

# School Profile

Created Thursday, November 13, 2014

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## Page 1

### School Information

System Name:	Worth County School District
School or Center Name:	Worth County High School
System ID	759
School ID	0176

### Level of School

High (9-12)

### Principal

Name:	Scott Chafin
Position:	Principal
Phone:	229-776-8425
Email:	schafin@worthschools.net

### School contact information

(the persons with rights to work on the application)

Name:	Lisa Underwood
Position:	School Improvement Specialist
Phone:	229-777-8421
Email:	lunderwood@worthschools.net

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

61

### FTE Enrollment

910

# Grant Assurances

Created Wednesday, December 03, 2014

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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
- 

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.

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

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

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

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

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- 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.

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- 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.

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- Yes

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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.

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

- 
- Yes
- 

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

- 
- Yes
-

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

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

- 
- 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).

- 
- Yes
- 

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

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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

Created Thursday, November 13, 2014

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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)**

**Kay S. Mathews, Ed.S., Superintendent, Worth County School District**  
**Typed Name of Fiscal Agency Head and Position Title**

11/12/14  
\_\_\_\_\_  
**Date**

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

**Scott Chafin, Ed.S., Principal, Worth County High School**  
**Typed Name of Applicant's Authorized Agency Head and Position Title**

11-12-14  
\_\_\_\_\_  
**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: Amy Chafin

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

Address: 103 Eldridge Street

City: Sylvester Zip: 31791

Telephone: (229) 776-8600 Fax: (229) 776-8603

E-mail: achafin@worthschools.net



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

Kay S. Mathews, Ed.S., Superintendent, Worth County School District

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

11/2/14  
Date (required)

**District Narrative**

**Brief History of the System**

Worth County is a rural county located in southwest Georgia. It has an area of 575 miles and a population of 21,741. Worth County is the 18<sup>th</sup> largest of the 159 counties in Georgia. The county seat is Sylvester, located on U.S. 82 between Albany, Georgia and Tifton, Georgia. It is 168 miles south of Atlanta and 20 miles west of I-75, Georgia’s primary north-south transportation route.

Worth County School District (WCSD) consists of four schools: Worth County Primary (Pre-K-2), Worth County Elementary (3-5), Worth County Middle School (6-8), and Worth County High School (9-12). The district’s student enrollment is 3239, and we employ 244 certified staff and 182 classified personnel. The district’s free and reduced percentage rate is 71%.

**System Demographics**

	<b>Total Students</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
<b>Worth Primary</b>	879	323	15	497	44
<b>Worth Elementary</b>	702	229	18	424	31
<b>Worth Middle</b>	748	246	21	451	30
<b>Worth High</b>	908	343	10	530	25
<b>System</b>	3,237	1,141	64	1,902	130
<b>Special Populations:</b>					
Special Education - 6%			Gifted - 8%		
ESOL - .01%			PreK - 8 classrooms (163 students)		
Migrant - .0%			Pre-School (Migrant, Sped) - 0%		
Economically Disadvantaged - 74%					

In 2009, our percentage of students eating free and reduced lunch was 65%. In 2014, that percentage increased to 71%. For the 2014-2015 school year, all students eat free through the Community Eligibility Program. All schools within the district are Title I schools.

**Current Priorities**

The purpose of the Worth County School District (WCSD) is to provide a quality education for all students leading to graduation and productive citizenship. Increased achievement is at the forefront of our daily work, as we strive to improve our graduation rate and provide a well-rounded and meaningful education in each and every classroom. The Common Core Georgia Performance Standards (CCGPS) have been a primary priority for the last few years, as our teachers continue to develop, review and revise units of instruction and assessments aligned to the new mathematics and English language arts curriculum. The following priorities provide clear curricular focus for the district:

- Continued implementation of research-based instructional strategies such as differentiation and flexible grouping
- Increased use of instructional technology in all classrooms
- Analysis of formative and summative student data to better inform classroom instruction
- Preparation for the new Georgia Milestones End of Grade and End of Course assessments
- District-wide implementation of the Teacher and Leader Keys Effectiveness System (TKES/LKES)

**Strategic Planning**

In preparation for AdvancED accreditation, the WCSD completed a strategic planning process in the spring of 2013. Mike Vanairsdale, Georgia Leadership Institute for School Improvement (GLISI) consultant, led school leaders through the creation of a balanced scorecard that outlined the district’s four major goal areas: student achievement, operational effectiveness, learning and growth, and stakeholder engagement. District leaders conducted town hall meetings throughout the county to elicit stakeholder participation in the strategic planning process. Through analysis of data in each of the goal areas in addition to stakeholder feedback, the following performance objectives were created to support each of the goal areas:

Strategic Goal	Performance Objectives
Student Achievement	Master the curriculum Close the achievement gap Improve the graduation rate
Operational Effectiveness	Improve instructional support processes Improve operational processes Improve financial processes Improve human resources processes
Learning and Growth	Improve organizational communication Improve professional learning at all levels Build a positive organizational culture of collaboration and accountability

	Develop and sustain effective system and school leadership
Stakeholder Engagement	Improve student engagement Improve parent engagement Improve staff engagement Improve community/business engagement Improve school climate

The balanced scorecard provides historical data and clear, attainable targets for each of the performance objectives. Under the leadership of a new superintendent and in preparation for IE2 or Charter System designation, the WCSD will revisit the current strategic plan during the 2014-2015 school year.

### Current Management Structure

The chart below shows the current management structure of the WCSD:

<b>WCSD Superintendent</b>
<b>Principals</b> Worth County Primary School Worth County Elementary School Worth County Middle School Worth County High School
<b>Directors</b> Director of Curriculum and Instruction Director of Facilities/Maintenance Director of Federal Programs Director of Finance Director of Human Resources Director of School Nutrition Director of Special Education Director of Technology Director of Transportation

The district is governed by a five member board of education that employs a Superintendent of Schools. The Superintendent has a Leadership Team consisting of nine directors at the district level and four principals at the school level. The Leadership Team meets monthly.

### **Past Instructional Initiatives**

The following programs/initiatives have been used by the WCSD to support curriculum and instruction. An asterisk indicates programs/initiatives that are currently being used.

America's Choice/Georgia's Choice  
Reading First  
Standards based classrooms\*  
Standards-based report cards (K-2)\*  
Georgia Performance Standards\*  
CTAE Literacy Standards\*  
Common Core Georgia Performance Standards\*  
Literacy Coaches/School Improvement Specialists\*  
Fountas/Pinnell Phonics\*  
Words Their Way Spelling Inventory \*  
Sonday System\*  
Fast ForWord  
Scholastic READ 180  
Lexia\*  
Reading Plus\*  
Study Island  
Ruby Payne poverty study  
Differentiation study  
Bring Your Own Technology (BYOT)\*  
Statewide Longitudinal Data System\*  
Gifted endorsement\*  
PD 360  
Data Director\*  
Learning Focused Strategies  
Apex\*  
A+ software\*  
Handwriting Without Tears\*  
Success Maker  
Voyager\*  
Language for Learning\*  
DIBELS  
Georgia Credit Recovery

**Literacy Curriculum**

The WCSD’s literacy curriculum is driven by the Common Core Georgia Performance Standards for English/Language Arts, K-12. With local revisions, teachers utilize the state recommended units of instruction in their ELA classrooms. The following resources are used to teach the ELA CCGPS:

- Harcourt’s Storytown (K-5)
- Glencoe/McGraw-Hill’s Georgia Treasures (6-8)
- McDougal Littell’s Language of Literature (9-12)
- Lexia and Reading Plus (K-12)
- Leveled readers
- Informational texts
- Fountas and Pinnell Phonics and Word Study
- Words Their Way
- Novels
- Music
- Videos
- Art

**Literacy Assessments Used District-wide**

Grade Level	Assessments
K-2	G-KIDS AIMSWeb <ul style="list-style-type: none"> <li>• Letter Naming Fluency</li> <li>• Letter Sound Fluency</li> <li>• Nonsense Word Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Reading Curriculum Based Measure (R-CBM)</li> </ul> ACCESS for English Learners (ELs) Locally developed benchmark assessments Common unit assessments Student Learning Objectives (SLOs) Words Their Way Spelling Inventory
3-5	Track My Progress Georgia Milestones End of Grade assessment ACCESS for ELs Georgia Alternate Assessment (GAA) Locally developed benchmark assessments Common unit assessments SLOs
6-8	Track My Progress Georgia Milestones End of Grade assessment ACCESS for ELs GAA Locally developed benchmark assessments

	Common unit assessments SLOs
9-12	Georgia Milestones End of Course assessments Grade 11 Writing Assessment ACCESS for ELs GAA Locally developed benchmark assessments Common assessments SLOs Advanced Placement Exams USA Test Prep

**Need for a Striving Reader Project**

The following concerns were made evident once results from the needs assessment survey were compiled:

1. Need for Professional Learning:
  - Identifying characteristics of effective literacy instruction
  - Utilizing data to drive instruction
  - Writing across the curriculum
2. Resources aligned to CCGPS in all subject areas
3. Revamp RTI process through training, resources, and support staff

Worth County School District is in need of the Striving Reader funding. We face challenges with class size, staff reduction, and diminishing fund reserves. We have an enrollment total of 3,239 students, of which 71% are economically disadvantaged. Our rate of children living in poverty has increased steadily over the past 5 years. Currently, 1,248 eligible households, with children, receive food stamps and 897 eligible children (birth to 4) are enrolled in the WIC program. We have 774 children living in families where no parent has full-time, year-round employment.

Literacy is extremely important in today’s economy. People who are illiterate are the least likely to be employed or become productive citizens. Teachers in all areas and levels need training on how to provide literacy instruction that is engaging for students. We need better alignment of literacy expectations within and across schools to close literacy gaps.

**District Management Plan and Key Personnel**

Support for the Striving Readers Grant (SRG) began with the Superintendent of the WCSD, who encouraged the district’s Leadership Team to explore interest in the grant. District and school level leaders thoroughly reviewed the Cohort 4 application process, participated in informational webinars and hosted a SRG informational session provided by the GaDOE prior to deciding to pursue the grant. Each school within the district formed a literacy team to lead the grant application process. The initiatives gained from the Striving Readers Grant will be used to support the performance objectives within the district strategic plan.

The Director of Curriculum and Instruction oversees the coordination and implementation of the grant and acts as the liaison among the Georgia Department of Education, district office, and schools.

The following timeline was used to provide guidance and focus for the district and school level SRG teams:

<b>Timeline</b>	<b>Purpose of Meeting</b>	<b>Attendees/Persons Responsible</b>
August 28, 2014	Informational SRG webinar hosted by GaDOE	Superintendent, Principals, Directors, School Improvement Specialists, Instructional Technology Coordinator, Student Services Coordinator
September 4, 2014	Hosted SRG informational session (Julie Morrill, Josh Todd)	Superintendent, Principals, Directors, School Improvement Specialists
September 10, 2014	SRG planning meeting	Superintendent, Principals, School Improvement Specialists, Student Services Coordinator, Directors, Instructional Technology Coordinator
September 12-26, 2014	Needs assessments completed	Curriculum Director, Principals, School Improvement Coordinators, SPED Director, Federal Programs Director
October 2, 2014	SRG planning meeting to outline due dates	Superintendent, Directors, Principals, School Improvement Specialists
October 6-24, 2014	School level literacy teams meet to write grant	Literacy teams
October 27, 2014	District SRG team meets—School level literacy teams submit needs assessment results and literacy plans	Superintendent, Directors, Principals, School Improvement Specialists,

Worth County School District

		Student Services Coordinator, Instructional Technology Coordinator
October 28- November 17, 2014	School level literacy teams receive feedback from needs assessment/root causes and literacy plans  Continue writing remainder of grant	Literacy Teams
November 13, 2014	Schools set up Fluid Review accounts and begin completing required information	School Improvement Specialists, Curriculum Director, Student Services Coordinator
November 18, 2014	District SRG team meets—School level literacy teams submit entire grant for review	Superintendent, Directors, Principals, School Improvement Specialists, Student Services Coordinator, Instructional Technology Coordinator
November 19- December 1, 2014	District support personnel provide feedback to each school level literacy team	Director of Curriculum and Instruction, Student Support Services Coordinator
December 2-3, 2014	Upload grants to GaDOE	Director of Curriculum and Instruction, Student Support Services Coordinator

The following chart outlines personnel who will be involved in managing and providing support for the grant from the district level:

<b>District Department</b>	<b>Individuals Responsible</b>	<b>Tasks for Grant Implementation</b>
Birth-5	Christie Foerster, Pre-K Director  Linda Matthews, Head Start Director  Gayla Bentley, SPED Director	Grant administrator—oversee implementation/reporting of grant  Coordination of Birth-5 initiatives through the Early Learning Literacy Team (ELLT)
Curriculum and Instruction	Amy Chafin, Director of Curriculum and Instruction  Sandi Giddens, Student Services Coordinator	Grant administrator—oversee implementation/reporting of grant

Worth County School District

		Coordination of district-wide initiatives related to curriculum, instruction, assessment, and professional learning
Business Office	Lisa Deariso, Director of Finance  Kim Oliver, District Bookkeeper  Jada Moss, Payroll	Budget Payments Reports
Federal Programs	Christie Foerster, Director of Federal Programs	Consolidated application assistance Coordination for federal funding
Special Education	Gayla Bentley, Director of Special Education	Support for special education
Technology	Mark McGee, Director of Technology  Christy Haskins, Instructional Technology Coordinator	Support for technology

Daily grant operations will be managed at each school by personnel listed below:

School	Name/Position
Worth County Primary School	Cora Brettel/Principal Teresa Sumner/School Improvement Specialist Kim Pritchard/Pre-K Project Coordinator
Worth County Elementary School	Steven Rouse/Principal Chad Pate/School Improvement Specialist
Worth County Middle School	Tiffany Sevier/Principal Maria Fletcher/School Improvement Specialist
Worth County High School	Scott Chafin/Principal Lisa Underwood/School Improvement Specialist

In conjunction with monthly school improvement meetings, the Director of Curriculum and Instruction will monitor the implementation of grant initiatives/programs and professional learning across the district. Principals and School Improvement Specialists will monitor school level initiatives/programs and professional learning at monthly leadership meetings, grade-level meetings, collaborative planning meetings, and faculty meetings.

**Experience of the Applicant**

WCSD personnel have extensive experience with implementation of grant funds as is evident in the chart below. The district oversees a budget of \$30 million, including federal, state, and local funds. During a very difficult economic time in our state’s educational system, district and school leaders in Worth County have maximized sparse funding by pooling funds, providing job-embedded professional learning, and thinking “outside of the box”.

	<b>Project Title</b>	<b>Funded Amount</b>	<b>Is there audit?</b>	<b>Audit results</b>
Worth County School District	FY13 Title I-A, Academic Achievement	\$1,288,831	Annual state audit.	None
	FY13 Title II-A, AP Grant	\$800	Annual state audit.	None
	FY13 Title II-A, Improving Teacher Quality	\$273,434	Annual state audit.	None
	FY13 Professional Learning	\$70,781	Annual state audit.	None
	FY13 Pre-School Handicapped State Grant	\$50,989	Annual state audit.	None
	FY13 Special Ed – IDEA Preschool Regular Grant	\$29,858	Annual state audit.	None
	FY13 Special Ed – VI-B IDEA Flowthrough	\$659,972	Annual state audit.	None
	FY14 Title I-A, Academic Achievement	1,228,382	Annual state audit.	None
	FY14 Title II-A, Improving Teacher Quality	\$264,270	Annual state audit.	None
	FY14 VI-B Rural and Low Income	\$62,778	Annual state audit.	None
	FY14 RT3 – Math and ELA Training	\$9,600	Annual state audit.	None
	FY14 RT3 - SLO	\$4,650	Annual state audit.	None

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	FY14 Professional Learning	\$68,531	Annual state audit.	None
	FY14 Pre-School Handicapped State Grant	\$58,321	Annual state audit.	None
	FY14 Special Ed – IDEA Preschool Regular Grant	\$28,661	Annual state audit.	None
	FY14 Special Ed – VI-B IDEA Flowthrough	\$616,501	Annual state audit.	None
	FY14 Technology to Support Digital Learning Bond	\$19,000	Annual state audit.	None
	FY15 Title I-A, Academic Achievement	\$1,183,513	Annual state audit.	None
	FY15 Title II-A, Improving Teacher Quality	\$260,903	Annual state audit.	None
	FY15 Professional Learning	\$61,196	Annual state audit.	None
	FY15 Pre-School Handicapped State Grant	\$65,427	Annual state audit.	None
	FY15 Special Ed – IDEA Preschool Regular Grant	\$28,564	Annual state audit.	None
	FY15 Special Ed – VI-B IDEA Flowthrough	\$643,673	Annual state audit.	None

The Worth County School District (WCSD) uses zero based budgeting. In the winter, usually late February, the finance director emails budget templates to each principal and director to be completed and then consolidated into the district-wide operating budget for the upcoming year. Discussions are held with the superintendent and board members and adjustments are made as necessary.

