

School Profile

Created Tuesday, November 11, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Baldwin High School
System ID	605
School ID	0189

Level of School

High (9-12)

Principal

Name:	Jessica Swain
Position:	principal
Phone:	478-453-6429
Email:	jessica.swain@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Carol Goings
Position:	instructional specialist
Phone:	478-457-3325
Email:	carol.goings@baldwin.k12.ga.us

Grades represented in the building

example pre-k to 6

9 - 12

Number of Teachers in School

93

FTE Enrollment

1269

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
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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
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

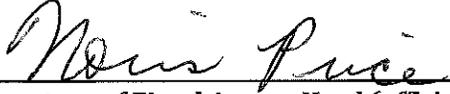
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



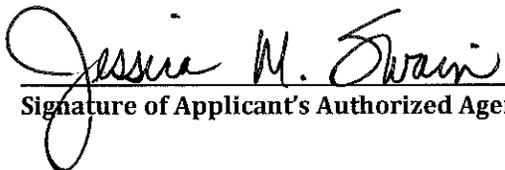
Signature of Fiscal Agency Head (official sub-grant recipient)

Noris Price

Typed Name of Fiscal Agency Head and Position Title

12/2/14

Date



Signature of Applicant's Authorized Agency Head (required)

Jessica Swain, principal

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

12/2/14

Date

NA

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

NA

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

NA

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: Noris Price

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

Address: 110 North ABC Street

City: Milledgeville, GA Zip: 31061

Telephone: (478) 457-3303 Fax: (478) 457-3327

E-mail: noris.price@baldwin.k12.ga.us


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

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

12/2/14
Date (required)

History and Demographics

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012). Due to the large percentage of students qualifying for free and reduced lunch in the county, all students in the district receive free lunch and breakfast.

Baldwin County School District (BCSD) serves approximately 5763 students in grades P-12, encompassing a Head Start/Pre-K Early Learning Center; four elementary schools: Blandy Hills, Creekside, Eagle Ridge, and Midway; one middle school, Oak Hill; one high school, Baldwin High; one Early College in partnership with Georgia College and State University; and one College and Career Academy. Student enrollment is comprised of 65% black, 28% white, 4% multiracial, 2% Hispanic, and 1% Asian populations.

Baldwin County students come to school with a wide range of life experiences, possess a variety of learning styles, present a broad range of abilities, and have varying levels of support in the home environment. A large percent of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Because of the closing of major employers in the area,

the unemployment rate in is now over 10 percent. The median household income is \$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

- Implementing Common Core Georgia Performance Standards (CCGPS)
- Participation professional learning for teachers in grades K - 12 including Depth of Knowledge, rigor, and differentiated strategies
- Using technology as a tool for learning
- Increasing parental involvement
- Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in grades K – 12
- Using data to drive instruction both horizontally and vertically

Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to increasing literacy skills that will have an impact on future success include increasing the percentage of students who meet or exceed standards in math, reading, science and social studies; preparing students to be successful in obtaining the opportunity to enter higher education; and fostering engaging, rigorous, and relevant education through the effective use of technology.

Each of the schools in the BCSD uses the school improvement planning process as recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with AdvancED school improvement planning process. This process operates as a comprehensive needs assessment for each school. The data collected gives feedback for parents, students and the community. Each school analyzes test data for developing improvement strategies.

Current Management Structure

The Baldwin County Literacy Team includes administrators at the district and school level, curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and facilitates the decision making process by giving suggestions and recommendations based on student data.

	Individual Responsible	Supervisor
Purchasing	Brenda Phillips	Dr. Noris Price
Site-Level Administrators	Early Learning Center – Blanche Lamb	Dr. Noris Price
	Blandy Hills Elementary – Charlene Thorpe	Dr. Noris Price
	Creekside Elementary – Tracy Clark	Dr. Noris Price
	Eagle Ridge Elementary – Shaun Wells	Dr. Noris Price
	Midway Elementary – Antonio Ingram	Dr. Noris Price
	Oak Hill Middle – Linda Ramsey	Dr. Noris Price
	Baldwin High – Jessica Swain	Dr. Noris Price
	Georgia College Early College – Runee Sallad	Dr. Noris Price
Instructional Specialist	Carol Goings	Dr. Noris Price
Professional Learning	Sharon Simmons	Dr. Noris Price
Technology	Vickie Harmon	Dr. Noris Price
EL/Assessment	Lily Grimes	Dr. Noris Price

Baldwin County School District Purchasing Policy is followed for purchases made with grant funds.

Past Instructional Initiatives

A variety of instruction initiatives have been implemented: DIBELS, READ 180, Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

Maps, KeyTrain, SuccessMaker, and Practice Planet. Many of these initiatives have been used at one or more schools, but have not been used countywide.

Literacy Curriculum

Elementary schools in Baldwin County use an integrated trade book basal reading approach at the Tier 1 level in grades K-5. *Saxon Phonics and Spelling*, K - 2 and DIBELS Next, K - 5, are used to develop phonics and phonemic awareness. Leveled readers, adaptive technology, and small group settings are used to address needs at levels beyond Tier 1. A variety of formative assessments unique to each school are individually administered to students to measure early literacy development. SRI, K - 12, DIBELS Next, K - 3 are used to benchmark and monitor student reading progress.

At the middle school level, a trade book reading series approach is used as the basis for reading instruction. SRI and SuccessMaker are used to monitor reading progress.

Literacy instruction at the high school includes basic reading courses offering fundamental literacy skills of reading and writing skills for the struggling reader. Intermediate reading courses focus on critical thinking, vocabulary development, and writing. Advanced placement literature courses include journalism, speaking, and critical thinking.

Literacy Assessments

Schools in Baldwin County use a number of high-quality academic assessments in addition to those identified by the state to monitor student progress and determine success on reading dimensions, and to inform teachers, parents, and students.

The assessment protocol is aligned across grade levels. The administration of DIBELS Next and Scholastic Reading Inventory (SRI) is consistent countywide. Reading levels are monitored through the use of SRI, which is consistent across the district in grades K - 12.

DIBELS Next is consistent across the district in grades K – 5. State assessments include GKIDS, GAA, ACCESS, and all state mandated assessments.

Need for a Striving Readers Project

Due to budgetary constraints funding for the purchase of literacy resources have been cut along with funding for professional learning.

Schools in Baldwin County need the Striving Readers Comprehensive Literacy Grant to successfully implement the Common Core Georgia Performance Standards (CCGPS) and create a culture of reading in Baldwin County that is aligned with the Georgia Literacy Task Force’s definition of literacy. The Striving Readers Project grant will fund the acquisition of necessary materials including informational texts that will support inquiry-based learning, text complexity and professional learning based on the standards for literacy from birth to 12th grade.

Providing interactive devices for classrooms will address the Georgia Literacy Plan and expand and enhance techniques to include language development, integrated learning, responsive instruction, and partnerships with families.

Lexile measures determined from state required assessments and SRI will be used to engage struggling readers with a variety of texts, as well as for monitoring student growth in reading ability over time.

With differentiated materials selected by text complexity and considering Lexile measures, struggling students will access content more confidently, increasing their self-confidence and, in the process, improve their reading skills.

Professional learning will include examining resources to make effective instructional placements, gaining information on best practices for reading assessment administration,

learning to read and interpret data for informed decision making at district and school levels, and receiving information to forecast student performance outcomes.

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
Month 2	1. Purchase materials to implement program (including technology – both software and hardware). Professional Development. 2. Baseline assessments conducted on students 3. Professional development (reading, technology, etc.) will begin	Project director Librarians & Teachers Vendors of materials.
Month 3	Implementation of program 100%.	Project director Librarians Teachers
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director Librarians, Teachers
2 nd Quarter	1. Ongoing data submission and tracking. 2. Monitoring visit is carried out; feedback output is submitted to staff and the committee for recommended improvements.	Project director
3 rd Quarter	1. Data submission and tracking of assessments 2. Feedback output is submitted to school staff and the Literacy Team for recommended improvements.	Project director
4 th Quarter	1. Ongoing data submission and final reports for first	Project director

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
	annual report submission. 2. Feedback output is submitted to staff and the committee for recommended improvements.	Site Coordinator
Years 2 – 5	Revise the grant implementation program and complete spending of award money based on evaluation findings; continue all activities and all data collection.	Project director Literacy Team Site Coordinator

Area of Responsibility	District Team Member
Project Directors – oversee implementation and funding of grant	Carol Goings, instructional specialist Sharon Simmons, assistant superintendent
Purchasing – district approval	Brenda Phillips, purchasing
Purchasing - initiate school purchase orders and manage school level grant activities	Blanche Lamb – director, Early Learning Center Charlene Thorpe – principal Blandy Hills Elem. Tracy Clark – principal, Creekside Elem. Shaun Wells – principal, Eagle Ridge Elem. Antonio Ingram – principal, Midway, Elem. Linda Ramsey – principal, Oak Hill Middle Jessica Swain – principal, Baldwin High Runee Sallad – director, Early College
Finances – approve grant budgets, submit completion reports and state required reports	Saranna Charping, finance director Donna Epps, finance specialist
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursements	Donna Epps, finance specialist
Payroll – issue stipends	Margaret Wallace, payroll clerk
Site-Level	Early Learning Center – Blanche Lamb
	Blandy Hills Elementary – Charlene Thorpe
	Creekside Elementary – Tracy Clark
	Eagle Ridge Elementary – Shaun Wells
	Midway Elementary – Antonio Ingram
	Oak Hill Middle – Linda Ramsey

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

	Baldwin High – Jessica Swain
	Georgia College Early College – Runee Sallad
Manage system level grant activities – coordinate professional learning, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Sharon Simmons Carol Goings
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Vickie Harmon, technology director
Special Education – coordinating requirements and managing RTI strategies	Tracie White – special education director Allen Martin – assistant superintendent

The individuals listed are responsible for the day to day grant operations and understand the goals and objectives as well as the implementation plans have been selected due to the role each one plays in increasing student achievement in BCSD. Grant recipients along with district finance personnel will review monthly grant drawdowns and review grant budget. Key personnel involved in the management plan include members of the literacy team and were instrumental in the development of our literacy plan. Each of the team members was selected because of his or her exceptional abilities in working with students in the area of reading achievement providing high level differentiated instruction to students, and his or her motivation to create an atmosphere of cooperative collaboration in building a superior academic team.

Experience of the Applicant

Baldwin County School District has proven its capacity to coordinate resources. The district has successfully implemented initiatives and grant awards. These initiatives have resulted in substantial changes in the abilities of individual teachers to improve instruction and are evidenced in a significant increase in overall job satisfaction and new methods of enhancing student achievement. Our teachers and school administrators have increasingly shown a willingness to implement innovative instructional strategies to increase student performance.

In addition, our new superintendent, Dr. Noris Price, was the Principal Investigator of the Clarke County School District grants from 2007-2014. She brings vast knowledge of the GOSA award system and the successful implementation of three Striving Readers Grants in the Clarke County School District; three 21st Century Community Learning Centers Grants; Race to The Top Grant in partnership with UGA; two Mathematics and Science Partnership Grants; and three Department of Human Resources Grants.

