B. Provide Tier 1 instruction based upon the CCGPS in all grades to all students in all classrooms.** (The How p. 43)

### **What do we have in place?**

Teachers have participated in co teaching training and inclusion of students with disabilities in the general education setting. Teachers plan strategies to assist learners who are encountering difficulties. This is usually done during data analysis once per nine weeks within departments

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. If fewer than 80% of students are successful in any area: Student data is examined to determine instructional area of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).

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*Implementation Goal – Year 3; Striving Reader Funds will be used to provide tools for tracking and monitoring student data and the greatest areas of need.*

2. Current practice in literacy instruction in each subject area will be assessed using Georgia’s Literacy Instruction Checklist and teachers’ lesson plans will be reviewed.

*Implementation Goal – Year 3*

3. Teachers will participate in ongoing professional learning on the following: Direct, explicit instructional strategies that guide students’ word identification, fluency, vocabulary, comprehension, and writing skills.

*Implementation Goal - Year 3*

4. Team teaching and inclusion of students with special learning needs – EL, SWD, and Gifted in the general education setting.

*Implementation Goal – Year 3; Striving Reader Funds will pay fees associated with faculty and staff members participating in training in teaching EL, SWD, and Gifted students in the general education setting.*

5. A school-wide understanding of assessment data that anticipates levels of student mastery during the school year will be created.

*Implementation Goal – Year 3*

### **C. Implement Tier 2 needs – based interventions for targeted students. (The How p. 45)**

#### **What do we have in place?**

For Tier 2 students, teachers meet once per nine weeks to discuss strategies and interventions that will be implemented to assist learners. Teachers may also discuss how previous interventions worked or need to be revisited.

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### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Interventionist will participate in professional learning on the following: using appropriate supplemental and intervention materials, diagnosing reading difficulties, using direct, explicit instructional strategies to address instructional needs, charting data, graphing progress, differentiating instruction.

*Implementation Goal – Year 3; Striving Reader Funds will be used to pay fees associated with professional learning.*

2. Specific times for collaborative discussion and planning between content area teachers and interventionists will be built into the school calendar.

*Implementation Goal – Year 3*

3. Teachers will participate in professional learning to ensure school – wide understanding of assessment data and anticipated levels of student mastery during the school year.

*Implementation Goal – Year 1; Striving Reader Funds will pay fees associated with training.*

4. Effectiveness of interventions will be ensured by the following: providing sufficient blocks of time in the daily schedule for intervention; providing adequate space in places conducive to learning; providing competent, well-trained teachers and interventionists.

*Implementation Goal – Year 3; Striving Readers Funds will pay fees associated with training.*

**D. In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly.** (The How p. 46)

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### **What do we have in place?**

The RTI facilitator meets once per nine weeks with the teachers to discuss progress and create additional interventions if necessary.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Data teams will be expanded to include school psych., ESL teacher, SLP etc.

*Implementation Goal – Year 4*

2. Discussions will be held on students in Tier 1 and 2 who fail to respond to interventions.

*Implementation Goal – Year 3*

3. Faculty and staff members will receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.

*Implementation Goal – Year 3; Striving Reader Funds will be used to pay fees associated with professional learning.*

4. Proven interventions will be verified to ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.

*Implementation Goal – Year 3*

5. Tier 3 SST / data teams will meet at least once a month to discuss data and student progress based on daily interventions that include a minimum of four data points.

*Implementation Goal – Year 3*

6. Interventions will be delivered (1:1 – 1:3) daily by a trained interventionist.

*Implementation Goal – Year 3; Striving Readers Funds will pay for training.*

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7. SST / data teams will follow the established protocol to determine the specific reason when an EL fails to make progress.

*Implementation Goal – Year 3; Striving Reader Funds will pay for EL training.*

**E. Implement Tier 4 specially – designed learning through specialized program, methodologies or instruction based upon students’ inability to access the CCGPS any other way (The How p. 47)**

### **What do we have in place?**

School schedules have been developed to ensure least restrictive environment for students with disabilities. Building and system administrators are familiar with funding formulas that affect students in special programs.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. The most highly qualified and experienced teachers support the instruction of students with the most significant needs.

*Implementation Goal – Year 2*

## **BUILDING BLOCK 6: IMPROVED INSTRUCTION THROUGH PROFESSIONAL LEARNING**

**A. Ensure that pre-service education prepares new teachers for all the challenges of the classroom. (The How p. 48)**

### **What do we have in place?**

WCHS has always been a school where pre service educators are welcomed. Throughout the school year pre service teachers complete field experiences in all content areas.

**B. Provide professional learning for in-service personnel (The How p. 48)**

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### **What do we have in place?**

The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practices.

Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations. Teachers attend conferences to further their professional growth.