WCSD utilizes electronic requisitions and purchase orders. Requisitions are generated at each site or department and electronically approved by principal or director. The requisitions are then electronically submitted to the next level in the approval process until all appropriate approvals are complete. They are then reviewed by the finance director to ensure accuracy in coding the requisitions to the appropriate general ledger account. After this, the requisition is transferred

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into a purchase order by the accounts payable bookkeeper. Once this is done, the originator of the requisition can print the purchase order and place the order with the vendor.

Voucher packets, maintained by the business office, include requisition approvals, purchase orders (documenting receipt of goods) invoices and copy of checks issued for payment. These voucher packets are reviewed by the finance director to ensure the payment was coded to the appropriate general ledger account. WCSD has an annual audit performed by the Georgia Department of Audits and Accounts. These audits include reports on compliance for selected major programs.

WCSD uses financial software that maintains separate funds and program codes for the various local, state and federal programs. Principals and directors can generate various reports from that software in order to compare actual expenditures to budgeted expenditures, review remaining balances, and/or review payments or expenses to vendors.

## **Worth County High School Narrative**

### **School History**

Worth County High School (WCHS) is located in Sylvester, Georgia, the county seat of Worth County. WCHS was formed in 1961 with a current FTE enrollment of 994 students in 9th through 12th grades. Student demographic breakdown is 58% White, 41% Black, and 1% Hispanic. The student population echoes the county's population of 51% female. The total enrollment at WCHS was the same for the last three years. The most recent data show that 62% of the student population at WCHS qualifies for the Free or Reduced Lunch program, which is a general indication of the number of students within the school who live at or below the poverty line. The staff at WCHS is 91% White and 9% Black with a gender breakdown of 34% male and 66% female.

WCHS, a Title-I Highest Progress School (2014), possesses a dedicated and professional instructional and administrative staff who are wholly devoted to creating a positive learning environment that fosters student growth. WCHS's administrative staff consists of a principal and 2 full-time assistant principals who are responsible for attendance, curriculum and instruction, discipline, and Response to Intervention (RTI). A fourth administrator serves half-time as an assistant principal and half-time as CTAE director. The instructional staff includes 61 certified teachers and 8 SPED paraprofessionals. A parent coordinator facilitates communication with parents, a school improvement coordinator collaborates with teachers on instructional strategies and data analysis, and a technology specialist provides tech support for staff.

Worth County is one of the largest counties in the state, measuring over 570 square miles. The county has a population of approximately 22,000, which is largely comprised of long-standing family farms, a handful of thriving small businesses, and little major industry. In 2014, Wal-Mart located a new store in Sylvester, and Dollar General is building a new store slated to open before the end of the year. Despite these new retailers, employment opportunities remain limited. The current unemployment rate for Worth County is 7.8%, while Southwest Georgia as a region has an unemployment rate of 9.1%. In the last several years, multiple major plants and companies in nearby Albany have closed or down-sized. Many residents of Worth County were employees of those companies and were forced to relocate in search of work. The population has decreased steadily as a result of these factors.

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

WCHS leadership consists of administrators, department chairs, and support staff who meet monthly to discuss areas of need, school concerns, academic performance and goals. Department chairs disseminate information from meetings to their departments and gather

feedback to take back to the leadership team. The principal and school improvement coordinator attend monthly school improvement meetings at the central office where information is shared and discussed. Members of the WCHS Leadership Team are:

Scott Chafin, Principal  
Elizabeth Brand, CTAE Director  
Melissa Edwards, Assistant Principal  
Cornellius Frazier, Assistant Principal  
Lisa Underwood, School Improvement Coordinator  
Saudi Malachi, counselor  
Beverly Hendrix, CTAE Department Chair  
Michelle Greer, Science Department Chair  
Josh Miller, Social Studies Department Chair  
Matt Shemwell, English Department Chair  
Melissa Souter, Mathematics Department Chair  
Kathy Carroll, Special Education Department Chair

### **Past Instructional Initiatives**

1. WCHS made the transition from block scheduling in 2010-2011 in favor of a traditional, year-long, 7-period day.
2. Read180 was used as a program to remediate struggling readers and help improve reading comprehension through effective reading strategies. The resource proved to be ineffective due to a negative student perception, which devoted teachers could not overcome.
3. Remediation through the creation of an elective (Communications Skills) replaced the Read180 program. Students received intensive, direct instruction led by a high-performing English teacher in a classroom setting. The purpose was to improve basic reading comprehension and effective reading strategies. While students did show gains in reading, they were highly resistant to the class. Many students did not want to “waste” an elective on the class and felt enrollment in the class was embarrassing. This initiative also failed.
4. In an effort to gain a better understanding of economic and social factors affecting the student body of WCHS, the faculty participated in a book study, *A Framework for Understanding Poverty* (Payne, 1995) to better understand and relate to their backgrounds.

### **Current Instructional Initiatives**

1. Improvement of the WCHS graduation rate has been a major endeavor for several years. As a result, the graduation rate increased from 65.89% in 2011 to 80.4% in 2014; a 14.51 percentage point gain over a four year period.

2. The master schedule includes collaborative planning for teachers in like content areas to allow discussions on content objectives, common assessments, and instructional strategies.
3. Reading Plus is a reading remediation program that utilizes a pre-assessment to help establish base levels of achievement in students. We are currently implementing the program and will continue to assess its effectiveness.
4. Co-taught classes help to provide effective differentiation for inclusion and general education students. Teachers are able to effectively provide small group instruction and utilize research-based, co-teaching strategies.
5. AP and honors classes provide gifted students an accelerated and rigorous content. Students are also given the option of Dual Enrollment to earn college credits while in high school.
6. Lexia and Symphony are remediation programs currently used in SPED for lower-performing students.
7. Additional instructional time and attendance repair are offered through Intervention Days during school breaks and summer school.

### **Professional Learning Needs**

Common planning is crucial to the development of professional learning communities. Teachers meet weekly to analyze student assessment data, design rigorous lessons, implement effective instructional strategies, and develop common formative and summative assessments. Professional learning is embedded in learning communities based on instructional needs.

WCHS has made a sustained effort to address professional learning needs of teachers despite years of severe budget cuts. However, the Needs Assessment Survey data highlighted a lack of professional learning directed toward literacy instruction across the curriculum. The data also revealed a lack of understanding of the role literacy plays in all content areas and a perception that literacy is confined to the ELA classroom.

Teacher needs:

1. Literacy strategies that are research-based and data-driven for all content areas.
2. Differentiation strategies to spur improved literacy instruction across content areas.
3. Instructional strategies that provide explicit and direct literacy instruction.
4. Establishment of clear and concise explanation of literacy instruction.
5. Training in implementation of CCGPS literacy standards in all content areas.
6. Methods to incorporate information texts into the ELA curriculum.
7. A common writing rubric for use across the curriculum and training on how to use the rubric for instruction.
8. Professional learning on the development and scoring of constructed response questions across content areas to prepare students for the Georgia Milestones.

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

WCHS is dedicated to helping students emerge not only as college-and-career-ready but also as productive citizens upon graduation. The faculty, staff, and administration are committed to helping our students become more effective readers and writers as literacy plays a role in all aspects of life. In order to accomplish this, WCHS would greatly benefit from the Striving Readers Project because it will enable us to provide effective professional learning in literacy instruction, develop an effective RTI process, acquire a much needed universal screener to identify students in areas of need, and improve implementation of CCGPS literacy components.

### Worth County Needs Assessment, Concerns, and Root Cause Analysis

On September 24, 2014, the Worth County High School Literacy Team (HSLT) administered the “Survey of Literacy Instruction for Middle and High School Staff,”(SLI) to all certified and classified staff, including teachers from all departments, (English, CTAE, Math, Science, Social Studies, Physical Education, Fine Arts, SPED), counselors, media specialist, clerical staff, and paraprofessionals. A total of 85 employees, (67 certified and 18 classified), completed the survey in a computer lab during planning or breaks. Online surveys were conducted to identify the specific areas of concern in the Building Blocks (BB) for Literacy outlined by the Georgia Department of Education (GADOE). An additional survey was completed by the central office staff and school administrators. Seventeen administrators and directors took the middle and high school survey. To gain further data, the “Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12,” (GLPNA) was administered October 29 to all 71 certified employees. The survey was completed during planning in the Professional Learning room using iPads. Members of the HSLT analyzed survey data to prioritize WCHS’s literacy concerns.

#### Needs Assessment Survey Data

<b>Building Block</b>	<b>Areas of Need</b>	<b>Concerns</b>	<b>Root Causes</b>
1- Engaged Leadership	(E) Literacy instruction is optimized in all content areas.  The GLPNA provided the following data from the survey participants:  Not Operational (N.O.)- 51%	(E) Fifty-one percent of certified staff believe we are less than operational in optimization of literacy instruction across the curriculum.	(E) Non-ELA teachers believe teaching literacy is not their responsibility, but most utilize vocabulary activities to support their lessons.
2- Continuity of Instruction	(A) Ensure a consistent literacy focus across the curriculum through the use of collaborative teams. N.O.-55%  (C) Out-of-school agencies and organizations collaborate to support literacy within the community. N.O.-65%	(A) Collaborative teams are not interdisciplinary or literacy focused.  (C) Efforts to engage parents and community in academics have failed.	(A) Collaborative planning is currently scheduled by department and rarely occurs across the curriculum.  (C) WCSS exists in a large, rural county, with 21.9% of residents living below the poverty level. Internet service is limited, and transportation is a problem.

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<p>3- Ongoing Formative and Summative Assessments</p>	<p>(C) Use diagnostic assessment to analyze problems found in literacy screening. N.O.-57%</p>	<p>(C) WCHS does not have a universal screener.</p>	<p>(C) Years of budget cuts impeded our efforts to purchase research-based universal screeners.</p>
<p>4- Best Practices in Literacy Instruction</p>	<p>(A) All students receive direct, explicit instruction in literacy. N.O.46%</p> <p>(B) Ensure that students receive effective writing instruction across the curriculum. N.O.-47%</p>	<p>(A) A coordinated plan has not been developed for literacy instruction across subject areas.</p> <p>(B) Literacy instruction has not been consistently monitored.</p>	<p>(A) EOCT/GHSWT/ GHSGT in ELA have been consistently high, especially compared to math. Literacy is a priority.</p> <p>(B) With the implementation of CCGPS, teachers received intense professional development in literacy standards. New skill usage was not monitored consistently.</p>
<p>5- System of Tiered Intervention (RTI) for All Students</p>	<p>(A) Information developed from the school-based data teams is used to inform the RTI process. N.O.56%</p> <p>(D) In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly. N.O.-52%</p>	<p>(A) Formal data and RTI teams have not been established. RTI has not been systematically implemented.</p> <p>(D) Lack of a school-wide data team and clear understanding of the SST process weaken RTI efforts.</p>	<p>(A) Teachers often collaborate to analyze assessment data. The information is used to guide instruction and develop remediation strategies. The process is informal and inconsistently monitored.</p> <p>(D) School meetings are departmentalized, which prevents the formation of cross-curricular teams.</p>
<p>6- Improved Instruction through Professional Learning</p>	<p>(A)Ensure pre-service education prepares new teachers for the challenges of the classroom. N.O- 60%</p>	<p>(A)Pre-service education focuses on teaching content.</p>	<p>(A) New teachers are assigned a mentor. SI Coordinator creates action plans. Additionally, TAPP teachers are monitored by RESA.</p>

## Concerns

Data from the SLI revealed four main concerns about high school literacy instruction. Our teachers lack: time to implement literacy strategies in content areas; meaningful literacy professional learning opportunities; effective literacy resources for differentiation; and an understanding of what constitutes literacy instruction and who is responsible for that instruction.

Results of the GLPNA highlighted a number of concerns as well, most of which aligned with the concerns found from the first survey. The HSLT prioritized those areas where more than half of survey participants indicated WCHS is less than operational. Areas of weakness determined in the GLPNA are lack of collaboration with out-of-school agencies to support literacy in the community, inadequate pre-service preparations for new teachers, RTI program, and lack of consistent literacy instruction across the curriculum.

Sixty-five percent of certified staff indicated that collaboration with out-of-school agencies and organizations to support literacy within the community is lacking. Sixty-percent of survey participants indicated pre-service education does not adequately prepare new teachers for challenges of the classroom.

Fifty-seven percent of those surveyed indicated that WCHS is less than operational in use of diagnostic assessment to analyze problems found in literacy screening. When asked if school-based data team information is used to inform the RTI process, 56% replied we are below operational, and 52% said we are below operational in joint progress monitoring between SST and the Data Team. Lack of a universal screening instrument, lack of training in literacy instruction for students with lagging skills, and lack of cross content collaboration weaken our ability to create, implement and maintain an effective RTI program.

Fifty-five percent indicated we do not ensure a consistent literacy focus across the curriculum through the use of collaborative teams, and 51% believe we are below operational in optimization of literacy instruction across all content areas. Collaborative teams meet weekly but only within departments. A major concern expressed by the SLI data was lack of time to prepare and implement literacy strategies in content areas.

While slightly more than half of survey participants indicated that direct, explicit literacy is provided for all students, and that students receive effective writing instruction across the curriculum, the SLI indicated that half of survey participants do not believe literacy related questions applied to them. Implementation of systematic literacy strategies school-wide without undermining content mastery is a concern.

Literacy professional learning opportunities are needed for teachers. Based on SLI survey data, teachers understand the importance of literacy instruction, but some lack understanding of the role of literacy across the curriculum. CCGPS requires the incorporation of relevant informational texts into the ELA curriculum, in addition to the use of literacy standards in other content areas. CCGPS Literacy training occurred five years ago, so recent turnover in faculty indicates many missed that training.

Finally, root cause analysis indicates teachers implement literacy activities more often than they realize. (Why, 31) Targeted, specific professional learning in literacy instruction will help teachers understand and evaluate current practices in their classrooms, which will provide a foundation on which to build stronger, daily literacy practices.

### **Root Cause Analysis**

The overall areas of weakness in Literacy Instruction highlighted in all surveys indicate the need for a school-wide literacy plan to be systematically and consistently implemented across content areas. While 82% of those surveyed believe our principal demonstrates a commitment to learn about and support evidence-based literacy instruction, the principal understands that for any program to be successful, fidelity of implementation must be evaluated regularly. (How, 20)

Because RTI currently centers on meeting graduation requirements, credit recovery and attendance repair have been the major interventions. WCHS offers math interventions, but few for literacy. WCHS students consistently perform well on ELA state assessments, so literacy initiatives have not been a priority. Lack of an effective universal screening instrument limits our ability to target students for literacy interventions. WCHS teachers meet collaboratively inside their content areas to analyze assessment data for instructional purposes, but no formalized link exists between that data usage and RTI. An assistant principal acts as RTI coordinator for the school, but there is no RTI Team. WCHS has had four RTI Coordinators in four years, so continuity is missing.