Baldwin County School District's experience with grants is outlined below:

	Project Title	Funded Amount	Status	Is there audit?	Audit results
Midway Elem.	Title IID ARRA Student Literacy Competitive Grant	\$93,538	Past	Yes	No findings
Baldwin High	Title IID Engaging AP Students through Mobile Handheld Computing Complete Grant	\$64,580	Past	Yes	No findings
Baldwin High Oak Hill Middle	Title IID Increasing Student Achievement with Digital Resources Competitive Grant	\$279,896	Past	Yes	No findings

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 Experience of the Applicant

Baldwin High	Title IID Teacher, Teamwork & Technology Competitive	\$93,592	Past	Yes	No findings
Baldwin High	Title IID Instructional Technology Enhanced Environment (ITEE) Competitive Grant	\$96,250	Past	Yes	No findings

The Title IID ARRA Student Literacy Competitive Grant for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district.

Title IID Teacher, Teamwork & Technology Competitive Grant provided professional development for standards-based teaching to engage students in the 21st Century classroom. The Striving Readers grant will allow teachers who were trained to use 21st Century strategies to use those skills while teaching literacy across content areas.

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and

file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

Baldwin County School District leaders are cognizant of the need for increasing student achievement by moving our classrooms into the 21st century and have plans for continuing the implementation of 21st Century classrooms in all of our schools. Our system curriculum, special education, English Learners (EL), and technology directors will provide direct support to teachers involved in this project. The system plans to continue to support this endeavor by providing salaries, maintenance of equipment, and substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration

with Baldwin County teachers by participating in the grant program through support of literacy specialists.

This grant project has the full support of our superintendent and board of education, as well as that of our system instructional and technology directors. Baldwin County School District currently provides full maintenance on all equipment purchased through grants.

Baldwin County School District Purchasing Policy will be followed for purchases made with grant funds. The Baldwin County School District, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

School Narrative

Since opening its doors in 1956, Baldwin High School has been committed to serving the surrounding community with a holistic public secondary education. The twelve hundred plus students who walk through Baldwin High School's doors each day are greeted with the opportunities of a comprehensive college preparatory and career technical curriculum that is SACS accredited. In 1988, BHS adopted its current location, and after 22 years an updated structural framework became necessary to accommodate the demands of an ever-evolving educational system. Renovations and expansions were completed in 2010 to include a fine-arts annex and again in 2011 with the addition of the Baldwin College and Career Academy.

Just as a book's cover may be striking and appealing, upgrades to a school's exterior draw attention and interest, but if the pages inside are empty, the book has no purpose, story or meaning. The words and prose that fill the pages inside a book give it true substance and value. The pages of BHS are by no means empty, but lack that surprising plot twist that engages students, faculty, and the community, keeping stakeholders on edge, yearning to know what grand adventure awaits.

Baldwin High School's foundation is built upon the support of its faculty, staff, students, and the surrounding community. The unique Milledgeville community was once Georgia's capital, providing a foundation of rich antebellum history and eclectic flare. In a community with such personality and historical appeal, the educational system should be equally as vibrant. In many ways, BHS is a vibrant center for learning, from the career academy to AP courses, athletics, service clubs, fine arts events and more, all focusing on

the enrichment of student experiences beyond the confines of the traditional classroom.

In other areas, however, there is significant room for improvement and expansion.

As a Title I school, Baldwin serves a predominantly economically disadvantaged population, with 82% of students qualifying for free and reduced lunch. Baldwin High School's current student body is comprised of 71% African American, 26% Caucasian, 1% multi-racial, 1% Asian, and 1% Hispanic students. In addition, Baldwin High School serves a special education population encompassing 14% of the total student population. With numerous economic restraints, teachers and administrators have expanded their ability to creatively present curriculum in new and engaging ways. As our society continually makes rapid technological gains that revolutionize education as we know it, the Baldwin County School system makes every effort to keep abreast on these changes and provide students with a current educational background, preparing them for success in a fast-paced, information driven global society. With limited access to valuable professional learning, technology, and media resources, this effort becomes increasingly difficult.

As Baldwin High School moves forward, we must stop and reflect upon the needs of our students so that we may provide them with the holistic education they deserve. A review of data collected from school stakeholders shows priority needs for student learning identified in the areas of reading comprehension, expanding and integrating knowledge, interpersonal skills, and social responsibility. State and local assessments consistently reveal student weaknesses in reading comprehension. Additionally, students have difficulty making connections among different disciplines when developing strategies or approaches to solving problems.

BHS places priority on rigorous curriculum, flexible and highly qualified staff, and devising creative solutions to struggles in curriculum and instruction. Content centric professional development is routinely held each Thursday, in which we discuss research-based instructional strategies to improve student performance. Current discussion centers on rigorous curriculum and formative assessments, including implementation and analysis of assessment data geared toward increasing student achievement and mastery of content standards. There has been limited focus in the past few years on re-alignment of curriculum content to state standards, consistent school-wide literacy improvement, and analysis and use of data to improve classroom instruction.

Administrative and Teacher Leadership Teams

The Administrative Team at Baldwin High School is comprised of a principal, three assistant principals, and a Career Technical Agricultural Education Director. The Leadership Team includes the members of the Administrative Team, all department heads, the special education coordinator, media specialist, fine arts and technology directors. School decisions are brought before the Leadership Team, who meet monthly to discuss and resolve school-wide issues. Together these members have been trained in the Georgia Leadership Institute for School Improvement model in reviewing and analyzing test data which includes: the eight role assessment and team profile, consensus building, as well as developing team norms and covenants for the leadership team. This team also develops and monitors school improvement plan action strategies and develops professional learning goals. The average tenure of the staff is 8 to 10 years.

Past Instructional Initiatives

Past instructional initiatives that have been utilized at Baldwin High School included Success Maker, Stop, Drop and Read initiative; Nova Net, and KeyTrain.

Success Maker is a computer-based program that focuses on adolescent literacy which provides elementary and middle school learners with adaptive personalized paths for mastery, of essential reading and math concepts and delivers outcome based data to inform educational decision making. This program was used to remediate students with significant reading deficiencies but was replaced with the *Scholastic READ 180 Curriculum* in 2011-2012.

The **Stop, Drop, and Read** initiative was a school-wide initiative where students and faculty participated in 25 minutes of silent sustained reading (SSR). Students were provided a variety of media genres. The overarching goal for the Stop, Drop, and Read initiative was to increase student's engagement in reading as well as help improve reading comprehension skills.

NovaNET Courseware is an online program that contains the entire core high school curricula with courses to cover all four years of high school in the four main subject areas of Mathematics, English, Social Studies, and Science. This program was used for credit recovery and to promote on-time graduation. This curriculum has since been replaced with **OdysseyWare** computer based curriculum.

KeyTrain is a customized computer-based training for career readiness and study skills. The KeyTrain curriculum focused on preparing students to be successful on the Georgia High School Graduation Test and to prepare students for the Georgia Work Ready Assessment.

Current Instructional Initiatives

Current instructional initiatives at Baldwin High School are the **Scholastic Reading Inventory (SRI)**, the **OdysseyWare** computer based curriculum utilized for credit recovery and promotion of on-time graduation, CCGPS Literacy Standards for Reading and Writing across the curriculum and interactive word walls and thinking maps.

Thinking Maps are implemented to improve the quality of teaching and learning at Baldwin High School. Through visual manipulation, materials and support services, make it possible for students to become successful thinkers, problem solvers, decision makers, and ultimately, lifelong learners.

Interactive Word Walls are teacher facilitated, student-centered word walls that are specific to their content areas and are updated according units or genres. The student-centered word walls also involve verbiage from the Georgia Performance Standards.

CCGPS Standards for Reading and Writing across the curriculum allows teachers to embed reading and writing standards into all core curriculums. The curriculum allows for connecting literacy in Language Arts, Social Studies, Science, Mathematics and technical subjects for all students.

Scholastic Reading Inventory (SRI) is a reading assessment program, which provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful interventions, forecast growth towards grade-level state tests, and demonstrate accountability.

Professional Learning Needs

Despite having established and routine professional development meeting times, teachers consistently report not feeling as though they have gained take-away points that are realistic for use in their classrooms. The needs assessment reports, consistently across departments, that our faculty lack skills and “tools in their toolbox” to support student literacy progress and use of formative assessments to plan differentiated instruction in their classrooms. A variety of instructional strategies have been presented to our faculty over the past few school years but have not been implemented with fidelity. No plan for follow through, strategic support, or classroom modeling is in place. Teachers lack the extended support outside of PD presentations to implement content specific strategies in their classrooms and revise these strategies, tailoring them to the specific needs of their students. Teachers have expressed need for professional developments across the board, including Reading Endorsement for regular and special education teachers in each department, development of instructional routines, enhancement of content-specific literacy strategies such as Cornell Notes and writers notebooks, interventions for lower and upper level readers to enhance their literacy progress, and both at a whole group and content specific professional developments, on how to teach, assess and differentiate cross-curricular literacy skills at the high school level.

Teachers at BHS are experiencing the impact of students’ inability to read on grade level and process appropriate information relating to specific subject areas. The objectives of professional learning for the school would be to improve student achievement by implementing effective daily instructional literacy practices in all subjects, and to create and support a collaborative professional learning environment

beyond the meeting time that fosters student achievement. Baldwin High School's professional development will be utilized to meet and exceed proficiency in English/Language Arts, Mathematics, Science, and Social Studies by focusing on cross curriculum literacy.

Need for the Striving Readers Project

Teachers are in desperate need for tangible literacy tools for use in their classrooms. An epidemic abounds where teachers are provided strategies and tools to promote literacy, but no feasible plan exists to aid teachers in integrating literacy into content instruction in secondary classrooms. Baldwin High School's mission is to end this epidemic and dawn a new era in which integration of literacy and content is seamless in all academic areas, as well as engrained in the school culture. This may seem like a tall order, however with the help of the Striving Readers Grant and some time, BHS plans to make this a reality. Teachers will form professional learning communities across contents in which they will develop a plan that will assess, address, and close the literacy gap among all students in content area classrooms. This plan will mirror that of kindergarten and lower elementary classrooms where student literacy is agenda number one. Developmental literacy ***cannot*** end in lower elementary. It stands to reason that the educational community should use the same ideas as seen in scientifically tested strategies and interventions in place in elementary schools to help our growing populace of struggling secondary students.

With the current, continuing economic challenges, Baldwin County School System has had many strict monetary cuts to educational programming. With severely limited funds for resources and increased class sizes, the challenge is seemingly

insurmountable. The leadership team and classroom teachers have worked hard due to this current predicament to make sure these have minimal negative impacts on student learning. The Striving Readers grant can help BHS close the gap in literacy.

Our needs assessment for literacy strongly shows the need for increased literacy instruction and assessment techniques within content areas. Innovative 21st century technology is also needed to make literacy instruction contemporary, thorough, and cross-curricular. The Striving Readers grant would allow for the addition of the resources and training to better promote literacy for today's learner.