### **How will Striving Reader Funds help us to expand or sustain our current work?**

1. Teachers will participate in ongoing professional learning on the use of the core literacy program.

*Implementation Goal – Year 2: Striving Reader Funds will pay substitute costs, travel, and registration fees associated with professional learning.*

2. Teachers' instruction will be monitored through classroom observations or walk-throughs using the DOE's Literacy Walk Through Document.

*Implementation Goal – Year 1*

3. The instructional coach will provide site-based support for administrators, faculty and staff, where possible.

*Implementation Goal – Year 2*

4. Intervention providers will receive program – specific training before the beginning of the year to prepare teachers and staff for implementations.

*Implementation Goal – Year 2; Striving Reader funds will be used to pay substitute costs, travel, and registration fees associated with training.*

5. Administrators, faculty, and staff will receive training in administering, analyzing and interpreting results of literacy assessments.

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*Implementation Goal – Year 3; Striving Reader Funds will be used to pay substitute costs, travel, and registration fees associated with training.*

6. Professional learning sessions will include: paraprofessionals, support staff, interventionists, substitute teachers, pre-service teachers working at the school, administrators, and all faculty members.

*Implementation Goal – Year 3; Striving Reader Funds will be used to pay fees associated with training.*

“The Why” document states that, “readers are presented with complex text in both higher education and the workplace, yet millions of middle and high school students lack the reading and writing skills they need to succeed in college and compete in the work force.”(p.46, 2010)  
By implementing this literacy plan, the students of Washington County High School will graduate with stronger literacy skills which will make them College and Career Ready.

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## Analysis and Identification of Student and Teacher Data

### **EOCT STUDENT DATA**

#### **9TH GRADE LIT. EOCT - OVERALL PASSING**

	Did Not Meet	Meets	Exceeds	Total Passing
Spring 2012	21.01%	55.46%	23.53%	78.99%
Spring 2013	21%	50%	29%	79%
Spring 2014	18%	49%	33%	82%

#### **9th GRADE LIT. EOCT GENDER**

	Female				Male			
	Did Not Meet	Meets	Exceeds	Total Passing	Did Not Meet	Meets	Exceeds	Total Passing
Spring 2012	17.5%	54.16%	28.33%	82.49%	24.57%	56.78%	18.64%	75.42%
Spring 2013	16%	50%	34%	84%	27%	50%	23%	73%
Spring 2014	14%	53%	33%	86%	24%	43%	33%	76%

#### **9TH GRADE LIT. EOCT - ETHNICITY**

	Black				White			
	Did Not Meet	Meets	Exceeds	Total Passing	Did Not Meet	Meets	Exceeds	Total Passing
Spring 2012	25%	60.65%	14.84%	75.49%	10.96%	45.21%	43.84%	89.05%
Spring 2013	28%	53%	19%	72%	8%	42%	50%	92%
Spring 2014	24%	54%	22%	76%	3.3%	33%	63%	96%

#### **AMERICAN LIT. EOCT - OVERALL PASSING**

	Did Not Meet	Meets	Exceeds	Total Passing
Spring 2012	22%	58.5%	19.5%	78%
Spring 2013	15%	66%	19%	85%
Spring 2014	12%	69%	19%	88%

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### AMERICAN LIT - GENDER

	Female				Male			
	Did Not Meet	Meets	Exceeds	Total Passing	Did Not Meet	Meets	Exceeds	Total Passing
Spring 2012	16.83%	61.39%	21.78%	83.17%	27.27%	55.56%	17.17%	72.73%
Spring 2013	8%	71%	20%	92%	21%	60%	18%	79%
Spring 2014	7.9%	69%	23%	92%	17%	70%	14%	84%

### AMERICAN LIT. - ETHNICITY

	Black				White			
	Did Not Meet	Meets	Exceeds	Total Passing	Did Not Meet	Meets	Exceeds	Total Passing
Spring 2012	11.59%	58.7%	29.71%	88.41%	3.45%	58.62%	37.93%	96.55%
Spring 2013	11.59%	58.7%	29.71%	88.41%	3.45%	58.62%	37.93%	96.55%
Spring 2014	14.7%	70%	15%	85%	2.0%	66%	32%	98%

Although the EOCT scores are increasing, there is room for improvement. The Spring 2014 EOCT results reveal that 18% of students did not meet the expected level of performance in 9th Grade Lit. EOCT and 12% of students did not meet the expected level of performance in American Lit. 9th Grade Literature data reviews also reveal that we have a significant gap in the percentage passing of our black students (76%) and our white students (96%). American Literature data shows that 85% of our black students are meeting standards while 98% of our white students meet standards.

Faculty members examined domain data for the Language Arts EOCTS. The chart indicates the number of students and the percent correct they scored.