Lack of time for interventions is a problem. Teachers frequently volunteer to work with students before and after school, with limited participation. Interventions offered after school, in the evening, on Saturday mornings, during school breaks, and during summer school are not well attended. Worth County is a large, rural county with no public transportation. Budget constraints negate transportation for additional instruction, so we must find ways to implement interventions during the school day.

A high percentage of survey participants answered “does not apply,” in response to many literacy questions because they do not teach English. The survey data indicates the need for a major shift in perception of literacy across the curriculum. Despite the addition of literacy standards by CCGPS to Science and Social Studies, implementation is a work in progress.

### Analysis and Identification of Student and Teacher Data

EOCT assessment data show achievement gaps between Black and White subgroups have lessened in 9<sup>th</sup> Grade and American Literature, and Physical Science. Gains have also been made in closing the achievement gap on the GHSWT, and the graduation rate of Black students exceeded that of White students in 2014. However, there remains a substantial achievement gap between Black and White subgroups in U.S. History and Biology. Overall performance on state math assessments must be improved for all students, and Students with Disabilities lag significantly behind all subgroups. The Georgia Milestones Assessment will premier in May 2015, and when results are analyzed, attention will be focused on any impact the assessments have on achievement gaps.

#### Graduation Rate by Student Groups

SUBGROUP	2011	2012	2013	2014
ALL	65.89%	72.3%	74.4%	80.4%
ED	54.9%	68.9%	71.2%	75.9%
BLK	55.9%	68.8%	69.1%	86.4%
WHITE	70.7%	72.1%	76.2%	77.5%
MALE	55.7%	70.7%	77.7%	N/A
FEMALE	77.1%	74.0%	71.2%	N/A
SWD	TFS	TFS	TFS	TFS

WCHS's graduation rate improved because of intense effort. First, we track every student who withdraws without transferring to another school. If students enroll elsewhere, they do not count against us. Next, Worth County has a program called the Second Chance Millennium. Rather than drop out, students may transfer to Second Chance and pursue an accredited, online high school diploma. To transfer, students must meet eligibility and low income requirements. Third, an aggressive program of credit recovery and attendance repair helps students meet graduation requirements. Finally, WCHS developed a culture that makes student graduation a team effort.

#### Georgia High School Writing Test

SUBGROUP	2011	2012	2013
ALL	93.0%	87.2%	95.0%
ED	88.7%	83.8%	95.1%

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BLK	86.1%	77.4%	90.0%
WHITE	96.7%	92.7%	98.4%
MALE	94.9%	86.0%	91.3%
FEMALE	91.2%	88.3%	98.3%
SWD	69.2%	TFS	TFS

**EOCT Data**

<b>9th Literature % Passing</b>				
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	75	82	86	83
ED	72	77	82	82
NOT ED	85	95	94	86
BLK	60	66	83	77
WHITE	87	92	89	88
MALE	75	78	87	80
FEMALE	76	87	86	87
SWD	29	50	0	18

<b>American Literature % Passing</b>				
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	87	85	89	93
ED	81	81	85	93
BLK	78	73	82	87
WHITE	89	92	95	96
MALE	90	87	87	93
FEMALE	83	83	90	92
SWD	40	50	60	100

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<b>US History % Passing</b>				
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	61	58	64	50
ED	53	49	54	43
BLK	56	37	49	27
WHITE	63	69	76	62
MALE	63	70	72	57
FEMALE	58	47	55	44
SWD	44	0	34	50

<b>Biology % Passing</b>				
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	64	66	83	68
ED	57	56	77	61
BLK	47	38	72	54
WHITE	77	81	58	78
MALE	70	72	84	75
FEMALE	59	59	82	62
SWD	43	43	33	0

In 2013, rising 9th graders were not automatically enrolled in Biology as in past years. Based on past assessment data, lower-performing students were enrolled in Environmental Science to prepare them for Biology in 10th grade (2014). Remaining 9th graders took Biology or Honors Biology and moved on to higher-level science courses in 10th grade (2014). During the 2014 EOCT administration, Biology classes were comprised of 10th grade students who took Environmental Science in 9th grade and 9th grade students who excelled on middle school assessments. The structure was repeated this year, and assessment data will be analyzed by professional learning teams to determine results of the decision.

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<b>Physical Science % Passing</b>				
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	68	67	79	87
ED	58	63	72	83
BLK	52	53	60	86
WHITE	77	78	91	88
MALE	74	71	80	89
FEMALE	62	62	78	84
SWD	50	40	75	0

<b>Economics % Passing</b>				
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	50	53	59	29
ED	38	46	48	25
BLK	25	36	33	9
WHITE	62	63	73	50
MALE	25	61	64	30
FEMALE	44	46	55	27
SWD	0	26	38	N/A

Based on poor performance on EOCT and common assessments, Economics was removed from the 2012-13 10th grade curriculum and only offered in Credit Recovery classes. Economics will be added in the 2015-2016 school year as a year-long, senior-level course. The change was implemented to improve Economics scores and prepare seniors for life after graduation.

<b>9th Grade Math % Passing</b>	<b>Math I</b>	<b>Math I</b>	<b>Coord. Algebra</b>	<b>Coord. Algebra</b>
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	66	73	29	21
ED	61	64	23	15
BLK	54	52	13	11
WHITE	75	83	40	27
MALE	68	68	31	24
FEMALE	63	77	27	18
SWD	40	50	0	0
<b>10th Grade Math % Passing</b>	<b>Math II</b>	<b>Math II</b>	<b>Math II</b>	<b>Analytic Geom.</b>
<b>SUBGROUP</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
ALL	55	57	33	19
ED	50	50	63	12
BLK	41	43	47	10
WHITE	63	68	47	28
MALE	52	63	62	23
FEMALE	59	52	73	16
SWD	25	22	40	0

State curriculum and assessment changes along with teacher turnover negatively impact test scores. With continued state-mandated changes, math remains a focus. Common formative and summative assessments are consistently administered and analyzed in professional learning communities to adjust instruction.

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<b>CTAE End of Pathway Assessment % Passing</b>	<b>2013 #Tested</b>	<b>2013 %Passed</b>	<b>2014 #Tested</b>	<b>2014 %Passed</b>
Administration/Information Support	16	0	44	82
Agriculture/Mechanics	0	0	1	100
Nutrition/Food Science	2	0	6	5
Plant Science/Horticulture	0	0	6	83
Broadcast/Video Production	5	20	5	20
Construction/Carpentry	1	0	0	0
Forestry & Natural Resources	1	100	8	50
Therapeutic Services/Nursing	0	0	12	92
Therapeutic Services/Medical Services	4	50	5	40
Transportation, Logistical Support/Ground Marine	10	30	12	25
Financial Management/Accounting	2	100	0	0

Test results are used to facilitate instructional changes to improved student performance on the End of Pathway Assessments.

**Certified Personnel Data**

		<b>Certified Staff -71</b>
Certificate Level	Bachelor's Master's Specialist's Doctorate	14 31 15 4
Years' Experience	< 1 1 - 10 11 - 20 21+	2 25 18 26

**Teacher Content Data**

<b>Content</b>	<b># of Teachers</b>
ELA	6
Math	7 full time + 1 half time
Science	7
Social Studies	6
Fine Arts	3
Foreign Language	2
P.E.	5
CTAE	11 full time + 3 half time
SPED	6
Media	1

**Teacher Retention Data**

<b>School Year</b>	<b>#of Teacher Resignations</b>	<b>% of Teacher Population</b>
2010/2011	11	15%
2011/2012	11	18%
2012/2013	13	21%
2013/2014	9	15%

Beginning 2010-2011, WCHS changed from block scheduling to a seven-period day. The resulting reduction of teaching positions from 72 to 62 was made through natural attrition. Of the 44 teachers who left WCHS during the last four years, only five (11%) retired. WCHS administration understands the negative impact teacher turnover has on student achievement, and a retention plan has been developed. Professional learning is a key component of the retention plan.

Professional learning at WCHS is extensive and includes all teachers. Professional learning ensures teachers remain current on curriculum changes, new instructional strategies, data analysis and the use of instructional technology. Through job-embedded professional learning, teachers earn at least of two PLU's per year, even when the State suspended the requirement.

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At the beginning of each school year, the principal and school improvement coordinator evaluate data from a needs assessment survey completed by certified staff each spring. Next, a professional learning plan is developed based on current needs, and submitted to the system Director of Curriculum and Instruction. Details of the plan are included in the “Professional Learning Strategies,” section.

## Literacy Plan

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

The administration team at WCHS is newly formed. Prior to becoming principal this year, Mr. Chafin was a WCHS administrator for nine years. Members of the administration are veteran educators, but new in their current roles. Mr. Chafin demonstrates a commitment to support teachers and provide them with the resources needed to be effective. This commitment extends to maintaining a safe and structured school environment. The principal, CTAE director, assistant principals and School improvement coordinator work together to support instruction and strengthen areas of weakness. (Why, 156) The Teacher Keys Effectiveness System (TKES) is used by the administration to monitor instruction and provide feedback for all educators. District level walk-throughs are conducted by central office personnel at least twice per year, and the School improvement coordinator visits classrooms and collaborative planning meetings regularly. All teachers utilize the components of a Standards-Based Classroom.

As an experienced administrator, Mr. Chafin accepted his promotion to principal with a well-conceived plan to improve instruction. Research shows the role of leadership in developing literacy cannot be overstated. (Why, 156) During pre-planning, Mr. Chafin introduced to teachers a list of prioritized instructional strategies to be implemented consistently in every classroom and monitored through TKES.

Teachers were also given a standard lesson plan template and directions for these plans to be kept in an accessible place for review. Teachers were encouraged to keep students in the classrooms as much as possible to avoid losing instructional time. The administrators monitor the halls frequently to ensure compliance and prevent discipline problems. Mr. Chafin knows an orderly school environment promotes the right atmosphere for teaching and learning.

At the beginning of the school year, a Professional Learning Plan was developed to support teacher needs and instructional objectives. Despite years of severe budget cuts, professional learning continues to be a priority at WCHS. Research shows a comprehensive professional learning system has proven to support high achieving learning communities. (Why, 148) School and system leadership maintain the belief that highly trained teachers directly influence student achievement. A skilled staff enables much of our professional learning to be met by school system employees.

WCHS's Leadership Team consists of the principal, CTAE Director, two assistant principals, a school improvement coordinator, department chairs, and a school counselor. The Leadership Team meets regularly throughout the year to discuss the school's progress and initiatives. The team collaborates on revisions to the School Improvement Plan. (How, 21)

Members of the WCHS Leadership Team:

Scott Chafin, Principal  
Elizabeth Brand, CTAE Director  
Melissa Edwards, Assistant Principal  
Cornellius Frazier, Assistant Principal  
Lisa Underwood, School Improvement Coordinator  
Saudi Malachi, counselor  
Beverly Hendrix, CTAE Department Chair  
Michelle Greer, Science Department Chair  
Josh Miller, Social Studies Department Chair  
Matt Shemwell, English Department Chair  
Melissa Souter, Mathematics Department Chair  
Kathy Carroll, Special Education Department Chair

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

According to the results of the Georgia Literacy Plan Needs Assessment for Literacy survey, (GLPNA) only 18% of our faculty believe our school principal is less than operational in his commitment to learn about and support literacy instruction.

Survey results:

Fully Operational: 27%  
Operational: 54%  
Emergent: 17%  
Not Addressed: 1%

Mr. Chafin is committed to his role as the instructional leader of WCHS. He works hard to provide instructional and professional support for teachers and to provide the necessary assistance for teacher effectiveness. The master schedule was creatively designed to include common planning by content area. Collaborative planning for teachers is a critical component for meeting instructional objectives because it allows time for teachers to create common assessments and discuss data collected from formative and summative assessments. (Why, 148)

**Currently:**

Programs/Initiatives Implemented at WCHS:

- Collaborative Planning
- Reading Plus (students with IEPs)
- ASCEND for our ninth grade math support classes
- Co-Taught, Honors, and AP classes
- USA Test Prep (Social Studies and Math)
- Online Assessment System
- Upward Bound (after school program) in connection with Abraham Baldwin Agricultural College
- ACCEL (dual enrollment HS & college)
- Vertical Articulation

- Move On When Ready (MOWR)
- Turnitin (web-based program to check originality, allow peer-review, and assist with grading)
- School Leadership Team
- School Council
- Standards-Based Classrooms
- Governors Honors
- Apex; web-based program for credit recovery

**What we plan to implement at WCHS:**

- Research-based guidelines, strategies and resources for literacy instruction described in “The Why” document of the current Georgia Literacy Plans. (How, 20)
- A systematic, consistent literacy plan, with a protocol in place to ensure fidelity and continuation. (What, 7)
- Professional learning based on student data and teacher needs provided across the curriculum. Regular literacy observations will monitor the use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices. (How, 20)
- Protected time for literacy and teacher collaboration across the curriculum. (What, 5)
- An initiative to rewrite and refocus the School Improvement Plan goals to reflect the school literacy team’s objectives and goals to ensure literacy across the curriculum and support for students at all levels. (How, 21)
- WCHS administration will participate in professional learning in the area of literacy leadership in order to enhance knowledge on how to support teachers in classroom instruction. (How, 20)

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

The Georgia Literacy Plan Needs Assessment survey results are:

Fully Operational: 26%

Operational: 37%

Emergent: 23%

Not Addressed: 14%

The WCHS leadership has demonstrated a commitment to implement evidence-based literacy instruction by forming the WCHS Literacy Team (HSLT). This team represents all departments within the organization and will ensure that effective, research-based programs and initiatives are implemented at WCHS. As stated in the WHY document, leadership by administrators is a key piece in all aspects of literacy reform. (Why, 157) The literacy team is newly formed and plans to increase involvement of stakeholders including students, parents and members of the community. (What, 5) As stated in the Why document, a strong, highly-trained Literacy Leadership Team comprises the core of literacy professional learning and implementation. (Why, 143) WCHS requires a literacy plan that will be all-inclusive, structured, systematically implemented, and consistent across the curriculum for students at every academic level. For many years, the school’s instructional focus was on adjusting to the continually changing landscape of the state curriculum and assessments. A large percentage of professional learning was centered on the implementation of new standards such as Common Core Georgia Performance Standards (CCGPS). Also, for the past several years our school has experienced turnover in the areas of administration and classroom teachers, and repeat training was required for new staff members.

**Currently:** In addition to the Principal and school improvement coordinator, members from all departments represent the faculty on the School Literacy Team.

Worth County Literacy Team members:

Scott Chafin, Principal

Lisa Underwood, School improvement coordinator

Matt Shemwell, ELA Department Chair, 9th/10th Grade Literature teacher, Gifted & Reading Endorsement

Josephus Albritten, Physical Science teacher

Jessica Dodd, Analytic Geometry & Advanced Algebra teacher, Gifted Endorsement

Rachel Calhoun, American Government/Civics teacher, AP Certified, Gifted Endorsement

Sonya Davis, Business Technology teacher

Laney Jones, Special Education teacher

**What we plan to implement at WCHS:**

- WCHS will implement a permanent literacy team that will continuously monitor the implementation, fidelity, and consistency of a school-wide literacy plan. The literacy team will focus on researching appropriate professional learning opportunities for the staff that will be tailored to include literacy across the curriculum focused on students at all academic levels. (What, 5)
- The literacy team will define literacy priorities and allocate needed resources to support and sustain those literacy priorities over time. (How, 21)
- The literacy team will utilize data from a variety of sources to inform stakeholders of decisions concerning literacy. (What, 6)
- The literacy team will visit other high schools that have successfully improved literacy-based student achievement across the curriculum in order to gain valuable insights and innovative ideas. (How, 21).
- The literacy team will identify and prioritize a list that includes all students across the curriculum who will be evaluated or who will be targeted for literacy interventions and support. (How, 21)
- WCHS will utilize a literacy instruction checklist (e.g. the Georgia Literacy Instruction Observation Checklist) that will ensure implementation, continuity, and fidelity of implementation across the curriculum that includes students at all academic levels. (How, 40)
- School administrators will participate in professional learning in literacy, along with the staff, which will enable administrators to monitor fidelity and continuity of implementation. (Why, 31) (What, 5)

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

Survey results:

Fully Operational: 29%

Operational: 50%

Emergent: 14%

Not Addressed: 7%

WCHS's master schedule promotes collaborative planning by content area school-wide. (Why, 148) A concern highlighted by survey data, is lack of time for student interventions. Survey data also illustrated a lack of consistency in teachers' perceptions of literacy instruction. Research indicates that teachers employ literacy activities often, however, many are unaware of what constitutes a literacy activity. Adjustments to classroom instructional frameworks could allow literacy intervention time if common literacy activities are consistently utilized across the curriculum. We believe that consistently maximizing instructional time and systematically implementing common literacy activities will ensure that students receive two to four hours of literacy instruction daily. (Why, 67)

**Currently:**

- In creation of the master schedule, administration carefully designated common planning time for teachers across the curriculum. Within each subject area, teachers participate in weekly collaborative planning sessions to analyze data, develop lessons, activities, and common assessments. These meetings are documented. (How, 22).
- Students with IEPs receive CCGPS literacy instruction in inclusion, co-taught classes.
- Students with Mild intellectual disabilities (MID) receive CCGPS literacy instruction in resource classrooms.
- Apex Credit Recovery Software is offered during daytime study skills classes, evening classes, alternative school and in summer school.