With the Striving Reader's Grant, BHS would once again fill the pages of its book with a fully literate student population, revolutionary literacy instruction in all content areas, and developed professional learning communities. The school culture would experience a paradigm shift from a teacher population plagued by student struggles in literacy to a compilation of teachers well versed in literacy instruction and colleague collaboration, resulting in an engaged and erudite student populace. We want our book, our legacy, to spark excitement for literacy throughout content areas, inspire students to pursue their education without constraints impressed by severe deficiencies in literacy, and to expand beyond the confines of a textbook, making deep connections to the world around them through experiences in reading.

Needs Assessment, Concerns, Root Cause Analysis

a. Description of the Needs Assessment Process

Baldwin High School has undergone a comprehensive needs assessment to identify and prioritize gaps in school achievement. This process has produced a comprehensive picture of strengths and weaknesses that can be developed to improve student work and meet and exceed established academic standards. The needs assessment will help establish priorities, plan improvements, and allocate funds and available resources. Students, parents, teachers, support staff, community members, and administrators have been engaged in the process of completing the needs assessment.

The following summary was compiled by the Literacy/Leadership Team of Baldwin High School.

Data Collection

The Literacy/Leadership Team at Baldwin High School that functions as the school literacy team at the school meets on a regular basis to collect, share, and analyze information related to school improvement, student achievement, student safety, and professional learning.

Information is shared with the faculty and information is also disseminated back from the faculty to promote school goals. The types of data shared include:

- Standardized assessment results
- Benchmark results
- Classroom data
- Classroom observation
- Comparative state data
- First hand reports

Examination of Data

Baldwin High School collects and analyzes data to share with the faculty and staff members. The literacy team supports this mission under the guidance of the school's administration.

Identification of School Targets and Strategies

School plans target specific areas of need and areas of improvement based on assessed needs.

Professional Learning

The needs assessment process drives the selection and implementation of professional learning. Professional learning is delivered online, onsite, via conferences, workshops, and symposiums.

Evaluating Literacy and Improvement Plan

Baldwin High School uses assessment data, observations, evaluations, walkthroughs, and PLCs, including documentation of aforesaid through evaluation, notes, and minutes.

b. Survey Used

All certified staff at Baldwin High School completed the Georgia Literacy Plan Needs Assessment for Literacy k-12 in order to identify areas of concern.

c. Areas of Concern Identified in the Needs Assessment

Instructional strategies implementation is of concern to our school because the ability to share content within the context of skill development plays a crucial role in promoting the ability of students to critically analyze information and apply skills to a developing knowledge base.

Reading and communication of information is essential for student success beyond high school. Therefore, all areas see the need to better develop student skills. The increased and more effective implementation of research based instructional strategies will yield positive student learning results.

As student skills are enhanced, the promotion of self-directed learning is an accompanying necessary skill. Creating learning environments where the relevance of content and skill development is appreciated by students is essential for student success. To become self-directed,

student motivation must be developed. The development of enhanced teacher skills in identifying methods to demonstrate relevance and engage students is necessary to promote lifelong literacy skills that are adaptable and relevant to students.

In successful employment, writing skills often become essential in creating documentation of work accomplished and problems addressed. The development of writing skills is also essential to school assessment success, such as the Georgia High School Writing Test. Just as the English department works toward better and more coordinated instruction in writing and promotes a more consistent system-wide approach to writing, all content areas must continually develop skills to improve writing styles for communicating content and ideas. Writing encompasses a wide range of information presentations styles, including succinct presentation formats, essays, research papers, lab report, and other writing styles that communicate information to an audience.

The availability and implementation of technology for students and teachers is challenging in tough economic times. However, technology in the learning environment is crucial because students will encounter technology in the workplace and need experience in integrating, utilizing, and adapting to a variety of technology types. Technology for learning and literacy is not consistent throughout classrooms of BHS. The goal to provide a balanced experience is noteworthy. The acquisition and implementation of technology must be accompanied by appropriate professional development to ensure its effective implementation.

As has been demonstrated, the implementation of initiatives, technology, strategies, and methods must be accompanied by professional learning. Consistent and continual development of instructional skills needs to be a priority for Baldwin High School staff. The more skilled the staff us at implementing protocols, plans, strategies, technologies, and programs, the better the learning experience is for students. Challenging economic times have drastically influenced the availability of the professional learning.

As the instructional strategies, student motivation, writing and technology are improved, the results will be transferred to instruction that more effectively provide remediation and enrichment opportunities that are critical to student success. Within remediation needs, students who are struggling require focused attention from trained and equipped staff to construct and reinforce weak areas of ability. Those students who have quickly mastered skills and content also need the technology and instruction to move beyond baseline expectations to higher levels of achievement, communication, and literacy, both cultural and skill based.

d. Participants in Needs Assessment Process

The needs assessment process included the following teachers and staff of Baldwin High School:

- Teachers
 - Counselors - 3
 - CTAE- 14
 - English - 10
 - Fine Arts- 4
 - Foreign Language- 2
 - Mathematics - 11
 - Media - 1
 - Physical Education – 3
 - Science – 11
 - Social Studies – 7
 - Special Education – 12
- Administrators – 4

e. f. Concerns related to the “What”

Literacy is crucial to success measured by graduation rate. This is a concern for all student groups, including our subgroups such as Hispanic/non-white, black, economically disadvantaged, and special education students. The following areas from the “Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: The What” document are of special concern to all content areas.

Area of Concern	“What” Building Block
Professional learning	1-6
Instructional strategies implementation	1,4,6
Availability and implementation of technology	1,2,4
Remediation and enrichment opportunities	3,5
Writing Skill Development	1,3,4

School Literacy Plan

Building Block 1. Engaged Leadership

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

The administration and the literacy team of Baldwin High School are dedicated to increasing and improving student literacy skills and applications. Our administrators will be actively engaged in supporting the development of literacy in all content areas. Administrators will seek out community literacy resources and specialists in the area of secondary literacy strategies, such as professors from the local college who can deliver professional development to the faculty of Baldwin High School. Based upon the needs assessment, it has been determined that Baldwin High School needs extended time for direct literacy instruction (Why 2.J, p 58). The school currently has a weekly 50-minute advisement session. We will continue the advisement sessions with an emphasis on explicit literacy instruction, which will improve our students' literacy skills through a focused and systematic approach.

Planning:

The administration will

- Schedule mandatory time for literacy instruction and teacher collaboration.
- Plan effective professional learning that encompasses both general and content specific literacy strategies

Implementing:

The administration will:

- Facilitate data analysis meetings to discuss student and teacher data compiled through student assessment

Expanding:

The administration will:

- Ensure ongoing progress in professional learning by continuing to analyze data and adjusting professional learning accordingly. (How 1A: p20)

Sustaining:

The administration will:

- Continuously provide professional learning on the most current evidenced-based literacy practices to all new and experienced teachers.

B. Action: Organize a Literacy Leadership Team

The administration recognizes the need for Baldwin High School to develop a literacy leadership team to improve literacy rates across the curriculum and subject areas. The team will be comprised of teachers from each content area, as well as administrators, community stakeholders, and ESOL teachers. (What 1.A, p5)

Planning:

The Literacy Leadership Team led by the administration will:

- Utilize faculty member(s) with reading endorsement as part of the literacy team.
- Volunteer teachers from each department will serve alongside administrators.
- Identify community stakeholders
- Create a shared vision/mission statement for the school's literacy plan aligned with the state literacy plan (How 1B)

Implementing:

The Literacy Leadership Team led by the administration will:

- Meet bimonthly to identify struggling students who need literacy support (How 1B)
- Research literacy strategies that align with CCGPS literacy standards
- Implement alongside TKES.
- Ensure community stakeholders understand literacy goals and their roles in meeting those goals (How 1B)

Expanding:

The Literacy Leadership team led by the administration will:

- Revise school improvement plan to reflect student achievement results and to meet the goals established through analysis of said results
- Share student progress achievement with community members and stakeholders through use of news releases, open houses, etc.

Sustaining:

The Literacy Leadership team led by the administration will:

- Research and pursue other sources of funding to aide in literacy improvement
- Allocate funds as needed for the appropriate resources necessary to reach and maintain these goals
- Routinely assess current student achievement data to refine the literacy goals based on the Common Core

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

Collaborative planning will be an essential component in effective dissemination of the school's literacy plan. Collaborative planning time provides an important structure for professional learning communities. In their most effective form, professional learning communities develop teachers' capabilities to effectively serve all of their students, while building a vibrant community of practice among educators in a school. This reduces isolation, de-privatizes teaching practice, and empowers professionals to learn together in a collective effort toward shared goals.

(What 1.C, p 5-6)

Planning:

- Consider the needs of staff members when compiling the master schedule to allow for collaborative planning across the curriculum
- Departments will continuously discuss CCGPS literacy standards as they apply to content specific curriculum (Why 2.E.2, p 48)

Implementing:

- Ensure that faculty meet for the collaborative planning and to analyze student data
- Maximize use of scheduled times for collaborative meetings
- Prepare agendas and action summaries for all meetings.
- Use protocols to examine student work
- Determine and delegate next steps
- Use technology to provide professional learning to new and continuing teachers

Expanding:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

Sustaining:

- Share professional learning at team and staff members
- Encourage teachers to share stories of success in the community, both online and through traditional outlets.

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

Establish a professional learning program that promotes literacy across the curriculum. Establishing literacy as a focus throughout the school community develops a culture that not only promotes literacy but exercises literacy throughout all curriculums while adhering to the CCGPS. (What 1D, p6)

Planning:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
- Faculty will participate in current, research-based professional learning that creates a literacy learning culture that can be used throughout the curriculum. (How 1D, p5)

Implementation:

- Training and implementation of literacy culture development among all curriculums will be administered to all faculties.
- Utilize all staff to support literacy instruction
- Implementation of the research-based literacy strategies gained in professional learning

Expanding:

- Promote literacy throughout all curriculums from K through 12. This can promote a literacy culture as a county-wide system and have the students accustomed to literacy as they progress by grade. (How 1D, p5)
- Enlist literacy learning in outside organizations

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives.
- Connect parents and caregivers with outside resources to strengthen literacy
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring and extending learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning.

E. Action: Optimize literacy instruction across all content areas

Teachers should be trained and supported, in all content areas to embed cognitive and motivational strategies that promote student literacy and understanding in content specific reading (Why, p124). The school will plan to integrate literature in all subjects as stipulated in the CCGPS. (What 1.E.p6) BHS will identify research-based strategies and appropriate resources to support student learning and teacher use of differentiated instructions (How 1.E.26). The school will develop content appropriate procedures for teaching academic vocabulary in all subjects (What 1.E.p2; How1.E.p26). A variety of content appropriate writing styles, including: persuasive/argumentative, expository, narrative, technical writing shall be promoted. Professional development opportunities to select and incorporate literacy and writing activities into instruction and support student activities with appropriate respect for ethical concerns related to literacy and writing will be presented to all staff.