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### 9TH GRADE LIT - PERCENT CORRECT

	0 - 25% Correct	26 - 50% Correct	51 - 75% Correct	76 - 100% Correct
Language	12	66	74	63
Speaking and Listening	2	19	53	140
Reading	3	36	84	91
Writing	11	44	95	65

### AMERICAN LIT - PERCENT CORRECT

	0 - 25%	26 - 50%	51 - 75%	76 - 100%
Language	3	26	56	126
Speaking and Listening	9	63	89	50
Reading	2	43	99	67
Writing	5	57	87	62

When examining domain scores for the other EOCT content areas, the results are similar. Further discussions reveal that teachers feel there are strong correlations to reading performance and the passage rate of other EOCTs. Additional passage rates are listed below and the data identifies significant gaps in performance levels of the subgroups.

Content Area	Percentage Passing
Biology	65%
Physical Science	71%
Coordinate Algebra	21.7%
Analytic Geometry	23%
US History	54%
Economics	60%

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### **GEORGIA WRITING ASSESSMENT DATA - 1ST TIME TEST TAKERS**

	Black	White	Male	Female	SWD
Fall 2012	82%	97%	75%	87%	40%
Fal 2013	82%	98%	79%	92%	21%
Fall 2014	82%	98%	77%	96%	22%

The results of the GHSWT indicate that females and students with disabilities have shown improvement. However male students declined and black students remained the same.

### **HIGH SCHOOL GRADUATION DATA**

The graduation rate has increased from 70.2% in 2007 to 81.9% in 2014.

### **CTAE DATA**

WCHS students have taken the CTAE Completer Skills Assessment at the end of the 2014 school year. Our percentage passing rate was 55%. While this may seem low in previous school years we have only had 1 student to pass.

### **SPECIAL EDUCATION DATA**

	9th Grade Literature			American Literature		
	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
Spring 2014	69%	31%	0%	78%	22%	0%

### **MEDIA CENTER DATAMEDIA CENTER DATA**

The average age of the collection is 28 years. The number of circulated books from 2012-2013 was 2,129. Since 2009, there has been no media center budget to purchase new books. This year however, the media specialist budget is \$3,000. When looking at the number of copies in each area, WCHS has 8,164 non - fiction books, 950 biographies, 3,266 fiction, 1,540 reference books, and 197 story collections.

### **FORMATIVE AND SUMMATIVE ASSESSMENTS**

Washington County High School teachers administer formative and summative assessments. The data from the formative and summative assessments are monitored and tracked with the use of our data notebooks and data forms.

## Washington County High School Striving Readers Literacy Grant

### **UNIVERSAL SCREENERS**

The faculty and staff members understand the importance of having a universal screener in place. However at this point we only have one universal screener – STAR. Striving Readers Funds will help to purchase and implement Scholastic Reading Inventory (SRI).

### **BENCHMARK DATA**

Benchmarks are administered to students once per nine weeks. Teachers administer their benchmarks through a program titled Online Assessment System (OAS).

### **DIAGNOSTIC LITERACY ASSESSMENTS**

Students take a quarterly Star Reading benchmark to test them on their reading abilities and inform teachers of what level they are on so they can target students who need urgent interventions.

### **TEACHER RETENTION DATA**

The retention rate of WCHS is for the 2012-2013 school term was 81% with only two new classrooms instructors hired for the 2012-2013 school term. Of the 62 classroom instructors, 59 are highly qualified. The faculty and staff hold the following degrees: Bachelors (22.4%), Masters (44.9%), Specialist (30.6%), and Doctorate (2%). Approximately 65.4% of faculty members have at least 10 years of classroom experience and approximately 39% of teachers intend to remain in the classroom for fewer than six years with nearly 15% entering into retirement.

### **PLCs or On Going PL**

Departments at Washington County High School have common planning. Each Tuesday during their planning, departments meet in PLCs to discuss student achievement and to analyze student work, create engaging lessons, and develop common assessments. PLCs are also used for ongoing professional development in areas such as technology, common core standards, and the development of common assessments. Departments use common planning to plan, analyze student data and plan re-teaching activities to increase student performance. Teachers are provided with Formative Instructional Practices (FIP) training and educated on how to incorporate learning targets effectively and help in collecting data and using assessments effectively. Teachers also have data forms they fill out in order to aid in their processing of data.

# Washington County High School Striving Readers Literacy Grant

## Project Plan Procedures, Goals, Objectives and Support

### A. Project goals directly related to the identified needs.

Goal 1: Students lack direct, explicit instruction in reading

Goal 2: To implement ongoing formative and summative assessments so literacy skills are monitored for all students.

Goal 3: To establish a school wide RTI process that is able to monitor, track and plan appropriate student interventions for all students.

### B. Project objectives relate to implementing the goals identified.

### C. Goals and objectives are measurable either formatively or summatively

**Goal 1:** Provide all 9 – 12 students with direct, explicit instruction in reading.

**What is already in place?** This year all 9 – 12 students were given the STAR test to determine their reading level.

**How to measure** - Lesson plans and classroom observations

**Funding:** Local funds coordinated with SRCL funds

**Objective 1:** All teachers will receive professional development to learn instructional strategies for the direct, explicit teaching of reading.