**What we plan to implement at WCHS:**

- Literacy scheduled in all content areas, including CTAE and elective courses. (What, 6)
- A limit on non-instructional activities during the school day. (What, 6)
- Data analysis of formative assessments to plan instruction, and data from summative assessments to plan remediation/enrichment. (What, 8) (Why 139)
- Cross-curricular collaboration including non-academic teachers to plan literacy activities. (What, 7) (Why, 67)

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

Survey results:

(D)A school culture exists in which teachers across content areas accept responsibility for literacy instruction

Fully Operational: 20%

Operational: 41%

Emergent: 30%

Not Addressed: 9%

During implementation of CCGPS, teachers across content areas received intensive training to incorporate literacy standards in classroom instruction. In the five years since that training, new teachers have been hired who have not received the CCGPS training. Also, implementation of literacy standards was not consistently monitored, especially across the curriculum. Teachers employ a variety of literacy activities, but there is little consistency of the activities, even within content departments. A comprehensive and coordinated literacy program of approved, extensive, interdisciplinary literacy

activities must be created. (Why, 67) This plan will include all courses across the curriculum and will support students at all academic levels. A monitoring protocol will be developed to check the plan's effectiveness.

**Currently:**

- The majority of our teachers have common planning by content area.
- Some core and elective classes include small amounts of literacy related activities in instruction that include constructed response test questions, daily journal writing as a class warm-up (ELA, computer classes), reports, and Science Fair projects. However, no systematic monitoring mechanism is in place at this time.
- Interdisciplinary Units incorporate statistical and literary analysis through the study of *Moneyball* across ELA and Math honors classes.
- Intermittent use of R.A.F.T. (writing strategy incorporating Role, Audience, Format, Topic)
- Daily writing in the form of summarizers also occur in a number of our academic classes.

**What we plan to implement at WCHS:**

- Use the Georgia Literacy Instruction Observation Checklist to evaluate the culture of our school literacy. (How, 25)
- Participate in targeted, sustained professional learning on literacy strategies within content areas. (What, 6)
- Implement consistent, daily literacy activities across the curriculum: (What, 7)
- Journal writing, one research-based paper each semester, essay questions (constructed response), analytical writing etc.
- Document Based Questions (DBQ)-2 per 9 weeks.
- Thesis Magic will be utilized consistently in all ELA and Social Studies classes. Other content areas will be introduced to this type of thesis writing.
- Improved use of informational texts and expository writing in ELA: Students will read and study interdisciplinary and informational texts to encourage development of reading strategies across the curriculum.
- There will be a consistent use of the R.A.F.T. strategy.
- Research papers will be required of all American Government students.
- Course, Cause, and Consequences- 3 C's.
- Decision Maps.
- Research papers for science; one per semester along with research for science fair during first semester of the school year.
- Increased use of technology including iPads, Chromebooks, laptops, etc., will be used to improve reading/writing skills. (How, 42)
- Constructed response questions will be required of all students across the curriculum on formative and summative assessments.
- Document Analysis tasks will be implemented.
- Provide encouragement and professional support for teachers to pursue Reading or Gifted Endorsements in all content areas.
- Guided reading for math word problems. (What, 6)
- Written responses to a mathematics problem (open responses) tailored to Georgia Milestones Assessments.
- Error Analysis. (What, 8)

**E. Action: Optimize literacy instruction across all content areas**

Survey results:

Fully Operational: 16%

Operational: 33%

Emergent: 41%

Not Addressed: 10%

WCHS staff completed the Survey of Literacy Instruction for Middle and High School Staff (SLI) to help prioritize areas of instruction needing improvement. Survey results indicate that 39.02% of our teachers do not have adequate materials and lesson plans aligned to the CCGPS to prepare students to read grade-level literature and informational texts. Forty-five percent of teachers indicated that WCHS has inadequate numbers of student copies of texts, and that more lesson plan materials are needed for sufficient scaffolding of assignments. One of the Seven Principles to Ensure Success for Adolescent Literacy states students must have access to a variety of reading materials, such as books, magazines, the Internet, online databases, and other text sources in their classrooms and media centers. (Why, 68)

**Currently:**

- Students enrolled in Honors and AP classes demonstrate the Seven Habits of Successful Readers. (Why, 41)
- Two ELA teachers are gifted endorsed, and one is Advance Placement certified. Several other teachers in a variety of academic areas are Advanced Placement certified.
- Common Core Literacy Standards are addressed intermittently in classes across the curriculum. (What, 6)
- Literacy activities are used inconsistently in all departments. For example, some teachers use journal writing, while others do not. Some use R.A.F.T., while others use Thesis Magic, but there is no continuity in implementation of literacy standards and activities. (What, 7)

**What we plan to implement at WCHS:**

- A consistent, systematic plan to ensure that literacy is embedded throughout all content areas. (What, 6)
- Incorporate Document Based Question (DBQ) in all Social Studies classes.
- Develop a formal protocol to evaluate the implementation of a literacy plan.(How, 40)
- Purchase hardware and software to support literacy in classes across the curriculum.
- Schedule regular informal/formal literacy observations used to monitor the use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices. (How, 26)
- Writing and reading will be an integral part of learning in every class every day. (What, 6)
- Teachers will continually, systematically and consistently collect data measuring student achievement across the curriculum. (What, 8)
- Teachers will use data to increase literacy and incorporate literacy standards daily.
- Monitor use of academic vocabulary in all courses. (How, 26)
- Create meaningful opportunities across the curriculum that allow students to write, read, speak, and listen to improve literacy (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama). (How, 26)

- Celebrate and publish satisfactory student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literary magazines, classroom and school libraries, etc.). (How, 27)
- Teachers will receive professional learning in the areas of: (What, 13)
  - Incorporating the use of literature in all content areas.
  - Use of informational text in ELA classes.
  - Writing instruction (narrative, persuasive, and informational) in all subject areas.
  - Supporting opinions with reasons and information.
  - Determining author bias or point of view.
  - Text complexity appropriate to grade level and content level.
  - Text complexity adjusted to the needs of individual students at all academic levels.
  - Guiding students to conduct short research projects using several sources.
  - Teaching students to identify and navigate text structures most common to particular content areas (e.g., social studies: cause and effect; science: problem/solution). (How, 26-27)
- Create a school-wide writing rubric aligned with CCGPS to clearly outline performance goals. (How, 27)
- Increase course offerings in Honor's and Advanced Placement classes. (How, 34)
- Fees will be paid to encourage teachers to pursue Gifted or Reading Endorsements and Advanced Placement certification. This will create more educational options for students. (How, 34)
- Create a book club for students.
- Investigate the possible creation of an elective reading or writing course.
- Create opportunities for debate competitions.

**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.**

Survey results:

Fully Operational: 14%

Operational: 43%

Emergent: 20%

Not Addressed:23%

Fifty-seven percent of those surveyed indicated WCHS is operational in our efforts to enlist community support in the development of college-and-career-ready students. The effects of the recession were brutal in this area. Worth County is a rural area with few high paying job opportunities outside of farming or education. Many residents travel to nearby cities of Albany or Tifton for work. In recent years, a number of major employers have closed down, including Merck Chemical, Cooper Tire, along with a large number of retail and other businesses. Many displaced workers relocated to find work. Our community members have a clear understanding of the challenging workforce awaiting our students and support our efforts to prepare them for life after high school. To support the Georgia Literacy Task Forces' efforts to establish content literacy for each Georgia student, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents and community members. (Why, 26)

**Currently:**

- An annual Career Fair.
- Work-Based Learning program.
- Dual Enrollment opportunities with Moultrie Tech, ABAC, Darton College.
- Move on When Ready.
- CTAE Advisory Councils.
- Accel.
- Dual Hope Grant.
- Early College.
- Upward Bound program (ABAC) college bridge program.
- ABC (Academic Booster Club).
- Partners in Education.
- Georgia College 411.

**What we plan to implement at WCHS:**

- A community advisory board of stakeholders will participate in developing and achieving literacy goals. Members will include governmental, civic, and business leaders, as well as parents, administrators, teachers, staff and student representatives. (What, 7)
- WCHS will use district, school, school broadcasting resources, and teacher websites to promote literacy goals throughout the community. Academic successes will be celebrated through school/local newspapers, school website and radio station, RAMS Points of Pride announcements at athletic events, Twitter, Facebook, etc. (What, 7)

**Building Block 2: Continuity of Instruction**

The needs assessment survey results indicated that 28.05% of teachers disagreed they have adequate materials and resources for teaching language skills required by CCGPS. Of those teachers who disagreed, the major areas of weakness in language skills are: grammar and usage- 52% and vocabulary development- 52%.

The Georgia Literacy Plan states that strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language. (Why, 32) Extensive staff development is needed to support teachers in providing literacy instruction across the curriculum. Eighteen percent of teachers surveyed indicated they do not have adequate CCGPS aligned lesson plans or materials to help students read grade-level literature and informational texts.

WCHS teachers consistently demonstrate their willingness to go above and beyond to ensure the success of our students. Efforts are illustrated by the 14.51% increase in our graduation rate from 65.89% in 2011 to 80.4% in 2014.

**A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)**

Survey results:

Fully Operational: 11%

Operational: 33%

Emergent: 41%

Not Addressed: 14%

Common planning is built into the master schedule to promote collaborative planning within content areas. However, the focus of planning is on data analysis and instructional planning rather than literacy strategies for classes other than ELA. Common planning has been geared towards scheduling time for teachers of the same content to collaborate, with little focus on interdisciplinary planning. (Why, 67)

**Currently:**

- Teachers of each content area share common planning and meet regularly to collaborate on instruction. These collaborative meetings are documented.
- Teachers share instructional strategies and collaborate to develop common pre- and post-assessments (formative and summative).

**What we plan to implement at WCHS:**

- Literacy team roles, protocols, and expectations will be clearly articulated by the literacy team and monitored by administrator(s). (What, 7)
- Intense implementation of the (TAA) Teachers as Advisors Program will be tailored to monitor student literacy progress and academic needs across the curriculum and grade levels.
- Data teams must have a consistent schedule of when, where, and how they will analyze assessment data from summative and formative assessments, SLOs, and state tests. Teams must indicate how data drives instruction. (What, 7)
- Data Team information will be shared and discussed with the RTI Team.
- All teachers will be educated on specific, measurable student achievement goals, which are aligned with grade-level expectations across the curriculum. (What, 7)

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

Survey results:

Fully Operational: 11%

Operational: 41%

Emergent: 39%

Not Addressed: 9%

Clear expectations and goals in writing across content areas, both in assigned tasks and uniform scoring, are lacking. When surveyed about ample time to teach literacy effectively, 50% of the staff said the question did not apply to them. Even with the implementation of literacy standards, departments other than English have not systematically and consistently utilized writing rubrics to set clear expectations for student work. Non-ELA teachers profess to grade student writing for content, rather than literacy, and express concern about their abilities to teach writing standards and appropriately score writing. To address these needs, a common writing rubric will be established and implemented across content areas to set clear expectations and goals for performance. (What, 7) Teachers of non-English courses need professional learning to increase confidence in providing literacy instruction and imbedded writing in their courses. As stated in the Why document, the goal of professional learning is to support viable, sustainable professional knowledge, improve teacher instruction, and ultimately promote student achievement. (Why, 141)

**Currently:**

- Teachers have received training to implement CCGPS in their classrooms; however, most training did not include explicit, evidence-based reading and writing strategies designed specifically for high school students.
- WCHS teachers lack skills required to incorporate literacy instruction and effective reading strategies into their content area(s).
- While content area teachers have collaborative planning, non-academic teachers do not have opportunities to plan across the curriculum with academic teachers.

**What we plan to implement at WCHS:**

- Teachers will use a school-wide, commonly adopted writing rubric aligned with CCGPS to set clear expectations and goals for performance. (What, 7)
- Teachers will receive professional learning on evidence-based strategies to incorporate literacy into CCGPS-based curriculum across all disciplines and grade levels. (How, 26)
- Teachers will receive professional learning on how to and utilize data provided by the Scholastic Reading Inventory. (What, 8)
- Teachers will receive professional development from research-based sources to learn about the effectiveness of literacy instruction. (How, 20)
- Teachers will utilize collaborative planning time to develop common units that have a literacy focus. (How, 20)
- More students will be able to utilize the WCHS Bring Your Own Technology policy (BYOT) for their personal devices and other technology during instruction to increase literacy across the curriculum. (Why, 56)
- Various forms of literacy will be infused into all content areas of instruction throughout the day (e.g., print, non-print, online, blogs, wikis, social media) (What, 7)
- Provide professional learning on how to identify and support students who struggle with reading and writing. (What, 12)
- Literacy walk-throughs will monitor use of literacy strategies and effectiveness of instruction. (How, 20)

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

Survey Results:

Fully Operational: 9%

Operational: 26%

Emergent: 34%

Not Addressed: 31%

Communication with community stakeholders needs improvement, according to reviews by AdvancED and SACS. Involvement with community stakeholders mostly occurs through band and athletic booster clubs, fundraisers, and student organizations. WCHS continues to build relationships with support organizations to address students' physical and/or mental health needs, financial assistance for exams, and post-secondary options. As the HSLT worked on the grant application, it became clear how collaboration with community would benefit our students. Because we now understand that a common understanding of literacy must be recognized and valued by all stakeholders, (Why, 26) we will seek ways to strengthen relationships.

**Currently:**

- WCHS receives supportive feedback from stakeholders indicating approval of our school. Feedback is received through the School Council, direct communication from stakeholders through the Parent Involvement Coordinator, the Annual Needs Assessment Survey, CCRPI Climate surveys, and messages through social media (e.g. Facebook).
- WCHS counselors collaborate with the Georgia Student Finance Commission to assist students in completion of FASFA applications. Counselors establish relationships with the Network of Trust to assist pregnant and teen mothers and with the Shepherd Center to prevent distracted driving. We also participate in “Celebrate My Drive” to prevent drunk driving. Additionally, WCHS networks with the Renaissance Center, the Department of Family and Children’s Services, ABAC College’s Upward Bound program, and Aspire.
- Teachers of special needs students collaborate with Vocational Rehabilitation Services to transition them to societally and professionally independent citizens after high school.