Planning:

- Identify appropriate strategies to help ELs meet English language proficiency standards
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Provide professional learning on incorporating the use of literacy activities in content areas, including:
 - Use of informational texts in all content areas
 - Writing instruction (narrative, persuasive/argumentative, informational, and technical) in all subject areas
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Text complexity that is appropriate to grade level
 - Text complexity that is adjusted to the needs of individual students
 - Guiding students to conduct short research projects that use several sources
 - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)

Implementing:

- Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects are articulated within CCGPS
- Ensure instruction in and opportunities for:
 - Writing persuasive/argumentative pieces on topics or texts, supporting a point of view with reasons and information
 - Writing informative/explanatory texts to examine a topic and convey ideas and information clearly
 - Writing narratives to develop real or imaginary experiences

Expanding:

- Monitor literacy instruction across the curriculum and content areas
- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferring, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Continue to support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards
- Expand meaning opportunities for students to write, speak, and listens (e.g., contests, debates, speeches, creating YouTube videos, and drama)

- Differentiate literacy assignments by offering student choice
- Celebrate and publish good student writing products in a variety of formats (i.e. school websites, local newspapers, magazines, classroom, and school libraries, etc.)

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

The leadership/literacy team, along with administration, will be tasked with actively engaging the community in developing and achieving literacy goals. Local leaders and parents will be encouraged to participate in the process of creating a shared vision for literacy in the community (How, 1.F.p28). The leadership/literacy team and administration will develop and promote a list of community literacy enhancement resources and encourage its participants to actively engage the community in achieving its goals. Academic successes will be celebrated through traditional and online media (What 1.F.4.p7).

Planning:

- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a committee advisory board
- Create a shared vision for literacy for the school and the community, making the vision tangible and visible
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)

Implementing:

- Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Publicizing efforts within the community
 - Visiting classrooms to support teachers and students
- Establish a mentoring system within and outside of the school for every student who needs additional support

Expanding

- Actively support teachers in their efforts in schools
- Investigate similar efforts in other communities

Sustaining:

- Celebrate academic success publically through a variety of outlets, such as traditional and online media
- Continue to focus proactively on broad issues that may hinder student learning
- Involve successful alumni to help heighten awareness about reading or literacy topics
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities
- Provide parents and caregivers with resources to support literacy at home.

Building Block 2: Continuity of Instruction

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

Effective instruction, to meet the needs of all students, must be diverse in style, modality, and assessment (Why, p 44). The school culture must be reoriented toward a school wide focus where writing is consistently promoted in all disciplines. The interplay of writing genres is reflected across all content areas and curriculum. The school will use a shared set of expectations to promote consistency across the curriculum in methods and styles. Planning should be used to promote this goal as well as consistent methods for following the writing process. (How 2A, p 10)

Planning:

- Design infrastructure for shared responsibility for development of literacy across the curriculum.
- Establish an expectation for shared responsibility for literacy across the curriculum

Implementing:

- Meet in disciplinary teams, according to regularly established times for collaborative planning and examining student data/work
- Prepare agendas and action summaries for all meetings
- Plan and implement lessons that address the literacy needs of students.

Expanding:

- Study formative student assessment results and use the results to continue to adjust instruction
- Research effective for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.

Sustaining:

- Share professional learning at team and staff meetings.
- Showcase evidence of student learning success such as using school websites, writing assignments, improved test scores, awards and/or recognitions.

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

Coaching, modeling, and mentoring relationships will be promoted to ensure that literacy is consistent and focused within the curriculum (What, p7). Technology enhancements will support the goals of focused literacy (What, p7). These will help promote positive views of literacy across the school community.

Planning:

- Identify the concepts and skills students need to meet expectations in CCGPS
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject
- Study a variety of strategies for incorporating writing in all content areas.
- Discuss ways to infuse literacy throughout the day that promote innovation and creative use of literacy skills

Implementing:

- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Teach academic vocabulary in all subjects
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Infuse all types of literacy throughout the day e.g., print and online

Expanding:

- Identify skills of knowledge needed to be strengthened in future lessons for students to reach standards proficiency.

- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Guide students to focus on their own literacy improvement
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferring, graphic organizers)
- Share creative ideas to infuse literacy throughout the day

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Stay abreast of effective strategies for literacy instruction
- Differentiate assignments by offering student choice
- Celebrate and publish good student writing in a variety of formats.

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

A priority will be placed on engaging agencies outside of the school to assist organizations and nonprofits that seek to promote literacy within the community. Through the school and system webpage, outreach should be promoting these opportunities to engage in literacy activities beyond the traditional school day (What, p8).

Planning:

- Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur
- Evaluate all available funding sources to determine what can be leveraged to support literacy instruction

Implementing:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Incorporate technologies to more creatively and effectively support stakeholder engagement
- Design avenues to connect students to the proper service providers in the community.
- Utilize all staff to support literacy instruction

Expanding:

- Develop and maintain infrastructure to support literacy
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders

Sustaining:

- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, and attendance)
- Pursue additional funding sources for specialized literacy staff and materials
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning
- Ask local businesses to help heighten awareness about reading or literacy topics.

Building Block 3. Ongoing formative and summative assessments

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

Beyond state mandated testing (specific Georgia Milestones, PSAT), Baldwin High School promotes the use of a variety of formative assessments. However, this process will need to be accelerated through the implementation of the SLOs and additional expectations for common course teachers to regularly implement formalized formative assessments to accompany consistent summative assessments that are currently in the forms of major exams and performance tasks. Informal formative assessments through the use of USATestPrep are regularly promoted. Frequency of Monitoring implementation should increase, regularly ensuring standard-aligned content is the focus of instruction and assessment. The process of formative and summative assessment will be more formalized in a calendar and aligned with student needs to assist in more relevant data collection for intervention and enrichment (What, p8).

Planning:

- Establish technology infrastructure to support assessment administration and dissemination of results
- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment to include the GA FIP initiative.
- Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
- Task each content area to review and analyze assessment results.
- Make a data collection plan for storing, analyzing, and disseminating assessment results
- Select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.

Implementing:

- Provide timely, descriptive feedback to students with opportunities to assess their own learning
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms. (WHY 5.A p104)
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for RTI
- Provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities

Expanding:

- Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Continue to purchase assessment and intervention materials aligned with students' needs

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

The vast majority of current assessment practices are teacher designed. To provide universal screening, SLO systems will be utilized for the consistency with state expectations and consistency throughout the high school. Interventions will be identified, implemented and measured with technology infrastructure (What, p8). Ongoing supplies, equipment, support and training will be provided to ensure that the literacy plan will support all students whether struggling, high achieving, or advanced learners (What, p8).

Planning:

- Identify literacy skills needed to master CCGPS in each content area based on students' current reading level
- Select or develop content specific summative assessments to assess efficacy of classroom instruction
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

Implementing:

- Develop an assessment calendar to include universal screenings and progress monitoring, designating persons responsible
- Administer assessments and input data
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

- Assign a person or persons responsible for monitoring and maintaining fidelity of all summative assessment procedures and timelines
- Analyze student data in content areas to develop and adjust instructional plans

Sustaining:

- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priorities
- Providing continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording

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

The school will identify and implement a protocol to ensure diagnostic assessment of students, identifying at-risk students. These assessments should isolate component skills and be part of interventions that have multiple entry points (What, p9).

Planning:

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach
- Identify diagnostic assessments where possible that isolate the component skills needed for mastery of literacy standards

Implementing:

- Use results of the diagnostics for student placement within and adjustment of instruction
- Use technology to differentiate learning within content areas (e.g., use assessments to match students to text; provide practice opportunities to strengthen areas of weakness; use e-books; support students whose disabilities may preclude them from acquiring information through reading)

Expanding:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Share relevant student progress with families in an easily interpreted format

Sustaining:

The literacy team will:

- Recognize and celebrate individual student's incremental improvements toward reading literacy goals

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

BHS uses assessment data, attendance data, and discipline data. This is analyzed to review root causes and to promote possible solutions to system challenges. The process reviews information to set goals, actions, and strategies to achieve the mission and vision of the system. The process is supported by high school activities that allow all departments to interact and share data, concerns, and identified strengths. Further, departments are expected to regularly review data to determine instructional implications, learning gaps, and instructional strategies that best meet the needs of students. (What 3D, p 9)

Planning:

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results
- Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
 - Georgia Milestones in grades 9-12 math, social studies, science, and English language arts
 - Georgia Alternative Assessment (GAA) for students with disabilities
 - Georgia High School Writing Test (GHSWT) given in fall of junior year
- Identify common mid-course assessments (i.e., end-of-unit/chapter tests and tasks) that are used to measure progress toward standards
- Analyze assessment data to identify teachers who need support
- Establish the capacity of technology infrastructure to support administration of assessments and the dissemination of results

Implementing:

- Discuss assessment results with students to set individual goals
- Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results
- Administer summative assessments at scheduled intervals
- Plan time during departmental meetings to review assessment results to identify program and instructional adjustments, as needed
- During departmental meetings, focus discussions on changes that can be made to improve the instructional program for all students, regardless of ability

Expanding:

- Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses

- Disaggregate data to ensure the progress of subgroups
- Share and analyze student word samples as a way to inform instruction during collaborative planning (reference)
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - Adjust curriculum alignment to eliminate gaps
 - Ensure that students are appropriately placed in specific programs
- Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

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

BHS will develop and use a protocol for adequate data storage and retrieval that is accompanied by established procedures and expectations for staff to review, analyze, and disseminate assessment results (What, p9).

Planning:

- Identify participants for data team at system level
- Define roles and responsibilities for team members
- Schedule collaborative planning time for data meetings
- Develop a protocol for making decisions to identify the instructional needs of students

Implementing:

- Communicate the expectations for meetings
- Teach the data meeting protocol to the data team members
- Implement the protocol with fidelity

Expanding:

The literacy team will:

- Review protocols at the beginning of meetings
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:

- Continue to build collaborative data meetings into the monthly calendar
- Ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

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

Content specific professional development will support and train content teachers to give students appropriate related reading instruction for their discipline. The school will further utilize team meeting protocols and a school wide tool to evaluate the degree to which literacy instruction is evident (What, p7). This tool could be an adapted version of Georgia's Literacy Instruction Observation Checklist.

Planning:

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Examine student data to identify areas of instruction with greatest needs
- Allocate which aspects of literacy instruction students are to receive in each subject area
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing:

- Provide training to all pertinent staff in the use of effective literacy instruction
- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used (Why 2.H, p 55)
 - Guided and independent practice with feedback
- Discussion of when and where strategies are to be applied

Expanding:

- Review teacher and student data to improve instruction
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide instructional and assessment accommodations/adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents

Sustaining:

The administrator will:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all pertinent and new staff in the use of school protocols
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities, including advanced and gifted students
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources

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

Students at Baldwin High School will benefit from writing assessments and access to new technology that allowing them to produce, publish, and communicate their work with others through various print and digital media outlets (What, p10).