**How to measure** – Sign in sheets, minutes and agendas

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**Objective 2:** As referenced in the “What” document, all students will receive instruction in reading, reading comprehension, vocabulary attainment, and writing on a daily basis. The instruction will be differentiated in order to meet the individual needs of the students. Scores will be used to address student weaknesses during RTI meetings and interventions that specifically target literacy will be implemented. Washington County High School will use these strategies to target the needs of all learners including its EL learners. As outlined in the “Why” document, the school will use the WIDA standards to ensure that EL students receive adequate instructional strategies.

**How to measure** – Standardized test scores

**Goal 2:** To implement ongoing formative and summative assessments so literacy skills are monitored for all students.

**What is already in place?** – Teachers maintain data notebooks for all students that include formative and summative data.

**How to measure** – Minutes, sign in sheets, copies of assessments and results

**Funding** – Local Funds coordinated with SRCL funds.

**Objective 1** An infrastructure for ongoing assessments will be put in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. The Principal will oversee the creation of a school data team. As explained in the “Why” document, this team will be comprised of content representatives, administrators, and counselors who will analyze formative and summative data and make recommendations for instructional improvements.

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**How to measure:** Minutes, sign in sheets, copies of the data review sheets and a summary of the infrastructure that was put into place

**Objective 2** A system of ongoing formative and summative assessments will be used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. Teachers will receive professional development on the use of data both formative and summative to determine if additional instruction is needed as indicated in the “Why” document.

**How to measure:** Minutes, sign in sheets, copies of formative and summative assessments

**Objective 3** Problems found in screenings will be analyzed with diagnostic assessments. This screening process will help identify students at risk or not at risk for reading failure as indicated in the “Why” document.

**How to measure:** Results of the screenings and diagnostic assessments, list of at risk students

**Objective 4** As stated in the “What” document, the school data team will analyze results from summative assessments and make programming decisions as well as monitor individual student progress as indicated in the best practices outlined in “Why” document

**How to measure:** Minutes and sign in sheets from the data team meetings, copies of the summative assessments and the results

**Goal 3:** To establish a school wide RTI process that is able to monitor, track and plan appropriate student interventions for all students.

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**What is already in place:** Teachers meet once per nine weeks to discuss students in the RTI process.

**How to measure:** Minutes of the RTI meetings, Records of how students are monitored and tracked, copies of intervention plans.

**Funding:** Local funding coordinated with SRCL funds

**Objective 1** Develop and implement a team of staff members to be the RTI team that will collaborate in making decisions about which instruction a student will receive, whether it's working, and what else to try if the student's rate of progress is insufficient.

**How to measure:** Minutes and sign in sheets from RTI meetings

**Objective 2** Complete and analyze a self-assessment focused on the achievement scores of the students served by WCHS and on how to articulate a motivation for RTI implementation. At this point, an 'inventory' of what is already in place and what will be needed for implementation will be necessary.

**How to measure:** Summary of the self-assessment and inventory of what is already in place.

**D and I. High school students will receive 2-4 hours of tiered instruction through the content areas and Details a sample schedule by grade level indicating a tiered instructional schedule with appropriate interventions.**

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<b>Bell Schedule for Monday, Tuesday, Thursday, and Friday Wednesday's Bell Schedule Has A Built In 50 Minute Extended Learning Time</b>	
7:45 - 8:15	Planning / Remedial / Data Notebook Development and Portfolio Development
8:15	Move to 1st Period / Morning Announcements
8:35 - 9:25	1st Period
9:30 - 10:20	2nd Peirod
10:25 - 11:15	3rd Period
11:20 - 12:10	4th Period
12:15 - 1:40	5th Period
12:15 - 12:45	Lunch A
1:05 - 1:35	Lunch B
1:45 - 2: 35	6th Period
2:40 - 3:30	7th Period

All students in grades 9 – 12 are required to take 4 years of English, math, science, and social studies. All classes have a minimum of 50 minutes for instruction. As a result, across the curriculum all students will receive at least 2 hours of literacy instruction per day.

### **E. The application provides an RTI model**

WCHS utilizes the RTI model in place by the school district. The current process for RTI begins with a teacher recommendation. The teacher provides a list of concerns to the RTI facilitator. After reviewing the information, the facilitator contacts other teachers to find out if the learner is having similar difficulties in other subjects. If other teachers convey similar concerns, the facilitator contacts parents and schedule the first meeting. Teachers and parents work together to create a plan with various strategies to assist the learner. Our goal is to implement the following RTI model:

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### **Tier 1 – Standards-Based Classroom Learning:**

All students participate in general education learning that includes:

- Universal screening to target groups in need of specific instructional and/or behavioral support.
- Implementation of the Common Core Georgia Performance Standards through a standards-based classroom structure.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning.
- Progress monitoring of learning through multiple formative assessments.