**What we plan to implement at WCHS:**

- Develop a survey of needs assessment for parents, students, counselors, and stakeholders and use the results to match available resources to literacy needs. (How, 32)
- The RTI process will be revamped and re-evaluated to include screening to identify all at-risk students. The process will contain a literacy component. (Why, 125)
- We will create and foster community-based partnerships that encourage and communicate the importance of writing and literacy. (How, 32)
- We will ensure that stakeholders understand our literacy goals and their roles in meeting those literacy goals. (How, 21)
- We plan to implement a training seminar for parents and other community members to practice and earn certifications in MOS Office. (How, 28)

**Building Block 3. Ongoing formative and summative assessments**

On the needs assessment survey, faculty members were asked to indicate the percentage of students who come to them reading and writing on grade level from the prior grade. Twenty-seven percent of respondents said fewer than 20% of their students read and write below grade level, while 30.51% said that 20-40% of their students perform below grade level. Twenty percent of teachers responded that 40-60% of their students read and write below grade level, but only 5% of respondents indicated that 80% or more of their students perform below grade level. While teachers indicated they were aware that some students come to them lacking reading and writing skills, only 20.5% believed below-level students have access to effective interventions outside of the regular classrooms. According to the Why document, twenty-five percent of students read below the proficient level, and less than one-third of public school 8<sup>th</sup> graders read at or above grade level. (Why, 28) Without solid literacy skills, employment options are limited.

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

Survey results:

Fully Operational: 17%

Operational: 43%

Emergent: 34%

Not Addressed: 6%

WCHS content teachers utilize common summative assessments as a standard practice. Assessment data is used primarily to pinpoint overall student weaknesses to determine which content standards require more focus and to analyze the effectiveness of instruction. Interventions based on this data are usually informal tutoring sessions with teachers, not a research-based systematic intervention plan followed up with progress monitoring. To be effective, intervention strategies must be based on student data, both formative and summative, in order to guarantee intervention that is targeted at the specific need. (Why, 139)

**Currently:**

- This year (2014-15), the Worth County School District purchased Data Director. This program enables tests to be aligned with standards, and answer sheets created, and has extensive report capabilities. All pre-SLOs were scored using the program, which allows easy access to the assessment data. As teachers become familiar with the program they will be able to align common assessments. Data Director provides a systematic method for school administrators to check student progress and monitor ongoing use of common assessments.
- The Teachers as Advisors program provides a systematic, school-wide method to monitor student progress throughout their high school years.
- Students enrolled in CTAE pathways are monitored by program level instructors.
- Students in all business classes take Microsoft Office Certification exams. GMetrix software was purchased to prepare students for certification. The program is also used for remediation. The MOS certification exam is used as the pathway completion exam.
- Summative assessment results (EOCT now replaced by Georgia Milestones EOC assessments) are used by teachers in each department to make course and program improvements.
- Results from quizzes and unit tests are analyzed by teachers to identify students who require additional help through tutoring or other individual strategies.
- Common summative assessments are utilized regularly.
- The dropout prevention program includes a 9th Grade Pinning Ceremony in the fall, where students commit to graduate and sign their names on a class graduation gown. Each spring, the senior class dons graduation gowns and tours the primary, elementary, and middle schools to exemplify the success of their past teachers and to inspire younger students.

**What we plan to implement at WCHS:**

- Locate and purchase effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students with a focus on literacy across the curriculum. (What, 8)

- Provide consistent expectations across the curriculum for development of common formative and summative assessments. (How, 34)
- Provide professional learning for teachers in utilization of screening and intervention tools.
- Identify and purchase assessment and intervention materials aligned with student needs with a focus on literacy. (How, 36)
- Train personnel to utilize assessment and intervention materials aligned with students' literacy needs. (What, 8)

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

Survey results:

Fully Operational: 16%

Operational: 43%

Emergent: 26%

Not Addressed: 16%

Teachers and staff lack materials needed to meet students' individual needs. Of those surveyed, 55.17% said there was insufficient time for small group differentiation for below-level students. Currently, interventions focus on ensuring that students accumulate the credits required for graduation.

Implementation of effective screening, progress monitoring, and diagnostic tools is not systematic or consistent throughout WCHS. (What, 8) Some teachers lack the resources to properly monitor and differentiate instruction to promote literacy progress for all students. Of those surveyed, 40% said they do not have adequate materials and resources for differentiation of reading skills. WCHS lacks an effective universal screening instrument and has not focused on literacy across the curriculum. Intervention materials must be aligned with student needs and used by a trained staff. (What, 8) Teachers need intense professional learning on how to administer screeners, and interpret data to determine the best course of action. (Why, 24)

**Currently:**

- A variety of universal screening instruments have been implemented at WCHS. However, to date, we have not found a screening instrument to meet our needs. Reading Plus is used to screen and progress monitor students with IEPs, but the program is not available for regular education students. The Read 180 program was purchased and utilized three years with marginal success. We attempted to improve results by utilizing the Read 180 materials in a remedial ELA course (Communication Skills), and again noted little benefit. Based on data results and observations, the program was discontinued. Read 180 materials are in storage, but not in use.
- To encourage improved teacher feedback on student writing and prevent plagiarism, WCHS ELA teachers piloted the Turnitin web-based program in 2013-2014. ELA teachers found Turnitin to be a valuable resource that could be used across the curriculum to encourage student writing and assist teachers. Turnitin licenses were purchased for all WCHS students for the school year (2014-15).

- The Parent Portal is a web-based resource for parents to monitor student(s) grades and attendance. Parents are able to track their student's progress, and this facilitates communication between teachers and parents.

**What we plan to implement at WCHS:**

- School-wide use of Turnitin to prevent plagiarism and provide relevant feedback of student writing across the curriculum. (How, 42)
- Train staff in the use of Turnitin as a resource used to improve literacy instruction and skills.
- Screen and monitor the literacy levels of all students using evidence-based tools such as the Scholastic Reading Inventory. (What, 8)
- Provide professional learning on screening and progress monitoring for all teachers across the curriculum (including EL, Fine Arts, CTAE, and Special Education). (How, 29)
- Consistently utilize common formative and summative assessments to measure student growth and identify struggling students in all academic/non-academic areas. (What, 8)
- 

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

Survey results:

Fully Operational: 10%

Operational: 33%

Emergent: 30%

Not Addressed: 27%

Because we have no universal screener, teachers depend on past assessment data and grades to gain insight into possible reading problems in students. An effective universal screener will identify which students who do not performance as expected for a given grade level. (Why, 99)

**Currently:**

- The predominant tools used to diagnose literacy problems are the Longitudinal Data System (which provides assessment histories) and classroom performance. A valid instrument and systematic protocol are needed to better diagnose areas of student weakness.
- Eighth-grade CRCT and writing test scores are used to evaluate rising ninth graders' literacy needs.

**What we plan to implement at WCHS:**

- Develop a protocol to ensure that students identified by screenings routinely receive diagnostic assessment. (What, 9)
- Develop a process to better identify and utilize the new eighth-grade Georgia Milestone Assessment System score data to evaluate rising ninth graders' literacy needs. (How, 36)
- Implement a research-based, proven universal screener to use as a diagnostic tool as well as for progress monitoring. (What, 8)
- Invest in research-based teacher training and literacy programs with a record of success. Example: the Literacy Design Collaborative. (How, 30)
- Provide professional learning in use of summary writing to increase reading comprehension. (Why, 45)
- Add student writing tasks to improve reading comprehension. (Why, 46)

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

Survey results:

Fully Operational: 14%

Operational: 49%

Emergent: 27%

Not Addressed: 10%

Sixty-three percent of survey respondents indicated WCHS is at least operational in our use of summative data to make programming decisions and monitor progress. Guidance counselors and teachers closely monitor student performance to make decisions about course schedules. The Guidance Department utilizes a systematic, effective protocol to create individual graduation plans for each student. This tracks student progress towards meeting graduation requirements, and provides information for course selections, placements, and education opportunities. (Why, 67)

**Currently:**

- The school leadership team analyzes data from previous assessments to determine student academic needs. Assessments used are EOCT (now replaced by Georgia Milestones Assessments/EOCs), GAA, GHSWT, Student Learning Objective assessments (SLOs), and ACCESS for ELS.
- During content department meetings teachers review and analyze assessment results to identify needed program and instructional adjustments. (How, 9)
- Department meetings focus on strategies to improve instructional programs for all students. (What, 9)
- Summative data is used to move students into or out of accelerated or honor's classes, Advanced Placement, and ACCEL (college dual enrollment).

**What we plan to implement at WCHS:**

- Time will be devoted in teacher collaborative planning meetings to review and analyze assessment data to identify needed program and instructional adjustments. (What, 9)
- Data team training will be conducted to ensure instruction is directly correlated to student needs. (Why, 120)
- Teachers will be provided opportunities to pursue certification in Advanced Placement courses to expand the program. Current AP course offerings include: AP Environmental Science, AP Physics, AP Government, AP U.S. History, AP Literature, and AP Statistics. (How, 36)

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

Survey results:

Fully Operational: 20%

Operational: 44%

Emergent: 27%

Not Addressed: 9%

All WCHS teachers utilize student assessment data to some degree. Teachers primarily use assessment data related to their instruction, and implementation of a universal screener in literacy would provide valuable insight about the capabilities of learners across the curriculum. Teachers know when their students struggle, but the root causes of why students struggle remain uncertain. A formal, ongoing system of analyzing summative assessments would provide data to check progress under current instructional practices. (Why, 67)

**Currently:**

- Teachers utilize common planning to analyze assessment for effective planning of appropriate instruction. A more formalized protocol would assure more consistent, systematic, school-wide use of data to improve teaching and learning.
- Teachers have been trained to use the Longitudinal Data System to access student assessment data. Data Director was purchased to assist in data storage and analysis of SLO's along with common summative assessments.

**What we plan to implement at WCHS:**

- Evaluate the current process for data analysis to ensure it meets the needs of students and teachers. (How, 39)
- Train all teachers to utilize Data Director to score assessments, store data, and create reports. (Why, 120)
- All teachers will be trained on administration of the SRI and utilization of resulting data to plan instruction based on student needs. (Why, 99)

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

Forty-percent of survey participants said they lack adequate materials and resources for differentiation of reading skills for students on various grade levels. Sixty-one percent of those teachers indicated they lack materials to assist with fluency, while 30% of the teachers said they lack materials for basic word recognition. Twenty-eight percent of survey participants said they do not have adequate materials to teach language skills required by the CCGPS. Fifty-two percent of respondents indicated that grammar and usage as well as vocabulary development are major areas of weakness.

Thirty-two percent of survey respondents said they have inadequate time to teach literacy effectively, including whole group reading (literature, informational, foundational skills), small group differentiated instruction, writing, language skills and content area literacy.

Survey Question Number 15 was directed at content area teachers. Of the 70 participants who answered the question, 51.43% replied "I am not a content teacher."

Results from Survey Question 16 indicate teachers believe literacy materials are more important than professional learning to help them teach literacy. Literacy team research indicates that WCHS teachers need a better understanding of literacy instruction and the skills required to implement literacy instruction daily.

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

Survey results:

Fully Operational: 14%

Operational: 40%

Emergent: 37%

Not Addressed: 9%

WCHS must schedule dedicated time to consistently include literacy activities across the curriculum. (What,10) Content area teachers, other than ELA, are unclear about how frequently common literacy activities should be utilized and how to document the activities in daily instruction.

**Currently:**

- WCHS teachers teach CCGPS in all classes.
- Unit and lesson plans are based on standards and address all literacy elements.
- Explicit writing instruction is provided in ELA classes.
- Explicit reading instruction is taught in Special Education classrooms. In regular, standards-based classrooms, however, reading instruction focuses on building comprehension skills, broadening vocabulary, text analysis, and text complexity.
- Because high school English teachers have not been trained to provide explicit literacy instruction, they do not know how to provide evidence-based instruction to adolescents.

**What we plan to implement at WCHS:**

- Create and implement a systematic plan to provide daily literacy activities in all classrooms to guarantee all students receive two to four hours of literacy instruction daily across all curriculum areas, including CTAE. (How, 23)
- Administration will conduct classroom observations (e.g., Literacy Instruction Checklist, GA, or some other instrument) using an assessment tool to gauge current practice in literacy instruction. (What, 10)
- Utilize technology to motivate student participation in literacy activities. (How, 42)
- Teachers across content areas will participate in professional learning to develop and improve the Seven Habits of an Effective Reader. (Why, 41-6 & What ,10) Teachers will:
  - use data to inform instructional decisions and explicit teaching.
  - select appropriate text and instructional .
  - instruct students on the specific strategies to be learned and why.
  - model how each strategy is used.
  - provide guidance and independent practice with feedback.
  - discuss when and where strategies are to be applied.
  - differentiate instruction.

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

Survey results:

Fully Operational: 11%

Operational: 41%

Emergent: 40%

Not Addressed: 7%

Teachers of content areas other than ELA frequently assign tasks such as Science Fair Projects, research projects and reports, and include essay questions on assessments. However, student work is scored primarily for content only.

**Currently:**

- Students receive explicit writing instruction in English classes. However, teachers of other subjects have not been trained to instruct students in writing. In non-ELA classes, students write to show content knowledge rather than writing skill.
- Students with IEPs receive explicit writing instruction during English resource classes.

**What we plan to implement at WCHS:**

- A coordinated plan developed for writing instruction across all the curriculum will include: explicit instruction, guided practice, and independent practice. (What, 10)
- At least once per week, all teachers will provide instruction for and assign one of the following: develop an argument citing relevant and reliable textual evidence; write coherent informational or explanatory texts; or write narratives to develop real or imaginary experiences to explore content area topics. (What, 10)
- Technology will be used for production, publishing, and communication across the curriculum. (What, 10)
- All teachers learn to reinforce the student writing model within their discipline through professional development. (Why, 46)
- Teachers will receive professional learning on direct, explicit, instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area. (How, 40)
- Develop and implement use of a common standards-based writing rubric to score student writing in non-ELA courses. Training will be provided on using rubrics to improve literacy instruction. (How, 31)

**B. Action: Teachers work to develop and maintain interest and engagement as each student progresses through school.**

Survey results:

Fully Operational: 19%

Operational: 57%

Emergent: 23%

Not Addressed: 1%

A variety of student data is used to develop plans to serve student needs. Student test scores and grades are used for placement into accelerated, honors, or Advanced Placement courses, and as criteria to enter the ACCEL Program (dual college enrollment) or Work Based Learning Program. Student assessment also determines remediation and intervention needs.

**Currently:**

- Students receive 52 minutes of instruction in each ELA class.
- Students with IEPs receive additional literacy instruction with special education teachers.

- Literacy activities are incorporated in non-ELA classes mostly in the form of vocabulary activities, reports, projects, and open response test questions. The main purpose of these activities, however, is to build content knowledge rather than literacy skills.
- Incorporate creative uses of technology to promote engagement and relevance. (How, 41)
- Students have opportunities to participate in a wide variety of course offerings, including CTAE, Honors and Advanced Placement, and a selection of clubs, athletics, and other extra-curricular activities designed to enrich and expand the high school experience.

**What we plan to implement at WCHS:**

- Teachers will receive professional learning on teaching effective strategies for reading informational texts and ways to utilize best practices in writing instruction in all subject areas. (How, 42)
- Explore interest in the creation of student book clubs, a debate team, and a mock trial program. (How, 42)
- Expand and enhance existing opportunities to promote the applications of listening, speaking, reading, and writing with real life experiences. (How, 41)
- Develop and use a speaking and listening rubric for presentations.
- Increase access to texts that students consider engaging. (How, 41)
- Increase opportunities for collaborating with peers in the learning process. (How, 41)

**Building Block 5. Response to Intervention (RTI)**

On the survey, faculty members were asked to indicate literacy performance levels of students who come to them from the prior grade. Twenty-seven percent of respondents said fewer than 20% of their students read and write below grade level, while 30.51% said that 20-40% of their students perform below grade level. Twenty percent of teachers responded that 40-60% of their students read and write below grade level. Teachers indicated they are aware some students come to them from previous grades lacking literacy skills, but only 20.5% believe that below-level students have access to effective interventions outside of the regular classrooms. Forty-percent of survey participants said few students have access to effective interventions outside of the classroom. Other than scheduled math support classes, most interventions take place before and after school, during breaks (Fall Break, Thanksgiving, Christmas, Spring Break), and during Summer School. Students who rely on bus transportation are often unable to take advantage of interventions offered outside the regular school day.