Planning:

- Teachers should be made to understand the need for any or all of the following:
 - Providing students with opportunities to self-select reading material and topics for research
 - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
 - Increasing opportunities for collaborating with peers

- Increasing access to texts that students consider interesting
- Leveraging the creative use of technology on an open campus to promote engagement and relevance

Implementing:

- Ensure that incentive programs, if used, are:
 - Voluntary and not required
 - Not tied to grades
 - Incentives are minimal and are connected to reading, such as books (Why 2.G, p51)

Expanding:

The literacy/leadership team will:

- Promote the creative sharing of writing products produced in various disciplines

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

Persistent student engagement is key in implementation of literacy initiatives. School initiatives and activities that promote student autonomy in literacy instruction offer relevant motivation, enhancing student engagement in and out of the classroom. (Why 2.G, p 51) The school will establish basic expectations for literacy instruction throughout the content areas, providing clear expectations for the frequency of direct literacy instruction and development of suggested artifacts in each content areas.

Planning:

- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Design a vertically and horizontally aligned articulated writing plan consistent with CCGPS (Why 4.F, p.91)

Implementing:

- Facilitate transition plans from 9th through 12th grade to ensure student progress is continual

Expanding:

- Developing programs allowing students from the middle school to participate in literacy activities fostered by the literacy/leadership team

Sustaining:

- Utilizing programs such as 25 Books too Good to Miss, book club, school newspaper, social media, etc., to sustain student engagement in literacy

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

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

The RTI process, when fully implemented, promotes gains in literacy for struggling students. To do this, we must know the literacy needs of our students (What, p11). Once the program has demonstrated a way to identify students in need of increased support, the school must provide support, remediation, and enrichment, as appropriate and revise delivery as appropriate (What, p11), (Why 5.B, p 104)

Planning:

- Provide targeted professional development on the RTI process
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Develop protocols for identifying students and matching them to the appropriate intervention
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area

Implementing:

- Purchase, schedule, train providers and implement intervention
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

Expanding:

- Schedule department data-analysis team meetings
- Provide building and system-level support of the process

Sustaining:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention
- Continue to schedule time for instructional planning as well as for students' progress monitoring conversations across vertical as well as within horizontal grade levels.

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

All students receive tier one instruction, in accordance with CCGPS expectations. The implementation methods of the tier and understanding of a shared and consistent design for learning and assessment should be promoted and agreed upon to hold all students to their best possible performance standards. Baldwin High School needs a school wide literacy checklist and supportive collegial observations accompanied by training on direct, instructional strategies for content based literacy, vocabulary acquisition, reading comprehension, writing skills, and information presentation through media construction for effective communication (What, p11-12)

Planning:

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening (e.g., DIBELS, STEEP)
 - Team teaching and inclusion of students with special language needs (EL, SWD, gifted) in the general education setting
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers regularly meet to debrief on the progress of these lessons and to plan necessary changes
- Schedule time for instructional planning as well as for student progress conversations across vertical as well as within horizontal grade levels
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students

Expanding:

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs

- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)

Sustaining:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs
- Where available, encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)
- Ensure that communication between teachers and administrators is ongoing and effective

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

The screening and diagnostic process related training should be expanded upon to seek out innovative ways to assist struggling students. (How 5C, p 26)

Planning:

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Ensure effectiveness of interventions by:
 - Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers

Implementing:

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

Expanding:

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Study successful in closing the achievement gap have effected change

Sustaining

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g. cell phones, texting, email
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

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

To ensure that the school is in compliance and best serving students, the SST should seek to implement with fidelity the RTI process and Tier 3 needs protocol to determine any hindrances to student progress (What, p12).

Planning:

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc. meet to:
 - Discuss students in T3 who fail to respond to intervention
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
 - Verify implementation of proven interventions
 - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.

Implementing:

- T3 SST/data teams meet periodically through the year to discuss student progress based on daily interventions that include a minimum of four data points
- At the direction of the ESOL teacher, students requiring T3 intervention are brought to the attention of the SST/Data Team

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Ensure that T3 includes proven interventions that address behavior
- Teachers are encouraged to use technology resources such as the intervention central website.

Sustaining:

- Continue to ensure that:
 - Students move into and out of T2 and T3
 - Data is used to support response intervention
 - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions

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

Tier 4 is the special education population, and all efforts should be made to create, where feasible, the least restrictive environments (What, p12). Further, the school needs its most talented teachers working with special education and ESOL students, having those teachers supported in professional learning communities to align the courses to the assigned standards (What, p13).

Planning:

- School schedules are developed to ensure least restrictive environment (LRE)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming

Implementing:

- Special education and ESOL teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

Expanding:

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards.

- Special education and EL case managers meet, plan, and discuss students’ progress regularly with general education teachers.
- Case managers regularly participate in open houses, parent conferences and college and career planning activities.

Sustaining:

- Student data supports the exit of students from T4
- Case manager is assigned to each student with IEP so that communication between teachers, students, and parents is seamless

Building Block 6. Improved Instruction through Professional Learning

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

New teachers to Baldwin High School participate in the “Baldwin’s Best” New Teacher Orientation program prior to the start of and during the new school year. They are also assigned a mentor teacher who assists with instructional needs and curriculum development throughout the year to promote new teacher success. (How 6A, p 29)

Planning:

- BHS teachers will host pre-service teachers in all subject areas in order to prepare and train potential focusing on disciplinary literacy

Implementing educators,:

- Encourage institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

Expanding:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

- Continue to monitor and support the integration of disciplinary literacy

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

Consistent and current professional learning that promotes instructional strategies and delivery methods that develop student literacy are crucial at Baldwin High School to assist teachers in honing their craft. (How 6B, p 29-30)

Planning:

- Schedule time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Use teacher data as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs, such as TKES
- Hire an instructional coach to provide site-based support for the staff
- Provide training in administering and interpreting results of assessments in terms of literacy

Implementing:

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Provide opportunities for teachers to practice techniques in non-invasive situations
- Develop a list of sites of an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth

Expanding:

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Partner experienced teachers with pre-service and beginning teachers
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions
- Strengthen school university partnerships to build networks of support for literacy programs

Sustaining:

- Analyze student data to evaluate the effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Continue to encourage “professional talk” among staff
- Revisit professional learning options to utilize experts within the school to develop and support colleagues

Analysis and Identification of Student and Teacher Data

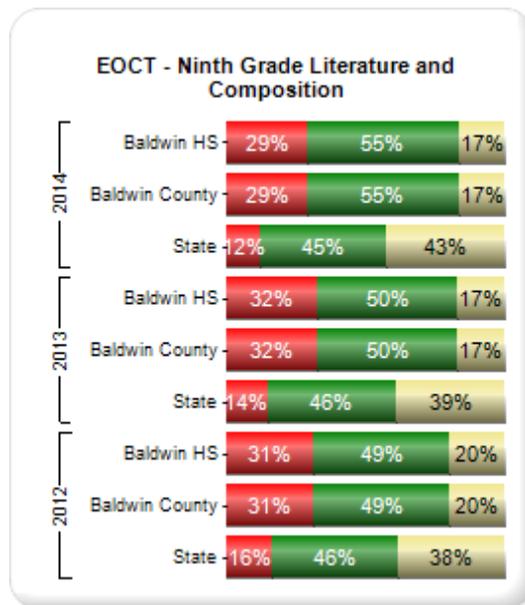
a/b. Student Data – EOC, Graduation, and GHSWT Data, including disaggregation by subgroup and progression over time and SRI Data

11 th Grade – GHSWT – Writing Assessment			
	Did Not Meet	Meets	Exceeds
2014	15.38%	83.28%	1.34%
2013	16.38%	80.89%	2.73%
2012	19.39%	78.18%	2.42%

EOCT Data

9th Grade Lit/Comp : BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	74.9	73.9	71.8
Regular Ed.	79.8	80.5	78.4
SPED	40.1	34.8	38.8
Female	81.9	76.3	77.6
Male	68.6	72.6	66.9
Black	68.9	69.4	67.7
White	86.4	84.1	82.0
ED	73.1	69.5	73.6
Non-ED	89.5	74.5	82.6

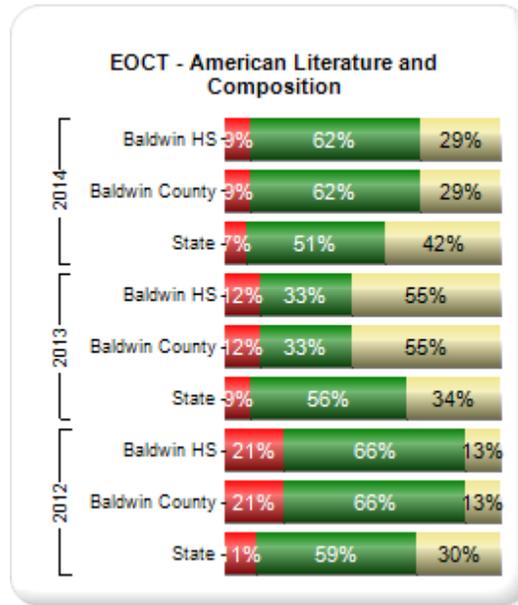


American Lit : BHS (% of students scoring meets or exceeds)

	13/14	12/13 *	11/12
All	90.5	88.7	71.2
Regular Ed.	95.5	93.2	78.0
SPED	36.4	N/A	27.2
Female	93.5	86.4	77.6
Male	88.0	92.2	65.4
Black	88.6	85.1	65.8
White	93.3	92.4	83.5
ED	89.4	62.5	71.9
Non-ED	94.2	78.2	87.2

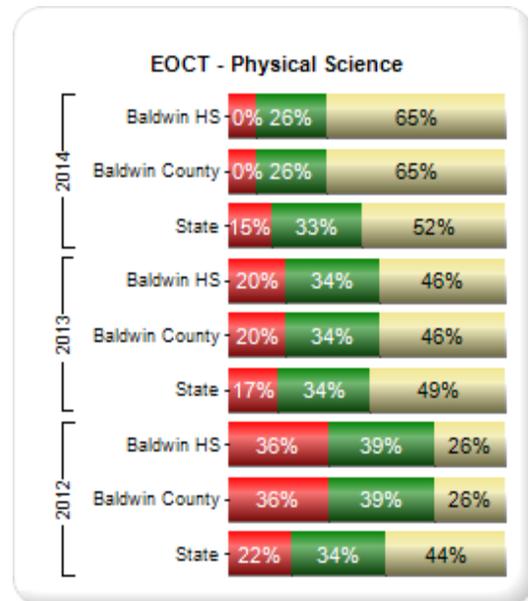
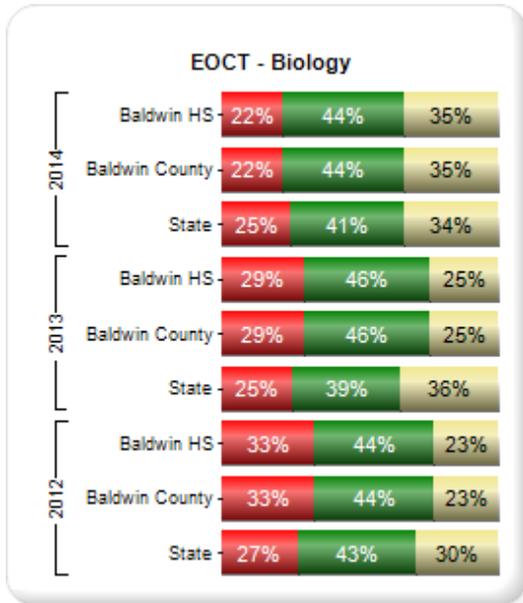
N/A = Subgroup too small. Not reported .