### **Tier 2 – Needs-Based Learning:**

In addition to Tier 1, targeted students participate in learning that is different by including:

- Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
- On-going progress monitoring to measure student response to intervention and guide decision-making.

### **Tier 3 – SST-Driven Learning:**

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:

- Intensive, formalized problem solving to identify individual student needs.
- Targeted research based intervention tailored to individual needs.
- Frequent progress monitoring and analysis of student response to intervention(s).

### **Tier 4 – Specially- Designed Learning:**

In addition to Tiers 1 through 3, targeted students will participate in specialized programs

**F. All teachers and students in the school are included**

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The schedule reflects the schedule that all teachers and students at Washington County High School follow.

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### Assessment / Data Analysis Plan

#### A. A detailed listing of the school's current assessment protocol.

Current Assessments	Who Takes The Assessment?	Who Administers The Assessment?	When Is The Assessment Given?	What Is The Purpose Of The Assessment?
Unit Pre Assessments	All Students	All Teachers	August	To determine the skills and concepts in which students are already proficient.
Student Learning Objective Pre Tests	Students enrolled in classes with a SLO.	All Teachers	September	To determine student growth.
Mid Nine Weeks Benchmark	All Students	All teachers who teach an EOCT course	Mid Point of the Nine Week Grading Period	To determine if students are mastering important skills and concepts.
Mock Writing Test	All Juniors and Seniors who have not been successful on the GHSWT	Not a specific person. All certified educators may give the test	September	To determine if students are writing proficiently
Georgia High School Writing Test	All Juniors	Not a specific person. All certified educators may give the test	October	To meet graduation requirements
Formative Assessments	All Students	All Teachers	At least 3 formative assessments per nine weeks	Formatives are used to drive instruction.
Summative Assessments	All Students	All Teachers	At least 3 summative assessments per nine weeks.	Assessment of learning. Should be given after students have mastered concepts from related formative assessments

#### B. Comparison of the current assessment protocol with the SRCL assessment plan -

Both SRI and EOCTs are used in our plans; however, we will include SRI testing in the

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beginning, middle, and end of the ninth – twelfth grade. All teachers will be provided with professional learning on how to use the Lexile ranges to assist in selecting varied texts. Care should be taken to ensure that these varied texts, novels, and tablets are aligned with curriculum standards. Aims Web will be used to monitor some special program students.

**C. A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule** – The assessment calendar for WCHS will remain the same. We will insert the SRI assessment at the beginning, middle and end of the school year (September, January and April)

**D. A narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL** - The current assessments will not be discontinued (with the exception of the GHSGT) but they will need to be revised to meet the best practices outlined in “The Why” document.

**E. A listing of professional learning needs that teachers will need to implement any new assessments** – Teachers will need professional learning on how to administer the Scholastic Reading Inventory. Even though we are currently administering benchmark exams, teachers will need professional development on tracking and planning for individual student interventions. Teachers may also need professional development on better ways to differentiate.

**F. A brief narrative on how data is presented to parents and stakeholders.** – Data is presented to parents and other stakeholders through progress reports at the midpoint of each nine weeks. During quarterly “Parents’ Night” meetings, parents are updated concerning upcoming tests and are informed how the school is performing overall. Teachers from various academic areas address the parents regarding assessments, data and upcoming events. Parents are also afforded access to Infinite Campus which allows parents to track their students’ assessment records. A group of teachers, parents, and stakeholders meet each nine weeks to discuss the data during school council meetings. Articles are written for the local and school newspaper (The Hawk Herald) discussing some data and congratulating students on their accomplishments.

**G. A description of how the data will be used to develop instructional strategies as well as determine materials and need.** The instructional levels of all students are screened and progress monitored with evidence-based tools. The results of the screeners and progress monitoring tools will be used to provide interventions for students. Some type of formative assessment is given for each element of a standard. Data from these formative assessments are used to drive further instruction in

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the classroom as the teacher adapts and differentiates the instruction based on individual student needs. Students are not given a summative assessment until after formative assessments have been scored, analyzed and used to differentiate further. For SRI assessments, the data will be collected initially in September, again in January and lastly in April. The SRI data will be analyzed and used to continuously inform and help teachers develop instructional strategies. After collecting the initial SRI data in September, teachers will use the data to differentiate and drive their instruction by using flexible grouping in the regular classroom, their hawk time class and by utilizing partner teachers. Teachers will incorporate texts; novels and tablets that will assist the individual student based on their needs and help scaffold their learning. SRI data on subsequent assessments will be compared to the initial scores to chart progress continually. Teachers keep track of data from formative and summative assessments in a Data Notebook that includes scores from these assessments as well as copies and samples of students' work.