**A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)**

Survey results:

Fully Operational: 11%

Operational: 33%

Emergent: 39%

Not Addressed: 17%

According to the Why document, Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early assistance for ALL underperforming students. Research based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. (Why, 125) To implement RTI with fidelity, formal data teams, consisting of teachers and administrators, must be created and trained. As assessment data is analyzed to evaluate effectiveness of instruction and monitor student progress, findings must be shared with RTI teams. RTI teams then create a plan of interventions and progress monitoring. Research states that evidence-based interventions will increase in levels of intensity based on progress monitoring.

**Currently:**

- WCHS has developed a Pyramid of Intervention for academics and another for behavior.
- Each year a school administrator leads the RTI process for our school. During the last several years, the administrator in charge of RTI changed each year, which created a need for consistent implementation of the RTI process.
- Lack of a universal screening instrument made it difficult to pinpoint students in need of interventions before they begin to struggle academically.
- RTI processes are monitored by Central Office personnel.

**What we plan to implement at WCHS:**

- Explore the possibility of hiring an RTI consultant for two years to help create an effective, comprehensive, and sustainable RTI program. (Why, 125)
- Purchase a research-based universal screening instrument. (Why, 99)
- Develop an RTI Committee with representatives from each core academic area, special education, and guidance to help develop protocols for identifying students and matching them to the appropriate interventions. (What, 11)
- Schedule parent conferences to discuss students' performance. Data will be used to develop instructional strategies.
- Contract with an RTI consultant who is trained on how to identify and provide appropriate interventions. (How, 24)
- Assure that the RTI Committee develops procedures for monitoring interventions frequently, regularly, and with fidelity (Why, 125)

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

Survey results:

Fully Operational: 27%

Operational: 31%

Emergent: 37%

Not Addressed: 7%

Tier I interventions include instructional practices used in general education classrooms. Interventions may include preferential seating, lesson pacing, student collaboration, feedback and differentiation. (Why, 26)

**Currently:**

- The pyramid of intervention is in place for both academics and behavior. Tier 3 student files move up from the middle school to WCHS at the beginning of each school year, and those files are reviewed by the RTI Coordinator.
- All classrooms are Standards-Based, and teachers use GPS (or CCGPS where applicable) standards and frameworks.
- Teachers received professional learning in CCGPS implementation, differentiated instruction, interactive notebooks, use of technology to engage students, co-teaching strategies, and use of best practices in classroom instruction.
- To promote consistency, a common lesson plan template was adopted this school year.
- Instruction is monitored using the TKES Platform, walk-throughs by Central Office staff, and informal observation by the school improvement coordinator.
- Parent-teacher conferences are also scheduled to receive parent input and allow students to advocate for themselves.

**What we plan to implement at WCHS:**

- Data from a universal screening process will identify general weaknesses in Tier I instruction as well as with struggling students. (How, 44)
- A protocol will ensure that students who are identified by screenings receive diagnostic assessment. (How, 37)
- Teachers will collaborate to define literacy skills needed to master CCGPS in each content area. (How, 36)
- Develop systematic progress monitoring (on-going assessments). (Why, 104)
- Practices in literacy instruction will be monitored using a checklist (e.g., Literacy Instruction Checklist, GA, or a locally developed instrument). (How, 40)
- Create opportunities for students to collaborate with peers using flexible grouping, literature circles, and increased access to texts selected by interest. (How, 41)
- Professional Learning Communities will review and analyze assessment results. (How, 39)
- Collaborative planning time will be scheduled for teachers across the curriculum to plan for instruction, intervention, and enrichment. (How, 29)
- Classroom Management Plans will be consistently enforced to maximize instructional time.
- The WCHS RTI Committee will be created. (Why, 125)
- Develop protocols for identifying students and matching them to the appropriate intervention. (How, 43)
- Invest in a universal screening instrument that will provide comprehensive profiles on students' literacy skills. (What, 11) (Why, 99)

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

Survey results:

Fully Operational: 16%

Operational: 36%

Emergent: 34%

Not Addressed: 14%

Not all students in need of Tier 2 interventions are being identified. (What, 12). According to the survey participants, only 20.59% indicated that interventions are available to all who need them. Historically, WCHS's RTI process was almost entirely reactive. The designated RTI coordinator has many other responsibilities, and teachers are not trained to effectively implement Tier 2 instruction. With the exception of math, few interventions are available for regular education students. A systematic plan is needed to provide needs-based, Tier 2 interventions. WCHS must have an effective universal screener to help target students in need of interventions before the students begin to struggle academically. (Why, 104)

**Currently:**

- Students who fall behind on credits are offered opportunities to retake courses using the Apex program. To facilitate credit recovery, Study Skills classes are scheduled five periods per day.
- We established an evening program this school year to accommodate a small, specific group of students.
- Math tutoring is provided after school each Tuesday and Thursday throughout the school year.
- During school breaks (Fall Break, Thanksgiving Break, Christmas Break, and Spring Break) Intervention Days are scheduled to provide students with opportunities to work on Apex credit recovery courses, make up missing assignments, repair attendance, and/or receive remediation. Summer School is offered at no charge for students who failed classes and/or failed to receive credit due to excessive absences.
- No transportation is provided outside the regular school day.
- Math Support classes are offered to targeted students.
- The Ascend math intervention program is offered to approximately 120 students. The program offers supplementary instruction in addition to direct instruction by a certified math teacher.

**What we plan to implement at WCHS:**

Needs based learning in addition to Tier 1 and differentiated instruction by including:

- Constant progress monitoring every 2-3 weeks.
- Program/Peer mentoring.
- Increased Parent conferences/communication.
- Behavior Contracts.
- Behavior checklists.
- Reading Buddies.
- Ongoing professional learning on the following: (How, 45)
  - Using appropriate supplemental and intervention materials and programs.
  - Diagnosing reading difficulties.
  - Using direct, explicit instructional strategies to address instructional needs.
  - Charting data.
  - Graphing progress.
  - Differentiated instruction. (What, 12)
- Schedule collaboration between content area teachers and interventionists. (How, 45)
- Provide professional learning to train teachers to understand assessment data and anticipated levels of student mastery.
- Build sufficient blocks of time into the daily schedule for interventions.

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

Survey results:

Fully Operational: 14%

Operational: 34%

Emergent: 36%

Not Addressed: 16%

Currently, no formal link exists between RTI, SST, and Data Teams. A systematic, consistent protocol is needed to develop a fully functional RTI plan.

**Currently:**

- Joint monitoring of student progress occurs during team meetings facilitated by either the Special Education teacher or the Guidance Counselor.
- Data teams are present but are not fully functional.

**What we plan to implement at WCHS:**

- Professional learning on Student Support Team processes and procedures outlined in the GA DOE manual. (How, 46).
- SST Driven Learning in addition to TIER 1 and 2.
- Weekly progress monitoring systematically implemented and analyzed to evaluate effectiveness. (How, 46)
- Functional Behavioral Analysis (FBA).
- Behavior Intervention Plans (BIP).
- Individual Counseling.
- Psychologist Consultations.
- Interventions tailored to individual needs.
- Problem Solving Model.
- Ensure that interventions are administered and documented with fidelity prior to SST referral. (Why, 127)

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

Survey results:

Fully Operational: 23%

Operational: 31%

Emergent: 31%

Not Addressed: 14%

**Currently:**

- Students with disabilities are served in a number of settings including: co-taught classes; resource classes; self-contained classes; and supportive instruction. These students receive layers of interventions targeted and designed to meet individual student needs as determined by achievement data. (Why, 134)

- School schedules will be developed to promote and assure least restrictive environment (LRE). (What, 12)
- Instructional and testing accommodations and modifications determined by IEP teams are provided by trained faculty and staff in the LRE of each student identified.
- In addition to students with disabilities being served at Tier 4, we also identify and serve gifted and high achieving students in specialized programs.
- Building and system administrators are knowledgeable about funding formulas that affect students in special programming, and they develop budgets and schedules accordingly as dictated by student performance data.

**What we plan to implement at WCHS:**

- Continue to develop strategies with co-teaching teams.
- Ensure that Gifted and Special Education teachers participate in professional learning communities (e.g., professional development, collaborative planning sessions, etc.) to guarantee strict alignment with delivery of CCGPS, even in separate settings. (How, 47) (Why, 134)
- Continue to monitor SPED eligibility for students.
- Research and invest in specialized programs for students.

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

Survey Question Number 15 was directed at content area teachers. Of the 70 participants who answered, 51.43% replied “I am not a content teacher.”

Results from Survey Question 16 indicate teachers feel they are more in need of materials to teach literacy than in need of professional learning in teaching literacy. As the literacy team continued work on the SRCL grant, it became evident WCHS teachers need a better understanding of literacy instruction and the skill needed to implement this instruction daily. As stated in the Why document, teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. (Why, 141)

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

Survey results:

Fully Operational: 13%

Operational: 27%

Emergent: 33%

Not Addressed: 27%

Sixty-percent of survey participants indicated that pre-service education does not fully prepare new teachers for the challenges of the classroom. To address this lack of preparation, WCHS assigns mentors to new teachers, tailors a schedule of times they can observe other teachers, and allows time for new teachers to plan collaboratively with colleagues.

**Currently:**

- All new WCHS teachers are assigned a mentor-teacher to guide them through their first year.
- Mentor teachers attend training at RESA to prepare for this responsibility.
- The school improvement coordinator works with new teachers via classroom visits followed by reflective discussions, arranges classroom visits so new teachers may observe veteran teachers, and creates a schedule for new teachers to view the Harry Wong DVD series.
- New teachers plan collaboratively with colleagues weekly and receive guidance on lesson plans, units, etc.

**What we plan to implement at WCHS:**

- Revise teacher preparation plan to reflect needs reported by districts. (What, 13)
- Continue to provide a new teacher orientation/mentoring program for all new teachers entering our school.
- Offer teacher training in administering and interpreting results of assessments in terms of literacy. (How, 49)
- Include time in the school year for teachers to collaboratively analyze data, share expertise, plan lessons, and reflect on practice. (What, 13)
- Pair new teachers with exemplar literacy teachers to aid in the facilitation of teaching literacy. (How, 48)

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

Fully Operational: 13%

Operational: 39%

Emergent: 29%

Not Addressed: 20%

In-service personnel must participate in professional learning in all aspects of literacy instruction including cross-disciplinary literacy in the content areas. (What, 13) Integration of instructional technology may be used across the curriculum to prepare students to be effective in the 21<sup>st</sup> century. Citizens and workers must be able to exhibit a wide range of functional and critical thinking skills in information, communications, and technology literacy. (Why, 56)

Professional learning is needed to increase the skill of new and veteran teachers in the areas of interdisciplinary literacy instruction, differentiation, instructional technology and literacy activities. Of the survey participants who indicated they need professional learning, 56.52% said they need training to implement literacy instruction in their subject area. Only 26.09% of participants indicated a need for professional learning in writing instruction. Survey responses indicate we must work to develop overall buy-in to the idea that literacy instruction is the responsibility of all teachers, not just ELA.

**Currently:**

- Professional learning is embedded throughout the school year during collaborative planning.
- Teachers also attend relevant workshops and training, including our local RESA.
- Each year, teachers are offered opportunities to obtain gifted endorsement and Advanced Placement certification.
- Teachers receive professional learning in instructional technology and new software.

- Teachers' instruction is monitored through classroom observations (TKES) or walkthroughs with feedback. (What, 13)
- The district provides for limited conference attendance. Budget cuts reduced the number of off-campus professional learning opportunities.
- Schedule protected time for teachers to meet collaboratively to plan lessons, analyze data, and reflect on literacy concerns.

**What we plan to implement at WCHS:**

- Professional learning will help teachers develop an understanding of literacy instruction in all content areas. (How, 48)
- A calendar of on-going, job-embedded professional learning will be created for all staff.
- Teachers will have professional learning on direct, explicit instructional strategies to build reading and writing skills in all content areas. (How, 40)
- Teachers will receive professional learning on implementation of evidence-based tiered instruction, and a systematic, research-based protocol to screen and monitor the literacy aptitude of students. (Why, 99)

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

According to the Georgia Literacy Plan, people who cannot communicate through writing with clarity are less likely to be hired by employers. If employed, promotion options are limited. (Why, 28) Southwest Georgia already suffers from a higher-than-average unemployment rate, with limited work opportunities. The HSLT aligned our first goal with that stated in the “Why” document. (See Goal 1). For WCHS students to become lifelong learners and productive citizens, the needs prioritized from survey data must be addressed. The team analyzed current practices to determine root causes of concerns highlighted by survey data. Objectives were set to address needs where 50% or more of survey responses indicated WCHS is less than operational. To meet the literacy needs of our students, teachers require substantial professional learning, additional materials, access to technology, and a complete overhaul of the RTI process. Money gained from the SRLC will enable WCHS to implement changes required to meet our goals. Future appropriations will be funded by E-Rate, Title I, Title II, local funds, and SPLOST when applicable.

Goals	Need	Objective	Supporting Evidence
<p><b>Goal 1:</b> All students will become self-sustaining, lifelong learners, productive citizens, and contributors to their communities. (WHY, 31)</p>	<p>A. Out-of-school agencies and organizations collaborate to support literacy within the community. (65%)</p> <p>B. Active collaborative school teams ensure a consistent literacy focus across the curriculum. (55%)</p> <p>C. Literacy instruction is optimized in all content areas. (51%)</p>	<p>A. Expand the current system of learning supports. Identify and contact additional learning supports in the community that target student achievement. Collaborate with out-of-school organizations to develop enrichment activities for students.(How, 32)</p> <p>B. Establish the expectation of shared responsibility for literacy across the curriculum. (Why, 31) Collaborate across content areas to develop literacy lessons and activities that meet student needs. (How, 29) Train teachers to analyze universal screening data. Create data teams to evaluate assessment data to determine effectiveness of instruction and interventions. (Why, 24)</p> <p>C. Create a plan to integrate</p>	<p>Increased EOC Scores</p> <p>Higher Graduation Rates</p> <p>Literacy Checklist data</p> <p>Improved GHSWT scores</p> <p>Literacy activities noted in units and lesson plans for all subjects</p> <p>Post Tests scores</p> <p>Increased Lexile reading levels</p> <p>Documented collaboration</p>

		literacy in all subjects and incorporate daily writing. (How, 26)	(meeting agendas, minutes)  Universal screener results  Progress monitoring results  Written literacy plan
<b>Goal 2:</b> Students will graduate from WCHS college and career ready. (Why, 36-37)	A. Active collaborative school teams ensure a consistent literacy focus across the curriculum. (55%)  B. Literacy instruction is optimized in all content areas. (51%)	A. Professional learning will promote effective literacy strategies across the curriculum. A formalized schedule of collaborative planning will include cross-disciplinary teams (Why, 67) in addition to established content teams. (What, 7) (How, 40)  B. Provide teachers with instructional, and supplemental materials, and technology required to support literacy instruction. (What, 7) All teachers will be trained to incorporate literature and writing across content areas to use a common writing rubric as an effective instructional tool. (How, 27)	Data will be used to evaluate student progress towards becoming college and career ready.  The percentage of students who require remediation in post-secondary institutions will decrease (CCRPI measurement).  Improved student reading and writing skills are reflected in higher grades.
<b>Goal 3:</b> Students will receive relevant, sustainable, rigorous, literacy-embedded instruction to meet their academic needs	A. Literacy instruction is optimized in all content areas. (51%)  B. Problems found in literacy screenings are further analyzed	A. Develop a comprehensive literacy plan to imbed daily literacy instruction across the curriculum. Provide ongoing professional learning on best practices of literacy instruction, a monitoring protocol, and data analysis. (What, 10, 11) Literacy materials will be differentiated by	Increased Graduation Rate  Decreased discipline referrals as students become more engaged