- Indicates a transition year with a small sample size
- Course moved from 10th grade to 11th grade



Biology : BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	70.2	66.5	62.2
Regular Ed.	76.8	84.5	68.7
SPED	20.8	22.0	24.4
Female	66.9	71.9	64.1
Male	73.6	59.9	55.5
Black	61.7	59.8	54.2
White	87.0	79.7	86.0
ED	48.0	60.5	50.5
Non-ED	86.2	75.6	81.5



Physical Science : BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	89.0	71.3	62.1
Regular Ed.	90.3	77.6	67.6
SPED	N/A	40.0	31.6
Female	88.5	64.9	64.1
Male	91.0	77.7	60.1
Black	87.0	62.3	54.7
White	91.4	88.1	76.0
ED	69.3	56.9	57.28
Non-ED	90.0	87.7	77.2

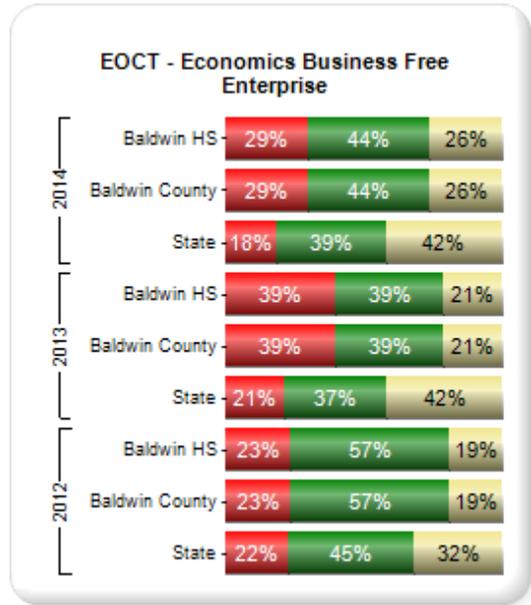
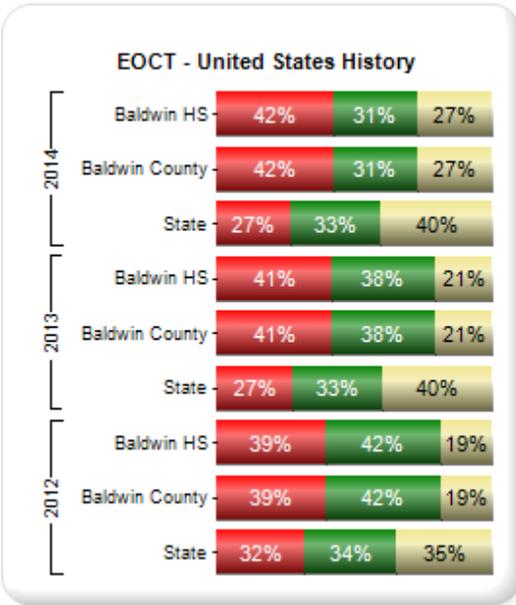
N/A = Subgroup too small. Not reported.

*Indicates a transition year with a small sample size

Course moved from 9th grade to 11th grade

US History : BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	58.0	59.0	60.1
Regular Ed.	62.0	62.0	64.6
SPED	13.0	33.0	29.0
Female	53.0	59.0	59.8
Male	69.0	58.0	60.0
Black	50.0	49.0	55.2
White	73.0	70.0	72.0
ED	52.9	53.0	50.0
Non-ED	73.8	73.3	77.8



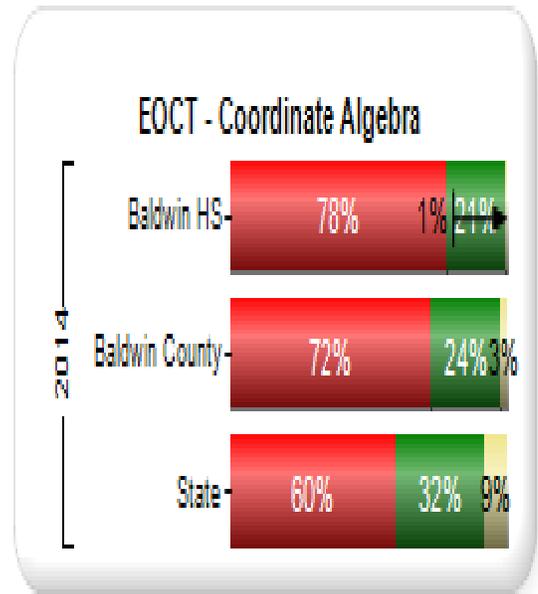
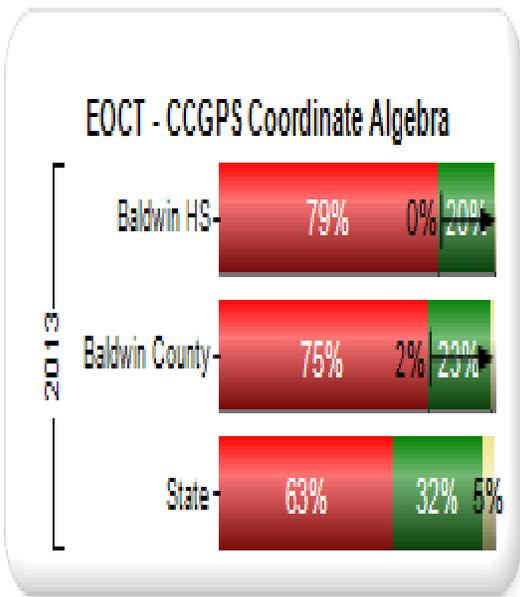
Economics :

BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	69.5	60.4	73.1
Regular Ed.	74.0	62.2	74.5
SPED	7.0	41.0	54.0
Female	73.4	57.6	70.5
Male	64.2	62.9	76.4
Black	62.0	52.4	62.9
White	87.2	78.9	93.1
ED	59.8	59.3	64.7
Non-ED	77.9	74.3	77.8

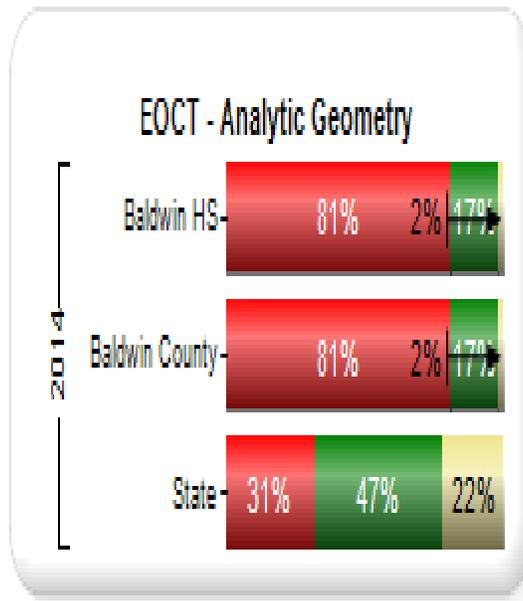
Coordinate Algebra : BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	19.0	28.4	N/A
Regular Ed.	20.9	32.0	N/A
SPED	3.7	2.0	N/A
Female	22.0	24.9	N/A
Male	16.1	30.9	N/A
Black	11.8	17.0	N/A
White	30.0	37.2	N/A
ED	22.0	17.7	N/A
Non-ED	50.6	35.7	N/A
N/A = Test Not Given			



Analytic Geometry : BHS (% of students scoring meets or exceeds)

	13/14	12/13	11/12
All	23.8	N/A	N/A
Regular Ed.	25.9	N/A	N/A
SPED	2.2	N/A	N/A
Female	19.0	N/A	N/A
Male	29.0	N/A	N/A
Black	19.6	N/A	N/A
White	29.0	N/A	N/A
ED	22.0	N/A	N/A
Non-ED	44.0	N/A	N/A
N/A = Test Not Given			



SRI Data



Proficiency Summary Report

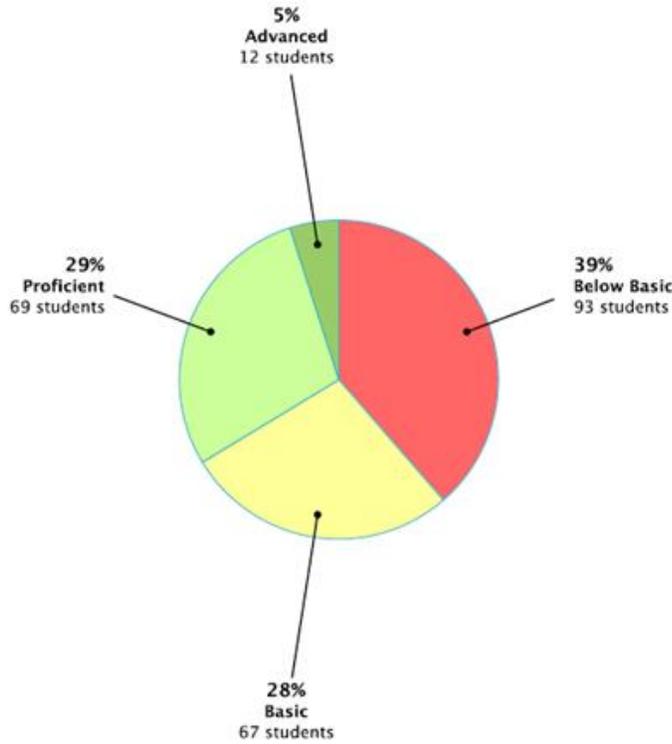
GRADE: 10

School: Baldwin High

Time Period: 09/06/13 – 05/23/14



Total Students: 241



KEY

- Advanced 5%, 12 students
- Proficient 29%, 69 students
- Basic 28%, 67 students
- Below Basic 39%, 93 students

YEAR-END PROFICIENCY RANGES		
Grade 1	190-530L	Grade 5 830-1010L
Grade 2	420-650L	Grade 6 925-1070L
Grade 3	520-820L	Grade 7 970-1120L
		Grade 9 1050-1260L
		Grade 10 1080-1335L
		Grade 11 1185-1385L