**H. A plan detailing who will perform the assessments and how it will be accomplished.** Teachers will perform the assessments at three different times throughout the school year. The first test will be administered in September, the second in January, the third in April. Teachers and students will be given handheld devices to complete the assessments and chart progress. These handheld devices will probably be in the form of an E Reader

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

### **A. List of resources needed to implement the literacy plan including student engagement.**

**a. Existing:** Currently the school has a one-to-one technology ratio due to the netbooks that were purchased with funds from a previous grant.

**b. Proposed:** The following items are needed to assist teachers with provided 21st century instructional techniques that will meet the needs of learners:

- Consultants for teacher training
- Tablets
- E Readers
- Literary Texts
- Informational Texts
- Writing Instruction Program
- Writing Instruction Software
- Universal Screeners
- Literacy Intervention Materials
- Data Collection Tools
- Progress Monitoring Tools
- Literacy Diagnostic Assessments
- Core Literacy Program
- Vocabulary Instruction Program

### **B. List of activities that support literacy intervention programs**

**a. Existing:** The school currently has two reading support classes for students who are struggling with reading.

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### **b. Proposed:**

- Protocols for identifying students and matching them to the appropriate intervention
- Interventions are monitored frequently to ensure that they occur regularly and with fidelity
- The results of formative assessment are analyzed frequently to ensure students are progressing or adjust instruction to match their need current practice in literacy instruction has been assessed
- Teachers participate in ongoing professional learning
- Team teaching and inclusion of students with special learning needs in the general education setting
- School-wide understanding of assessment data and anticipated levels of student mastery
- Interventionists participate in professional learning
- Specific times for collaborative discussion and planning has been built into the school calendar

### **C. List of shared resources available at each building**

a. **Existing:** Common courses share class novel sets. All resources (books and video tapes) in the media center are shared resources.

b. **Proposed:** Teachers will create “flipped” lesson videos that will be used throughout departments.

### **D. General list of library resources or a description of the library as equipped**

a. **Existing:** The average age of the collection is 28 years. The number of circulated books from 2010-2011 was 2, 129. The number of circulated books from this year so far is 942. For the last 3 school years there has been no media center budget to purchase new books. This year however, the media specialist was given \$3, 000. When looking at the

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number of copies in each area, WCHS has 8, 164 non-fiction books, 950 biographies, 3, 266 fiction 1, 540 reference books, and 197-story collection.

b. **Proposed:** The technology proposed would allow students to have greater access to a wider variety of texts. The technology would also provide a method of updating current texts and we can stay up to date with advances in science, technology, and world events. The devices have dictionaries that allow students to click on a word and immediately read its definition. This is incredibly important for students who struggle with vocabulary acquisition, as it will provide with both the definition and the word used in context.

### **E. List of activities that support classroom practices**

**Existing:** WCHS has an active and engaged leadership dedicated to improving the quality of teaching and learning in the building. The schedule and infrastructure of the school supports active collaborative teams to ensure consistent literacy focus.

**Proposed:** The school is in need of professional development on best practices in literacy instruction. Although 100% of the teaching staff is highly qualified, few teachers understand the intricacies of reading and vocabulary instruction. Additional development on formative and summative assessments would also be beneficial.

**F. A list of additional strategies needed to support student success –** A system of tiered intervention team that analyzes data for the school, a SST to monitor student progress.

a. **Existing:** There is a RTI facilitator, a data team, a literacy team, and the school leadership team.

b. **Proposed:** Funding for all teachers to obtain a reading endorsement, professional development on the effective use of technology to address literacy needs, and a SST that is active and engaged in the RTI process is needed.

### **G. List of current classroom resources for each classroom in the school**

a. **Existing:** Textbooks and accompanying teacher resources are located in each classroom. However, many students are using textbooks that are ten or eleven years

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old and were written prior to the implementation of Common Core. Although content teachers have smart boards, many content teachers have older models that are excessively slow.

b. **Proposed:** Tablets for teacher and student use that would facilitate teacher and student collaboration.

### **H. A clear alignment plan for SRCL and all other funding**

The administration and faculty have worked hard to provide a quality educational program even without Title I resources to implement all the strategies that would benefit our learners. The funding received from the SRCL would be used to supplement programs already in place such as the school's ESOL program for which it receives limited Title III funding (which mainly funds professional development.) ELs would use hand-held devices to obtain materials appropriate for their levels of understanding and ability in English.

### **I. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.**

**RTI** – Devices will ensure that students are formally tracked and monitored. The devices will also allow for teachers to be mobile within the school when checking and documenting students' progress. The devices will provide students with countless online resources that will help increase their literacy skills. These devices will also enable students to view instructional videos. These videos can be used for remediation if necessary.

**Student Engagement** – Handheld devices will help to provide students with an increased number of high interest reading materials. Students generally read more when they are reading material in which they are interested. There are several types of formative assessments that allow students to submit responses and get immediate results and feedback. This would assist learners with self-evaluating and monitoring their progress.