<p>across the curriculum through enrichment/remediation. (Why, 46) (What, 7) (How, 40)</p>	<p>with diagnostic assessment. (57%)</p> <p>C.Ensure a consistent literacy focus across the curriculum through the use of collaborative teams. (55%)</p>	<p>level and interest. A variety of instructional strategies will be incorporated to teach students how to read informational texts. (How, 41) Explicit reading strategies will be taught in all content areas. (How, 40) School-wide reading and writing activities will ensure each student receives the recommended two-four hours of daily literacy instruction.(How, 23) (Why, 67)</p> <p>B.Teachers will analyze results from universal screeners. A protocol will be developed to determine appropriate interventions for students with weak literacy skills. Appropriate intervention materials will be identified and purchased. (How, 35)</p> <p>C.Collaborative planning will expand beyond content areas to include teachers across the curriculum and across grade levels.</p>	<p>American Literature and 9th Grade Literature Lexile scores will meet or exceed the state averages.</p> <p>Georgia Milestones assessment scores will meet or exceed the state averages in all subject areas.</p> <p>Lexile levels will increase on the SRI screening.</p> <p>Increased Post-SLO scores</p> <p>Universal screening results will be used to implement interventions.</p>
<p><b>Goal 4:</b> Students served by a revamped RTI protocol for academic and behavioral interventions with systematic progress monitoring and data-driven decisions for tier placement. (Why, 125)</p>	<p>A.In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly. (52%)</p> <p>B.Problems found in literacy screenings are further analyzed with diagnostic assessment. (57%)</p>	<p>A. RTI must be reorganized to include data from universal screeners, progress monitoring, and assessments (formative, summative, EOCT, Georgia Milestones, etc.) (How, 42)</p> <p>B.Data teams will be created to systematically analyze assessment data. (What, 11) Data teams will collaborate with RTI teams to determine instructional weaknesses. Diagnostic instruments and intervention tools</p>	<p>Intervention data will be measured to indicate effectiveness. Student growth will be monitored to determine continuation of interventions.</p> <p>Progress monitoring data and grades will be used by RTI teams and teachers to</p>

	<p>C.Information developed from the school-based data teams is used to inform the RTI process. (56%)</p>	<p>will be purchased and staff trained. (How, 43)</p> <p>C.Use of an effective universal screener, appropriate interventions, progress monitoring, ongoing formative and summative assessments, and a system of tiered interventions will be monitored and adjusted as needed. (What, 11) (How, 45)</p>	<p>measure individual student progress.</p> <p>Data derived from assessments such as EOCTs, Georgia Milestones assessment, GHSWT, SLOs, GAA, formative and summative assessments will be used to measure progress.</p>
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### Sample Tiered Instructional Schedule

WCHS master schedule is based on a seven-period day of year-long classes. Periods are 52 minutes in length for both academic and elective subjects. Our current schedule provides 52 minutes daily of ELA for all students, grades 9-12 (Tier 1). ELA teachers periodically schedule writing intervention (for students who failed the GHSWT) on Tuesdays when a revised bell schedule allows 30 minutes between 2nd and 3rd periods for club meetings or advisement (Tier 1-4). Classroom teachers currently provide remediation for students who struggle in their classes with informally scheduled sessions before or after school or during lunch. (Why, 139) There is no monitoring protocol. Students with IEPs receive additional ELA instruction through resource rooms or co-taught classes, while gifted students receive higher-level literacy instruction in AP English and honors courses (Tier 4). The results of our needs assessment indicate we need to expand literacy opportunities across content areas to provide the recommended minimum two hours of explicit, evidence-based literacy instruction per day. (Why, 67) To accomplish this, all teachers in all subjects will learn strategies to include explicit, CCGPS connected literacy activity of at least 20 minutes daily. Lesson plans will be monitored for inclusion of additional literacy time. Literacy walks will monitor consistent implementation of literacy activities. Our bell schedule is shown below.

Period	Regular Schedule
First Bell	7:50
1 <sup>st</sup> Period	8:00-8:52

Announcements	8:52-8:57
2 <sup>nd</sup> Period	9:02-9:54
3 <sup>rd</sup> Period	9:59-10:51
4 <sup>th</sup> Period	10:56-11:48
1 <sup>st</sup> Lunch	11:48-12:23
2nd Lunch	12:45-1:20
5 <sup>th</sup> Period Class	12:28-1:20
6 <sup>th</sup> Period	1:25-2:17
7 <sup>th</sup> Period	2:22-3:14

### **RTI Model**

Our RTI model must be completely overhauled. Historically, WCHS’s RTI process focused on graduation requirements. The designated RTI coordinator has many other responsibilities, and teachers have not been trained to effectively implement Tier 2 interventions.

Tier I: All students receive Standards-Based classroom instruction based on CCGPS. Instruction will be guided by common formative and summative assessment data (Why, 67) and supported by differentiated instructional strategies and embedded literacy activities. (Why, 126)

Tier II: In addition to Tier I instruction and strategies, students will receive research-based interventions designed to meet individual needs. Interventions will be monitored for effectiveness. (Why, 126)

Tier III: In addition to Tier I and II instruction and strategies, the data team will be expanded to include the school psychologist, speech-language pathologist, and other support professionals as needed. The intervention protocol will be analyzed for fidelity. SST/Data Teams follow an established protocol to determine the specific nature of the lack of progress. (Why, 127)

Tier IV: Instruction is specialized for Gifted, English Learners, and Students with Disabilities. Advanced Placement and Honors courses are offered for gifted students. Teacher accommodations are offered for English Learners. Additional resources must be provided to EL students. Students with IEPs attend resource classes and/or co-taught classes. Student schedules are developed to ensure least restrictive environment. (Why, 127 & 138)

**Assessment Data/Data Analysis**

A. The Striving Reader Comprehensive Literacy assessment plan, as seen below, will be implemented at WCHS. The SRI will be a new assessment this year.

B. Assessment Chart

<b>ASSESSMENT</b>	<b>TARGET AUDIENCE</b>	<b>PURPOSE</b>	<b>SKILLS MEASURED</b>	<b>TEST FREQUENCY</b>
Pre-SLO/ Post-SLO  Pre-Tests Final Exams	Students enrolled in courses that do not administer a Georgia Milestone EOC Assessment	Growth and progress from the beginning of a course to the end of that course	Content related	Twice per year
SRI	All students	Screening to monitor progress	Reading comprehension-inferential	Three times per year (more often when used as a progress monitoring instrument).
GHSWT	Those students within the cohort who have not yet passed the GHSWT	Writing process	Persuasion and writing skills	Main administration and retest
PSAT	All 10th graders	SAT preparation for college readiness	Reading and math college readiness	Once per year
ASVAB	All 11th graders	To measure developed abilities and predict future academic and occupational success	Multiple aptitude battery	Once per year
Access for EL	EL students	Screening, progress monitoring	Language	Once per year

Georgia Milestones EOC Assessments	Students in American Literature, Ninth Grade Literature, Coordinate Algebra, Analytic Geometry, Biology, Physical Science, Economics and US History	Summative assessment to gauge mastery of content standards	Content related	Once per year
GAA	SPED students with severe cognitive disabilities	Capture student learning and achievement/progress in four content areas	Prerequisite or entry-level skills that are state academic content standards based	Portfolio of student work during testing window
Diagnostic Reading & Writing Tests (to be determined)	Students failing SRI screening	Determine nature of problem in reading/writing	Reading & writing	To be determined

C. How the new assessments will be implemented into the current assessment schedule:  
 SRI will be our universal screener and will be administered as part of the Language Arts and/or Study Skills courses in grades 9-12. Students enrolled in the ACCEL program will also be screened on an individual basis to ensure complete student participation. SRI will be used for progress monitoring. Students who fail the universal screener will take follow-up, diagnostic testing to determine specific areas of need/weakness.

D. No current assessments will be discontinued as a result of implementing the SRCL grant.

E. Professional learning needs include:

- Administration, purpose, and data utilization of SRI.
- Implementation of evidence-based literacy instruction determined by assessment results.
- Use of a diagnostic reading/writing program as interventions for screening failures.

F. How data is presented to parents and other stakeholders:

Data is and will continue to be communicated as follows:

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- School-wide student achievement data will be dispersed to school council members, parent involvement, and school improvement committees through presentations.
- Individual student report cards/progress reports are sent home each four and half weeks.
- Individual student assessment data is given to students with report cards when possible or mailed to parents.
- Student Growth Percentile reports will be sent home.
- Posters will display data in the school professional learning room.
- Call-outs are made to alert parents when progress reports and report cards are distributed.
- School newsletters will be used to inform parents of assessment information.
- Parent conference days are scheduled twice a year to discuss student progress and performance.
- School website disseminates information.
- Annual assessment data report is present LEA by the Director of Curriculum and Instruction.

### G. How data will be used to develop instructional strategies.

In years past, overall student achievement data from EOCT were analyzed in late spring. Administrators, the School Improvement Coordinator, and the School Leadership Team analyze school data identifying areas requiring focus for improvement in the upcoming year. This year, we plan to do the following:

- All teachers will individually analyze data related to their course (common assessments, SLO tests, Georgia Milestones EOC assessments, and EOPA) in order to facilitate curriculum planning based on student needs.
- Teachers will collaborate within their content departments to analyze data across domains to facilitate curriculum planning based on student needs.
- SRI data will be reviewed following each administration and used to help develop instruction and interventions.

### H. Who will perform assessments?

SRI will be a new assessment added with the implementation of SRCL. It is anticipated that ELA and Study Skills teachers will be responsible for administering the SRI. Administration of the SRI will be incorporated into the school-wide assessment schedule. Our testing coordinator will be responsible for coordinating the SRI testing schedule.

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

**Resources needed:**

Professional learning and improved technological infrastructure are requirements to create and sustain an environment of improved literacy understanding. Intense professional learning will help teachers understand the role of literacy across the curriculum and assist in the development of an effective, sustainable RTI Plan. Teachers will also improve their ability to effectively teach reading and writing in content areas as required by CCGPS. Although our teachers have access to a variety of technological devices, our wireless network and infrastructure need to be upgraded to allow more effective use of instructional technology. At this time, BYOT activities can only be utilized in part of the school.

**A. Chart**

<b>RESOURCES</b>	<b>HOW RESOURCES SUPPORT LITERACY</b>	<b>FUNDING ALIGNMENT</b>
Tablets	Devices promote student interactivity with lessons and engagement with topics.	SRCL Grant, Title I, E-Rate Money
Applications for Tablets	Interaction with lessons and content increases student engagement.	SRCL Grant, Title I, E-Rate Money
Computer Labs	Programs are used to complete research projects, surveys, and online assessments.	SRCL Grant, Title I, E-Rate Money
Remediation/Support/Enhancement Programs	Ascend, Reading Plus, Lexia, Symphony, Apex, USA Test Prep	SRCL Grant, Title I, E-Rate Money
Scholastic Reading Inventory (SRI)	A Lexile-compatible program matches student interest with reading levels. SRI includes a universal screener.	SRCL Grant, Title I, E-Rate Money
Mobile Labs	Mobile learning labs increase fluency and proficiency among students.	SRCL Grant, Title I, E-Rate Money

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E-Books and E-Readers	Increase engagement by integrating interactive learning experiences.	SRCL Grant, Title I, E-Rate Money, Media Budget
Assistive Technology Devices for Students with Disabilities	Assistive technology devices such as tablets, audiobooks, and earbuds improve skill development for students with disabilities.	SRCL Grant, Title I, E-Rate Money
Update Wireless Network Capabilities	Wireless internet connections allow students to use their own technology (BYOT) to assist them in literacy.	SRCL Grant, Title I, E-Rate Money
Magazine Subscriptions for High-Interest Reading	Researched-based strategies indicate students are more likely to engage in literacy objectives that match their interests.	SRCL Grant, Title I, Media Budget
Interactive Boards	Interactive technology enables students to become active participants with digital learning.	SRCL Grant, Title I, E-Rate Money
RTI Consultant	Consultant will help create and implement an effective plan, train teachers and structure progress monitoring of interventions.	SRCL Grant
Print and Non-Print Resources	Resources across the curriculum support literacy goals. Media Center has 13,090 books and 298 professional learning books for teachers.	SRCL Grant, Title I, Media Budget
Digital Literacy Resources	Digital and online textbooks will encourage student engagement in learning	SRCL Grant, Title I

**B. Activities That Support Literacy:**

To improve student literacy, reading and writing strategies must be developed and implemented consistently school-wide, across all content areas. (Why, 31)

Technology resources have expanded, but the network requires upgrades to improve access. Funding will improve technology, provide professional learning, and develop effective cross-curricular literacy strategies such as:

- Reading and writing in every classroom. (How, 26)
- Dedicated instructional time for literacy instruction.
- Incorporation of technology to engage and connect students to literacy standards.
- Development and implementation of school-wide literacy strategies. (Why, 31)
- Development of cross-curricular teams for literacy instruction. (How, 29)

### **C. Shared Resources**

WCHS has two complete computer labs, and an 18-station lab in the Media Center. CTAE has four Business Education Computer Labs. Teachers may reserve mobile labs for classroom use as well. Currently, WCHS has the following mobile labs: seven Chromebook, four iPads, and two Laptop.

- Computer labs
- Science Labs
- Shared novels
- Copier/scanners
- Mobile labs
- Turnitin

### **D. Library Resources**

- Galileo Resources

### **E. Activities to Support Classroom Practices**

Activities to expand classroom literacy practices to build student literacy are a primary focus.

- Reading and writing in all content areas to effectively implement CCGPS literacy standards. (Why, 31)
- Improved use of informational texts and primary resources in ELA and social studies classrooms.
- Uniform focus on development of professional writing and thesis statements in all content areas.
- Increased writing in all content areas through journal writing and other research-based, instructional strategies.
- Literacy strategies focused on content-specific vocabulary. (How, 40)
- Differentiated instruction to improve literacy in all students.
- Formative assessments for learning.(How, 34)
- Pre/post unit assessments.

### **F. Additional Strategies**

WCHS utilizes Standards-Based Classroom instructional strategies and CCGPS in each class. Additional strategies follow:

- Differentiated instruction.
- Tiered instruction and scaffolding. (How,41)
- Co-teaching strategies and small group instruction by resource teachers.
- Reading Plus, Lexia, Symphony, Ascend, USA Test Prep.
- Student awareness of literacy levels and goal-setting.
- Apex is used for credit recovery and piloted for initial credit in one Honors World History course.

### **G. Current Classroom Resources**

WCHS is dedicated to providing teachers with resources to engage students and improve instruction. Each content teacher has:

- A Chromebook, an iPad, computer, and projector.
- Classroom sets of textbooks in all content areas, except a few math classes.
- Textbooks in most CTAE classes.
- Access to iPad carts, Chromebook carts, and computer labs.
- Access to two Clear Touch panel screens.
- BYOT in some parts of the building.
- Document cameras.
- Learner Response Devices.

### **H. Alignment Plan for SCRC and Other Funding**

The Striving Reader Grant will provide funds for in-depth and continuous literacy-based professional learning across the curriculum. A Literacy Team will develop school-wide literacy strategies to be implemented by each teacher, and project funds will purchase materials needed for specific literacy instruction. Finally, funds will allow improvements to the infrastructure needed to better utilize technology.

### **I. Proposed Technology Use**

- Software programs-support literacy; student engagement.
- Extend wireless access to remainder of building.
- E-textbooks, e-readers, laptops, tablets, and mobile learning labs-encourage literacy in all content areas.
- Interactive Boards-encourage active participation with digital content.
- Supplemental Applications for tablets-interactive lessons.

**Goal 1: All students will become self-sustaining, lifelong learners and contributors to their communities. (WHY, 31)**

Resources needed to achieve Goal 1:

- Improved wireless network will increase use of technology to help students develop skills to become productive citizens.
- Professional learning to promote greater use of technology-based literacy instruction. (How, 31)
- Increased capability to use e-books and e-readers to engage students in literacy.
- Stipends for teachers to receive literacy training off contract (Saturdays, breaks, summer).