Proficiency Summary Report

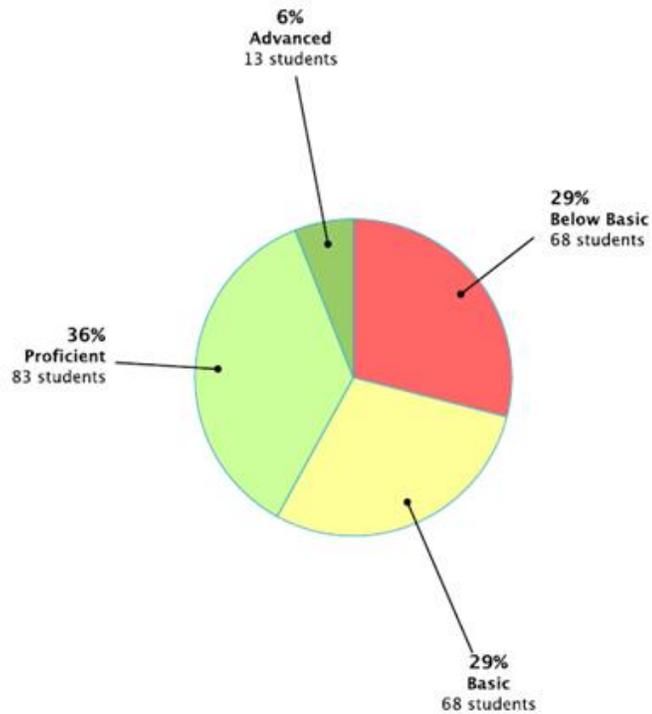
GRADE: 11

School: Baldwin High

Time Period: 09/06/13 – 05/23/14



Total Students: 232



KEY

- Advanced 6%, 13 students
- Proficient 36%, 83 students
- Basic 29%, 68 students
- Below Basic 29%, 68 students

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L



Proficiency Summary Report

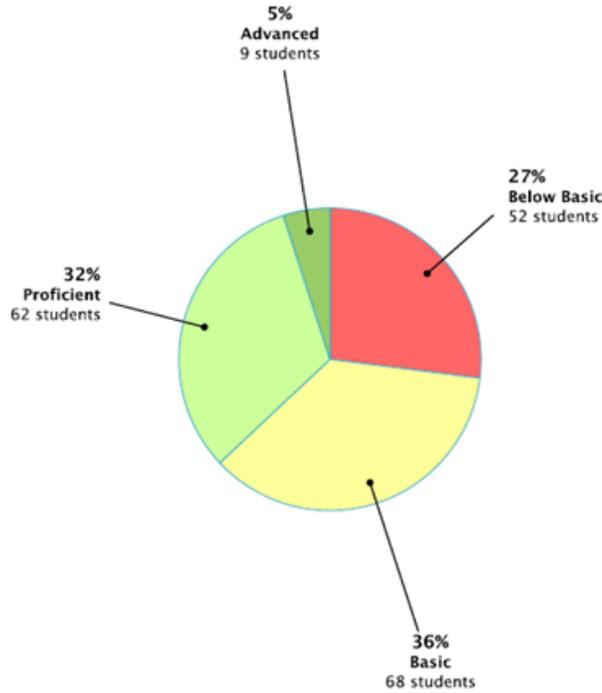
GRADE: 12

School: Baldwin High

Time Period: 09/06/13 – 05/23/14



Total Students: 191



KEY

- Advanced 5%, 9 students
- Proficient 32%, 62 students
- Basic 36%, 68 students
- Below Basic 27%, 52 students

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

Graduation Rate and Retention Rates

BHS Graduation Rate	
2014	4-year cohort: 66.6%; 5-year cohort: not released
2013	4-year cohort: 64.8%; 5-year cohort: 68.2%
2013	4-year cohort: 63.4%; 5-year cohort: 66.6%

Retained Students						
	(School Year 2013-2014)		(School Year 2012-2013)		(School Year 2011-2012)	
Grade	Enrollment	Retained	Enrollment	Retained	Enrollment	Retained
9	442	26%	413	34%	399	28%
10	300	6%	300	12%	286	11%
11	271	6%	262	19%	277	14%
12	276	3%	274	.04%	268	.03%

c. Strengths and weaknesses based on prescribed assessments

The Baldwin High School Faculty and Staff celebrate areas of improvement, seek to build on areas of stability, and constantly explore areas of improvement for strategies and resources to improve student learning outcomes. Our data shows that we have areas of weakness that would improve if literacy was a priority. Literacy is part of all content areas. Seeking to achieve CCGPS expectations, improving the BHS CCRPI score, and providing students with a foundation of literacy skills across the curriculum to ensure success in the ever evolving world are priorities for our school. Our school improvement plan, technology, and additional resources would assist in a variety of ways in the BHS classrooms. Discrepancies are seen in a variety of content subgroups. Within the goal of all students achieving and exceeding baseline standards for learning, a consistent gap exists that could be narrowed with focused attribution of resources to literacy needs as well as a building a culture of reading at BHS.

d. Data for all teachers, including CTAE, Special Education, and media

		Administrators	Counselors, Media, PEC Coordinator	Teachers	Support Personnel, (Nurse, Officers, and Clerical)	Paraprofessionals
Positions	Number	5	5	86	12	14
Personnel	Full-Time	5	5	85	12	14
	Part-Time	0	0	1	0	0
Gender	Female	4	4	63	11	10
	Male	1	1	23	1	4
Certificate Level	Bachelor's	0	0	25	NA	NA
	Master's	1	4	35		
	Specialist	1	1	22		
	Doctoral	3	0	1		
	ROTC	0	0	3		
Race/Ethnicity	Black	2	2	40	6	11
	Hispanic	0	0	0	0	0
	White	3	3	46	6	3
Years Experience	<1	0	0	8	0	2
	1-10	0	3	36	4	4
	11-20	3	1	23	2	6
	21-30	2	1	9	2	2
	>30	0	0	10	4	0

e. Teacher Retention

The BHS faculty has experienced significant staff attrition. These fluctuations are due to retirements, transfers, faculty leaving the system, and other reasons. From 2012-2013, the teacher retention rate was 75%. From 2013-2014, the teacher retention rate was 73%.

f. Goals and Objectives based on Formative and Summative Assessments

The Baldwin County School District has developed a strategic plan to address goals for summative state mandated assessments. Due to the transition from End of Course Tests to the new Georgia Milestones Assessments, FY2015 has been designated as a “baseline” year for all summative assessment data. Goals and objectives will be identified based on student performance on the winter 2014 and spring 2015 Milestones Assessments. Departmentally developed

formative assessments are used for progress monitoring and data driven instructional planning.

Student performance on these formative assessments is used in order to develop student SMART goals every three weeks.

g. Universal screener/Diagnostic Literacy Assessment

Baldwin High School uses the Scholastic Reading Inventory Reading Assessment Program as a universal screener and diagnostic literacy assessment. Scholastic Reading Inventory (SRI) is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework[®] for Reading. The most powerful feature of the SRI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to state tests, SRI helps educators forecast student achievement to those important goals. All students enrolled in grades 9-12 take the SRI Reading Assessment at the beginning of each school year. Students who are identified as reading below proficiency will be targeted for an intensive reading intervention course.

h. Professional Learning

Baldwin High School conducts weekly Professional Learning for all certified staff each Thursday. Topics are identified based on a needs assessment conducted by the leadership team each June. Ongoing Professional Learning for FY2015 focuses on the State Longitudinal Data System, Teacher Keys Effectiveness System, and Formative Instructional Practices. Additional school wide professional learning topics included Scholastic Reading Inventory, Literacy Design Collaborative, and Differentiated Instruction.

Project Plan, Procedures, Goals, Objectives, and Support

a. Project goals directly related to the identified needs

- Goal 1 - Create a culture of Literacy in our school
- Goal 2 – Utilize a system of assessments to drive instruction
- Goal 3 – Provide On-Going Professional Learning Concerning Literacy in All Content Areas
- Goal 4 - Provide Scientific, Researched-based Literacy Instruction to All Students

b. Project Objectives that relate to implementing the goals identified

Goal 1 – Objectives

- Establish Literacy Team that includes community members
- Share Literacy Plan with stakeholders
- Ensure that Literacy is the focus of instruction, professional learning, data analysis and events
- Generate strategies to promote literacy in the entire school with faculty and students

Goal 2 – Objectives

- Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments
- Teachers will use a variety of classroom assessments to make adjustments in instruction based on student needs as identified with the use of formative assessments and summative assessments to evaluate the effectiveness of instruction
- Use universal screener for all students (SRI 2x per year)
- Purchase and use diagnostic assessments as needed
- Monitor use of data to drive instruction through lesson plans, observations , work samples, and walk-throughs

Goal 3 – Objectives Provide On-Going Professional Learning Concerning Literacy in All Content Areas Using data to guide instruction

- Explicit, direct literacy and writing instruction
- Modeling writing and literacy as routines and not just strategies
- Differentiated instruction based on assessment data
- Implementing the use of content specific appropriate technology in all content areas
- Provide opportunities for staff to earn a reading endorsement
- Train all teachers on the RTI protocols as shown in the pyramid of intervention shown in section e.

Goal 4 –Objectives

- Purchase high interest reading materials at various Lexile Levels for use in the classroom and media center
- Purchase modern technology to motivate and engage student learners
- Research and purchase effective intervention programs, materials, and /or software for use with at-risk students
- Monitor the data collected to see if the interventions are effective
- Monitor the fidelity of the RTI process that is already in place

c. Goals and Objectives are measureable either formatively or summatively

Formative assessment

- Documentation of teachers participating in professional through walk-throughs and lesson plans
- Document the teachers use of formative instructional practices (FIP)
- The percent of teachers who are implementing standards based instruction and strategies from the TKES (Teacher Keys Effectiveness System)
- Common Benchmark assessments
- Lesson plans that reflect that teachers are implementing technology to increase active participation

Summative Assessments

- Georgia Milestone and Student Learning Objective Test (SLO) Data by subgroups
- Scholastic Reading Inventory (SRI) Data
- Graduation rate data
- Common summative assessments in each course

d. Shows that student in high school receive 2-4 hours of literacy instruction through content areas.

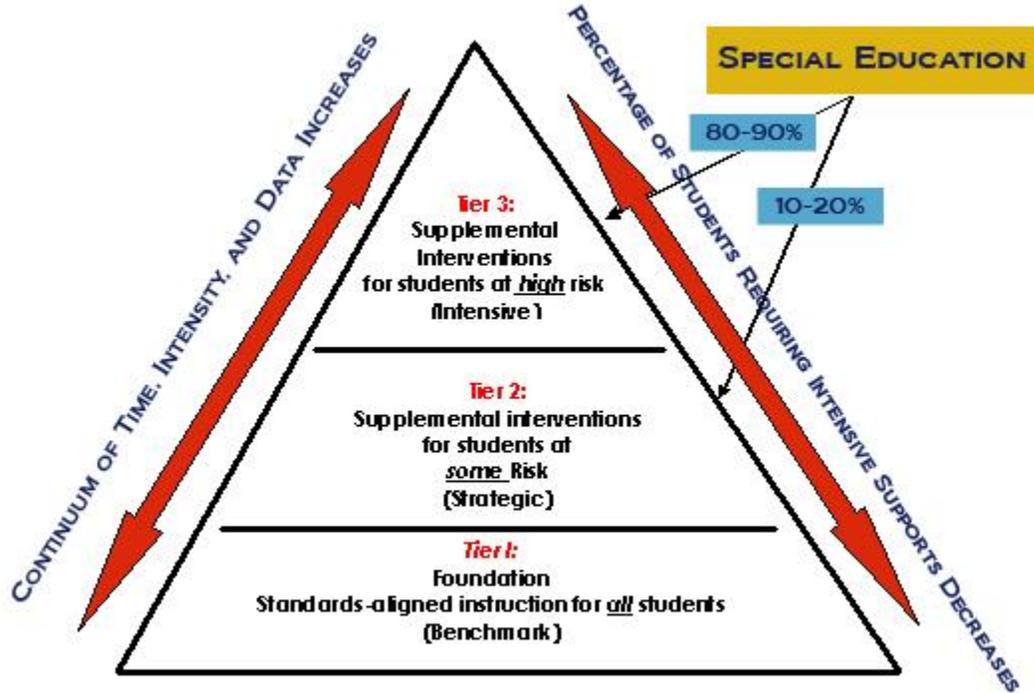
Reading interventions will be implemented strategically during the instructional focus period which provides 50 minutes of literacy instruction. Reading and writing strategies related to content will be implemented during each content class period which will provide an additional 2 hours of literacy instruction minimum, which is approximately 30 minutes per content course.