**Instructional Practices** – Technology purchases will allow teachers a means for tracking their student data. This ease of tracking will provide teachers with additional time to plan

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differentiated lessons based on data. Moreover, teachers will have increased access to formative assessment strategies that will assist in providing learners with prompt feedback.

**Writing** – Technology purchase will provide teachers with a supplemental means for teaching writing and providing immediate feedback to students. The use of assistive technology will greatly benefit a variety of learners, including Special Needs Learners and EL students.

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### Professional Learning Strategies Identified on the Basis of Documented Needs

A & B. A table indicating professional learning activities that staff have attended in the past year and the Percent of staff attending professional learning

Professional Learning Activity	% of Staff Attending the Professional Learning
Implementing CCGPS	100%
Integrating Technology in the Classroom	100%
CTERN Workshops	12.9% (Only CTAE Teachers)
English Learners Workshops	4.76% (Only Teachers Who Have EL Endorsement)
Special Education Workshops	11.1% (Only Co-Teachers)
Advanced Placement Training	4.76% (Only AP Teachers)
Formative Instructional Practices	100%
Teacher Keys Effectiveness System	100%

### A. List of Ongoing Professional Learning

- CCGPS and Assessments – RESA staff members have provided sessions that focus on Depth of Knowledge and assessments. The sessions are held once a month
- Integration of Technology – District Level and RESA staff members provide training throughout the year on seamlessly integrating technology
- School Improvement Sessions – Teachers participate in sessions twice a month that focus on monitoring and collecting School Improvement Plan artifacts
- Formative Instructional Practices (FIP) – Teachers participate in sessions using the blended format which focus on effective formative instruction best practices

In order to determine the effectiveness of the training, teachers are asked to complete a survey that focuses on the effectiveness of the session. Teachers are also asked to reflect on how the session will

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lead to increase student achievement and how the session will change their instructional practices. Administrators monitor the effective use of strategies through walk throughs and conferences with teachers.

The professional learning activities for the past year and the ongoing professional learning sessions for this school year indicate a large gap in literacy training at Washington County High School.

**D. Programmatic Professional Learning** - The results of the needs assessment completed by faculty and staff members indicate a need for professional development in the following areas: use of technology in instruction, implementation of CCGPS, differentiated instructional strategies, and teaching reading. When teachers were asked which group of students in your classroom do you feel are not performing, teachers indicated that regular classroom students and special education students were not performing as expected. Test data indicates that our special education and black males are not performing meeting state level expectation levels.

**E. Details of the Process to determine if Professional Development Was Adequate and Effective:** WCHS does not have a formal protocol for determining the effectiveness of Professional Learning. Teachers are asked informally their feedback on sessions and asked to describe how professional learning impacts teaching and learning. Observations and sharing of successful implementation of strategies is also used.

### **F. Professional Learning Plan**

The professional Learning plan is detailed earlier. See Scientific Evidence-Based Literacy Plan above for the professional learning plan.

### **G. Feedback on Training**

Teachers meet weekly in collaborative groups. During this time, there is time for feedback on the effectiveness of the training. In addition, teachers participate in regular online surveys to gain feedback. All training is connected to the goals and objectives.

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### Sustainability Plan

**A. Plan for extending the assessments protocol beyond the grant period** - Because WCHS expects the Striving Readers assessment protocol to result in increased student achievement in the area of literacy due to ongoing, monitored formative and summative assessments. The assessment protocol will be sustained in WCHS. Local funds will be utilized to extend the assessment protocols. As the results are shared with other high schools in our RESA area, additional high schools will want to replicate the assessment protocols.

**B. Plan for developing community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment** – WCHS will educate parents in strategies they can use to support meaningful reading and writing at home. Community leaders, parents, students and teachers can come together in small groups to complete meaningful activities WCHS will also coordinate / communicate with the county library and the local Boys and Girls Club to share common focus for books and literacy materials to support literacy initiatives / goals by sharing activities that are aligned with the curriculum and that encourage and excite students about reading and literacy. Teachers, administrators and other community leaders will lead discussions at the local library and Boys and Girls Club highlighting the importance of literacy.

**C. Plans for expanding lessons learned, extending the assessment protocols, training for new system employees, maintaining technology and on-going professional learning practices** Through ongoing professional learning sessions, teachers will be trained to use screening, diagnostic, and progress monitoring data to meaningfully analyze the data and guide instruction. Content– specific teacher groups should understand and use student-achievement data at the domain level for designing lessons and student tasks. The technology and site licenses funded by a Striving Reader grant will include handheld computing devices for students, their teachers, and the Media Center. After grant funding ends, virtual libraries will continue to be available to students with purchased technology.

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**D. Plan to replace print when necessary** – It is the Literacy Team’s goal to purchase virtual materials whenever virtual materials are an option. However, print materials will be replaced when necessary using local funds.