**Goal 2: Students will graduate from WCHS college and career-ready. (Why, 36-37)**

Resources needed to achieve Goal 2:

- Increased student access to technology will increase skill development.
- Professional learning on research-based literacy instruction for all teachers. (What, 6)
- Administrator training on literacy in the classroom to support instruction and monitor student engagement. (How, 20)
- Magazine subscriptions for High-Interest Reading to provide information for students about colleges and/or careers. (How, 27)

**Goal 3: Students will receive relevant, rigorous, literacy-embedded instruction to meet their academic needs through enrichment/ remediation. (Why, 31)**

Resources needed to achieve Goal 3:

- Technology training to incorporate technology into units.
- Professional learning to teach all aspects of reading, writing, speaking, listening, and viewing. (Why, 27).
- Appropriate literacy strategies and interventions for all tiers. (How, 43)
- Certify more teachers in Gifted and Advanced Placement.
- Consistent use of formative/informative assessment to adjust instruction. (How, 43)
- Observations/Walkthroughs to monitor instructional strategies and student engagement. (How, 30)
- Utilize the Georgia Literacy Instruction Observation Checklist. (How, 20)
- Develop a common writing rubric aligned to CCGPS to be used across the curriculum. (What, 7)

**Goal 4: Students will be served by a revamped RTI protocol for academic and behavioral interventions with systematic progress monitoring and data-driven decisions for tier placement. (Why, 125)**

Resources needed to achieve Goal 4:

- RTI Consultant. (How 43)
- Research-based Universal Screener. (How, 44)
- RTI training on how to identify and provide appropriate interventions for students. (How, 44-45)
- RTI teams. (How, 43)
- Data teams. (Why, 120)

**Professional Learning Strategies**

Professional Learning during recent years was limited due to extensive budget cuts. However, because WCHS is committed to Professional Learning to benefit teachers and students, every effort was made to offer meaningful Professional Learning every year. Each spring, a Needs Assessment survey is administered to certified staff to help develop an effective Professional Learning Plan for the next school year. (How, 20) The table below shows our professional learning activities for 2014-2015

**Table 1: WCHS Professional Learning 2014-2015**

<b>PROFESSIONAL LEARNING ACTIVITY</b>	<b>NUMBER (%) OF STAFF PARTICIPATING</b>
AP Summer Institute	1- 2%
Collaborative Planning	61-100%
Data Team meetings	61-100%
Departmental collaboration	61-100%
TKES training (new administrators)	3- 100% of admin
Apex Training (credit recovery, initial credit program)	5- 8%
Data Team Development training (Principal & SI)	2- 3%
Ascend Training (math remediation program)	7- 12%
Data Director (School Improvement)	1- 2%
Reading Plus (reading remediation program)	4- 7%
CCGPS Advanced Algebra Units presentations	2- 3%
Striving Reader initial session	4- 7%
Literacy Team development	8- 13%
Pre-SLO Scoring/Analysis	18- 30%
Coordinate Algebra Collaborative Unit/Instruction Planning	5- 8%

Mentor Teacher training	2- 3%
Co-Teaching training	10- 16%
Implementing RTI (RTI Coordinator)	1- 2%
Analytic Geometry Collaborative Unit/Instruction	5- 8%
Data Team Training (Leadership Team)	11- 15%
WCHS Literacy Team grant collaboration	8- 13%
Math Vertical Alignment	5- 8%
GADOE Constructed Response Modules	61-100%
Testing Accommodation Revisions Elluminate Session (SPED)	6- 10%
GCTM Conference @ Rock Eagle- math teachers	5- 8%
Health & P.E. Conference	3- 5%
Update on Literacy Design Collaborative	1- 2%
Post-SLO Scoring/Analysis	18- 30%

**List of ongoing professional development activities:**

- Implementation of common lesson plan template
- Prioritized Instructional Strategies
  - ❖ Maximize Instructional Time
  - ❖ Establish clear expectations for classroom rules, routines, and procedures to be consistently enforced
  - ❖ Use diagnostic, formative, and summative assessment data to inform instructional modifications for individual students
  - ❖ Engage students in active learning and maintain interest
  - ❖ Effectively use appropriate instructional technology to enhance student learning
- Teachers receive individual and small group instructional technology training as needed:
  - ❖ Clear Touch Panel
  - ❖ 3-D Projector
  - ❖ BYOT
  - ❖ Longitudinal Data System
  - ❖ Data Director
  - ❖ Turnitin

**Professional Learning Needs Identified in Needs Assessment Surveys**

<b>PROFESSIONAL LEARNING ACTIVITY</b>	<b>DESCRIPTION</b>
Professional Learning in Literacy Instruction	Teachers in all content areas will receive training on explicit literacy instruction in teaching students to read and write. (How, 23-24))
RTI Process Training	An RTI Consultant will be hired to train the WCHS Leadership and RTI teams to create, implement, and sustain an effective and systematic RTI program. This will include universal screening, progress monitoring, and research-based interventions. (Why, 99) (How, 43)
Formal Data Team Training	Data teams will be created and trained to examine and utilize assessment data to improve instruction and drive the RTI process. (Why, 120)
Writing Rubric Training	All teachers will be trained to use a common writing rubric for use across the curriculum. Teachers will receive training to implement and score writing tasks in their curriculum. (How, 27)
Co-Teaching Training	Co-teaching is an ongoing effort. Regular and Special Education teachers will continue to collaborate and utilize research-based, co-teaching strategies in co-taught classes.(How, 45)
Differentiated Instruction	Teachers will receive professional learning in how to use universal screening, assessment, and RTI progress monitoring data to appropriately differentiate instruction for students. (Why, 99-104)
Training in Lexile use	All teachers will receive training in the use of Lexiles to select appropriate reading materials for students. (How, 37)
Integration of technology with writing across the curriculum	Teachers will be trained to use web-based programs to facilitate writing instruction and grading. This will assist teachers in their efforts to assign students the appropriate number of writing assignments necessary to develop college and career-ready skills. (How, 26)
Scholastic Reading Inventory	All teachers will be trained to interpret universal screening results, to plan appropriate instruction, intervention, and to differentiate for students.(Why, 99)

Data Management System Training	Teachers will utilize a data management system to align assessments with standards. Student answer documents will be scanned and reports printed for analysis. Assessment data will be used to modify instruction as needed. (How, 39)
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**Protocol to determine effectiveness of Professional Learning**

Administrators will complete TKES evaluations and a literacy instruction checklist. (How, 21)  
The School Leadership Team and the Literacy Team will work with data teams to analyze student assessment data. Improved student performance on tests (Georgia Milestones, GHSWT, SLO's, SAT/ACT, AP, unit/benchmark, final exams) will illustrate the effectiveness of our professional learning program. Training to implement and utilize the Scholastic Reading Inventory will ensure all students are universally screened three times per year. Student growth on the screening will provide information on the success of instructional strategies learned in professional development. Literacy Plan goals were derived from two literacy needs assessments surveys administered to faculty and staff.

**Goal 1: All students will become self-sustaining, lifelong learners and contributors to their communities. (WHY, 31)**

Professional learning is needed in the following areas to achieve Goal 1:

- Reading and writing instruction across the curriculum
- Use of universal screening and progress monitoring data to differentiate instruction
- Implementation of service-learning projects

Effectiveness measures of Goal 1:

- Graduation rate
- Attendance data
- Assessment data
- Student grades

**Goal 2: Students will graduate from WCHS College and Career-Ready. (Why, 36-37)**

Professional learning is needed in the following areas to achieve Goal 2:

- Reading and writing instruction across the curriculum
- Assessment data

Effectiveness measures of Goal 2:

- Graduation rate
- Increase in Lexile levels
- Percentage of WCHS graduates who enroll in postsecondary institutions

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- Increase in the number of students who enroll in Honors, Accelerated, Advance Placement, and dual enrollment courses
- Increase in the number of End of Pathway completers
- Increase in the number of students who successfully complete various CTAE certifications (Microsoft Office, CNA, Pharmacy Tech, etc.).

**Goal 3: Students will receive relevant, rigorous, literacy-embedded instruction to meet their academic needs through enrichment/ remediation. (Why, 31)**

Professional learning is needed in the following areas to achieve Goal 3:

- Writing instruction and rubric implementation
- Reading instruction
- Literacy activities
- Use of assessment data to drive instruction (Why, 97)
- Utilization of universal screening and progress monitoring data (Why, 99)
- Increase in use of constructed response assessment questions to prepare students for the Georgia Milestones Assessments

Effectiveness measures of Goal 3:

- TKES evaluations
- Georgia Literacy Effectiveness Checklist
- Standardized assessment scores (EOC, GHSWT, SLO, SAT, ACT, AP)

**Goal 4: Students will be served by a revamped RTI protocol for academic and behavioral interventions with systematic progress monitoring and data-driven decisions for tier placement. (Why, 125)**

Professional learning is needed in the following areas to achieve Goal 4:

- Development of an effective RTI protocol
- Development of RTI teams
- Training to the Scholastic Reading Inventory
- Data Team training (Why, 120)

Effectiveness measures of Goal 4:

- Decline in student course failure rate
- Improved graduation rate (Why, 32)
- Decline in disciplinary referrals
- Decline in Alternative School placement

## **Sustainability**

The sustainability of improvements achieved by this grant will be the highest priority. WCHS staff will work diligently to ensure resources, materials, and training are allocated to guarantee that SRCL grant is fully implemented. During the implementation phase, teachers will record any issues they encounter. These concerns will be addressed monthly by the high school literacy team and school leadership team. Addressing barriers and monitoring literacy initiatives will sustain the objectives of this grant beyond the implementation phase. Student achievement data, such as EOC, SLO, End of Pathway assessments, and classroom performance will be analyzed by teachers, administrators, and data teams. Assessment data will guide our Continuous School Improvement Plan and help determine professional learning needs from one year to the next. As data teams continually analyze assessment data to check progress, administrators will monitor literacy across the curriculum and student engagement. RTI teams will be involved in discussions regarding assessment data and student engagement, and they will keep the leadership informed on the effectiveness of RTI interventions. This communication will ensure that funds expended are aligned with student needs.

Professional learning on literacy will continue weekly during collaborative planning. After grant implementation, on-site training will be available through self-paced learning modules and videos of effective classroom literacy instruction. Additional training will be available through peer observation and teacher-led professional learning. Annual needs assessment inventories will gain feedback required to meet the professional learning needs of our teachers. We will identify exemplary literacy teachers across disciplines during the five-year grant implementation period and allow those teachers to mentor and coach other teachers. Hiring decisions will be made collaboratively based on literacy goals. As new teachers join the faculty, they will be paired with mentor teachers who will guide, support, and encourage them as they become familiar with our literacy strategies and practices. These mentors will receive professional learning through Southwest Georgia RESA. Title I, Title II, state, and local funds will be used to help support professional development both inside and outside the district to pay for registration, travel, and substitute teachers.

School leadership will remain focused on the goals and objectives of the School Improvement Plan as revised by the Literacy Plan. This focus will keep staff motivated and centered on student achievement. To ensure continuity, future leaders must be developed and trained. Successes must be celebrated so teachers know their hard work is appreciated.

The Striving Reader Comprehensive Literacy Grant requires that we purchase Scholastic Reading Inventory (SRI) to assess our students. We are excited about the potential of this program and plan to use the SRI beyond the grant funding. The SRI will be a crucial component of our School Improvement Plan. In order to purchase protocols or additional copies of SRI, WCHS will use Title I and local funds to purchase upgrades as needed. As software licenses

expire and technology devices and hardware need repairs, it will be imperative that we find ways to fund our technology. Literacy team members will visit other schools as they finalize grant implementation to gain ideas for sustaining our initiatives. After the grant expires, Title I, SPLOST, and local funding will be used to help maintain and upgrade technology hardware and software acquired through the SRL grant. We will replace print materials with our local and Title I funds. However, with more e-books, e-textbooks, and internet made available through this grant, the print needs of the school should be reduced. Finally, we will continue to develop community partnerships and seek opportunities to enlist support in funding yearly costs to sustain the SRL grant far beyond the implementation years.

### Budget Summary

WCHS teachers will require extensive professional learning in RTI and literacy instruction to meet the needs of our students and the goals of our project plan. Time will be invested to locate an RTI consultant, to purchase research-based, effective literacy resources, and to acquire training to enhance instruction across the curriculum. Our network infrastructure will be improved to support technology. As required, the Scholastic Reading Inventory will be purchased. Teachers will require professional learning to effectively utilize the SRI universal screener and progress monitoring tools. Because these screening will take place in classrooms, additional mobile tablet labs will be needed to supplement existing equipment. Additional mobile labs are also needed to facilitate state requirements for online courses and online test administration.

The scope of professional learning required to transform WCHS into a literacy-rich environment across the curriculum must not severely interfere with instructional time. To sustain and expand new skills, ongoing professional learning will continue during collaborative planning. However, initial training will be lengthy, and when possible, will occur when teachers are off contract. The HSLT envisions Saturday workshops and summer training. Because training will be required, rather than optional, the teachers must be compensated.

Supplemental instructional materials have been used predominantly in academic courses. With years of budget cuts, however, even those materials have been diminished. Magazines, consumable workbooks, e-books, and a variety of other instructional materials are needed across all content areas. Grant money will allow us to find and purchase materials to aid teachers with intervention strategies and student engagement.

#### Professional Learning Needs

<b>RESOURCES</b>	<b>ESTIMATED COST PER UNIT</b>	<b>NUMBER OF UNITS</b>	<b>TOTAL COST</b>
SRI Full Day Implementation Training	\$3,000.00	1	\$3,000.00
Stipend for teachers SRI Training	\$ 245.00 per teacher (\$35 per hour x 7 hours)	61	\$15,000.00

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Professional Learning for RTI	4 hours x \$35	61	\$9,000
Data Team Training	\$5,000	2 days	\$10,000
Stipends for off-contract literacy implementation training	\$280 per day	61	\$17,080 per day x 5= \$85,400
Professional Learning for explicit literacy instruction	Facilitator- \$5,000	8	\$40,000
RTI Consultant	\$30 per hour	1,500 hours	\$45,000
Profession Learning for technology instructional uses to teach literacy	Facilitator-\$5,000	4	\$20,000
Substitutes for professional learning during school days	\$50 per day	122	\$6,100 per year x 5= \$30,500
Literacy Team visits to see successful grant implementations	Mileage \$.55 per mile Meals- \$25 per day Hotels-\$600 Substitutes-\$600	8	\$1650.00
Gifted Endorsements	Gifted- \$900 per teacher AP Training	15 (over the next five years)	\$13,500
AP certification	\$1,500	10 (over the next five years)	\$15,000
Literacy/ELA conferences	\$500 (registration, meals, hotel, mileage)	3	\$1,500 per year x 5= \$7,500
Reading Endorsements	\$1,000	6	\$6,000

**Materials and Technology**

<b>RESOURCES</b>	<b>ESTIMATED COST PER UNIT</b>	<b>NUMBER OF UNITS</b>	<b>TOTAL COST</b>
Scholastic Reading Inventory Super Kit– Basic Plan 200 Licenses, 1 Admin Kit, 6 Teacher’s Kits	\$3,000.00	5 Kits	\$15,000.00
Increase wireless network connections	\$20,000		\$20,000
Tablets	\$300	180	\$54,000
Magazine subscriptions/print and non-print resources	\$5.00	950	\$4,750 per year x 5= \$23,750
E- books	\$150	100	\$15,000
Supplemental Applications for Tablets/E-books	\$3.00	6,000	\$18,000
Interactive boards / panel screens	\$2,500	8	\$20,000
Literacy resources for all curriculum areas (workbooks, intervention kits, instructional materials for vocabulary and literacy activities)	\$15	2300	\$34,500
Resources for parents: SAT Prep, remediation/ intervention materials, interest inventories, self-help guides	15	100	\$1,500

**Total Estimate:        \$494,300**