**E. Plan to ensure new teachers receive relevant professional learning** - A summary of the Striving Readers Implementation Plan will be given to all new teachers. A discussion of the grant will be in depth. Teachers will be given a copy of the grant proposal that lists instructional strategies, materials, and assessments that all teachers are expected to use in their classes. New teachers will be provided a literacy mentor to work closely with them throughout the school year providing assistance as needed.

**F. Details a plan for sustaining technology that was implemented with SRCL funds** –After grant funding ends, virtual libraries will continue to be available to students with purchased technology as well as with student netbooks already in place. After the grant funds, the BOE will replace tools needed for effective instruction.

**G. Details a clear plan for expanding the lessons learned through the SRCL project** - A team from the district will travel to professional associations and share information on the lessons that have been learned through the SRCL project. Such organizations would include GACE, GAEL, and GACIS. Washington County High School expects the Striving Readers project to result in increased student achievement in the area of literacy. As the results are shared with other high schools in our RESA area and across the state, additional high schools will want to replicate the assessment protocols.

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In the first year, we will provide Reading Endorsement training, purchase Scholastic Reading Inventory (SRI), train teachers in Literacy Design Collaborative, and Write to Learn.

**Year 1**

<b>Program</b>	<b>Quantity / Participants</b>	<b>Estimated Cost</b>
Handheld devices, cases and device accessories (for administrators, teachers and students use) – devices will be used to increase the amount on hand of texts with a higher text complexity level, provide teachers with a means of administering inventories and benchmarks to students, will provide administrators a means of conducting walk through, will provide teachers with increased sources in which to differentiate lessons for students	486 handheld devices for administrator, teacher, and student use	\$300,000
1 laptop to manage handheld devices.	1 / Media Specialists	\$1,099
E-book readers – see above for description of why we are purchasing	18/Media Center	\$18,000
Literacy Consultants – to provide training for teachers	All faculty	\$15,000
Writing Consultants – to provide training for teachers	All faculty	\$15,000
Reading Endorsement	All faculty	\$10,000
Education applications for handheld		\$1,000
Charging carts	14	\$ 22,399
Maintenance for handheld devices		\$5,000
Extended warranty for handheld devices		\$5,000
E-book reader covers	Media center	\$500
E-books	Media center	\$500
Initial training and travel for Literacy Team on best practices for reading, writing, and vocabulary instruction	Administrators and faculty	\$5,000

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**Year 2**

<b>Program</b>	<b>Quantity / Participants</b>	<b>Estimated Cost</b>
Universal screening program (SRI)	All faculty	\$25,000
Video equipment to tape lessons	All faculty	\$5,000
Educational applications for handheld devices year 2		\$500
Rewards for student improvement in literacy	Students/TBD	\$5,000
Writing Consultants	All faculty	\$15,000
Summer literacy institute	Targeted Students	\$25,000
Fees associated with teacher supplements to teach summer reading program	Teachers	\$3,600
Repair/replace technology/literacy materials	Targeted Students	\$5,000
E-books	Media center	\$500
Literacy Strategies Training RTI/ team teaching EL/ core program	Administrators and faculty	\$5,000
Data Team Training	Administrators and faculty	\$5,000
Staff training for storage and retrieval of data	Administrators and faculty	\$5,000
Writing Program Training	Administrators and faculty	\$5,000

**Year 3**

<b>Program</b>	<b>Quantity / Participants</b>	<b>Estimated Cost</b>
Educational applications for hand held devices		\$500
Maintenance for hand held devices		\$5,000
Rewards for student improvement in literacy	Students/TBD	\$5,000
Writing Consultants	All faculty	\$15,000
Fees associated with teacher supplements for summer reading program	Teachers	\$3,600
E-books	Media center	\$500
Core Reading program	Administrators and faculty	\$75,000
RTI training	Administrators and faculty	\$5,000
Co-Teaching, EL, and Gifted Training	Administrators and faculty	\$5,000

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Professional Learning on RTI process	Administrators and faculty	\$5,000
Data Tracking Tools	Administrators and faculty	\$5,000

**Year 4**

<b>Program</b>	<b>Quantity / Participants</b>	<b>Estimated Cost</b>
Educational applications for hand held devices		\$500
Maintenance for hand held devices		\$5,000
Rewards for student improvement in literacy	Students/TBD	\$5,000
Writing Consultants	All faculty	\$15,000
Reading Endorsement	All faculty	\$75,000
Fees associated with teacher supplements for summer literacy program	Teachers	\$3,600
E books	Media center	\$500

**Year 5**

<b>Program</b>	<b>Quantity / Participants</b>	<b>Estimated Cost</b>
Educational applications for handheld devices		\$500
Maintenance for handheld devices		\$5,000
Rewards for student improvement in literacy	Students/TBD	\$5,000
Writing Consultants	All faculty	\$15,000
Reading Endorsement	All faculty	\$75,000
Fees associated with teachers supplements for summer literacy program	Teachers	\$3,600
E-books	Media center	\$500