Sample Schedule

8:05-9:33	1st period Instructional
9:40-10:30	Focus
10:37-11:55	2nd Period
12:02-1:48	3rd Period
2:05-3:15	4th Period

e. RTI (response to intervention for all learners) model:

Teachers will become familiar with and implement the RTI pyramid of intervention as follows:



(Image retrieved from <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model> on 12-14 at 9:20 am.)

- f. The application is inclusive of all teachers and students (where relevant) in the school
- All teachers will participate in staff development. General staff development will be provided across all content areas. Course specific staff development will be provided for each area and teachers will participate in the appropriate training.
 - Teachers will utilize information learned in staff development in all classes which will impact every student in the school.
 - Specific students will be targeted for intervention based on lexile level.
 - Teachers will utilize writing strategies in all content areas.
- g. Practices Already in Place
- Minimal professional learning has occurred across content areas related to literacy and differentiated instruction
 - Communication with the public via school website, social media, and newspaper
 - Formative and Summative Assessments
 - Pyramid of Intervention, RTI (Response to Intervention)
 - TKES (Teacher Keys Effectiveness System)
 - Development of Specific Learning Objective Tests (SLO)
 - CCGPS is used as the basis of instruction in all content areas for literacy
 - Common planning times by departments
- h. Specifics goals to be funded with other sources:
- Goal 1- This goal will be funded primarily through the Striving Readers Comprehensive Literacy Grant.
 - Goal 2- This goal will be funded through the use of funds from the Striving Readers Comprehensive Literacy Grant, Title I funds for school improvement, and Title II funds for staff development.
 - Goal 3- This goal will be funded through the use of funds from the Striving Readers Comprehensive Literacy Grant, Title I funds for school improvement, and Title II funds for staff development.
 - Goal 4- This goal will be funded primarily through the Striving Readers Comprehensive Literacy Grant.
 - Additional funds will be provided through Title III –English for Speakers of Other Languages (ESOL) as appropriate.

i. Sample student schedule by grade level:

Baldwin High School Sample Student Schedules				
	9th Grade Student	10th Grade Student	11th Grade Student	12th Grade Student
8:05-9:33	Environmental Science Inclusion	American Literature Inclusion	American Literature Inclusion	Advanced Algebra
9:40-10:30	Instructional Focus	Instructional Focus	Instructional Focus	Instructional Focus
10:37-11:55	Support Science PEC	Support Science PEC	Advanced Algebra	Economics Inclusion
12:02-1:48	Coordinate Algebra with Support	Biology Inclusion	Support English PEC	British Literature Inclusion
2:05-3:15	PE/ Health	Analytic Geometry with Support	Band	Support English PEC

j. References researched –based practices in the “What” and “Why” Document as a guide for establishing goals and objectives

Goal 1- Create a Culture of Literacy in our school

- Literacy Leadership Team (The What, pg. 5)
- Learning supports within the community (The What, pg. 7)
- Students will utilize text based collaborative learning strategies (The What, Pg. 7-10; The Why, pg. 68)
- Writing across all content areas (The What, pg. 7-10; The Why, pg. 46, 58, 89)
- A wide variety of texts will be utilized in instruction. The various texts will consist of a range of lexile levels to meet needs of all learners. Both print and non-print texts will be available. (The What, pg. 7-10; The Why, pg. 68,133)
- Available texts will be provided on various lexile levels in both the classroom and the media center to help develop a culture of dependence on written language (The What, pg. 9; The Why, pg. 50, 115, 155)

- Opportunities will be provided within the school day and afterschool to extend reading instruction (The What, pg. 10; The Why, pg. 161)

Goal 2 – Utilize a system of assessments to drive instruction

- Implement content specific rubrics to assess rubrics (The What, pg. 7-10; The Why, pg. 46, 58, 89)
- Teachers will implement the use of both formative and summative assessments to guide instruction (The What, pg. 9; The Why, pg. 40, 101)
- The Lexile Level of all students will be determined through Scholastic Reading Inventory (The What, pg. 9; The Why, pg. 40, 101)
- Implementation of RTI will be monitored through the use of frequent formative assessments (The What, pg. 8, 9; The Why, pg. 98, 127)
- Instruction will be planned based on the analysis of individual student data (The What, pg. 8, 9; The Why, pg. 26, 30)
- Common assessments and data analysis will be utilized in all content areas (The What, pg. 8; The Why, pg. 135)

Goal 3 – Provide On-Going Professional Learning Concerning Literacy in All Content Areas

- Professional learning concerning Literacy across content areas (The What, pg. 6; The Why, pg. 146)
- Professional learning to develop differentiation strategies in the content areas (The What, pg. 10; The Why, pg. 74)
- School based data team will identify professional learning needs based on student data (The What, pg. 11)
- Research based strategies in literacy interventions (The What, pg. 11, 12)
- Professional learning on direct, explicit instructional strategies that build literacy skills (The What, pg. 11)
- Develop strategies for a literacy intervention course (The What, pg. 12)
- On-going professional learning on how to monitor the effectiveness of instruction (The What, pg. 13)
- On-going professional learning on literacy strategies, assessment development, and data usage (The What, pg. 13)

Goal 4 - Provide Scientific, Researched-based Literacy Instruction to All Students

- Frequency use of differentiation strategies for instruction (The What, pg. 10; The Why, pg. 70, 74)
- Consistent use of technology across all content areas to engage students and allow students to produce a variety of products to demonstrate learning (The What, pg. 10; The Why, pg. 77)
- Clear plan for literacy instruction across all content areas (The What, pg. 9, 10)

- Professional learning in the following areas: using data to guide instruction, literacy instruction, text selection based on lexile, differentiated instruction (The What, pg. 10; The Why, pg. 70, 74)
- Strategies for writing instruction (The What, pg. 7-10; The Why, pg.46, 58,89)

Assessment/Data Analysis Plan

a. List of school's current assessment protocol

BHS Current Assessment Protocol				
Assessment	Grade Level	Purpose	Skills/Content Areas	Frequency
Scholastic Reading Inventory	9-12	Screener	Reading Comprehension	2 times per year
ACCESS (ELL Only)	9-12	Screener	English/Language Proficiency Levels	Annually
MILESTONES (formally EOCT)	9-12	Outcome	Academic Content (9th Grade Lit.; American Literature; Coordinate Algebra; Analytic Geometry; U.S. History; Economics; Biology; Physical Science)	Semester end administration (December & May)
Georgia High School Writing Test	11 th Grade	Writing	Writing	1 time administration (Fall)
Student Learning Objectives	9-12	Benchmark/ Outcome	Academic/Electives not Milestones	Pre/Post per semester
PSAT	Mandatory 10 th Grade; Optional 9 th & 11 th Grades	Screener & Diagnostic	Critical Reading, Math, Writing skills	1 time per year
COMPASS	11 th & 12 th	Screener	English & Math College Placement Courses	Multiple times per year as needed for college entrance
AP (Advance Placement Exams)	9-12	Outcome	U.S. History, World History, Government, Biology, Chemistry, Physics, Language, Literature, Calculus,	1 time per year

			Statistics, GA Virtual AP courses	
ACT	11 th & 12 th	Screener & Diagnostic	English, Math, Reading and Science	Multiple times per year as needed for college entrance

The above listed assessments help determine the school’s instructional strengths and weaknesses. As a result of data analysis, students can be identified and monitored. Strategies and methods utilized with students can then be adjusted and more intervention can be implemented with the four-tier process. School progress is partially assessed through these measurements.

b. Comparison of current assessment protocol with the SRCL assessment plan

The current assessment protocol will remain the same with the exception of additional assessments that we feel will be beneficial to increasing the literacy at Baldwin High School. The Measures of Academic Progress (MAP) and the CORE Reading Maze Comprehension Test will be necessary additions to our current assessment protocol with the SRCL assessment plan.

The Measures of Academic Progress (MAP) are computer adaptive achievement tests in Mathematics and Reading. The unique feature of the tests is that the computer adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions. The MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. The MAP assessments will help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation

to local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs.

The CORE Reading Maze Comprehension Test is a task that measures how well students understand text they read silently. The Maze tasks differ from traditional comprehension in that it is based completely on the text. After the first sentence, every seventh word in the passage is replaced with the correct word and two distracters. Students choose the word from among the three choices that fits best with the rest of the passage. Because some students with reading difficulties can not comprehend what they read well enough to choose words based on semantic and syntactic accuracy, a maze reading assessment can identify these students and measure changes in their reading behaviors as the result of instruction or practice.

c. Brief narrative detailing how the new assessments will be implemented into the current assessment schedule

Currently, the Scholastic Reading Inventory is administered to all students at the beginning of the academic school year. SRI is a research-based, computer adaptive reading assessment program that assesses students' reading levels, tracks students reading growth over time and helps guide instruction according to students' needs. The SRI assessment would aid in identifying at-risk students who would need to be scheduled for Literacy Intervention, which would utilize the MAP assessment, and the CORE Reading Maze Comprehension Test. Once the initial screening process occurs to identify students who are below proficiency in reading levels, they would be placed in the Literacy Intervention Course.

A year long Literacy Intervention Course would allow the use of the MAP assessment to be administered to students three or four times a year as needed. Teacher training and access to MAP resources on how to use data from these assessments to differentiate instruction would be carried out throughout the year through professional learning. All teachers would be trained to utilize and analyze the data, however; the specific teachers who are instructing the Literacy Intervention Courses would be provided with more rigorous training pertaining to the students individual needs. The CORE Reading Maze Comprehension Test would be integrated into the Literacy Course in the same manner but with administration occurring on a monthly basis within the course to monitor student progress.

These assessments provide continuous formative assessing throughout the course duration that would be a part of the course culture, which would not impact overall assessment scheduling throughout the school.

d. Brief narrative detailing current assessments that might be discontinued as a result of the implementation of SRCL

No current school-wide assessment would be discontinued because the MAP and CORE Reading Maze would be essential components of the progress monitoring embedded within the Literacy Intervention Course Curriculum. The results of these assessments would be fundamental in guiding differentiated instruction to meet individual student learning needs.

e. List of professional learning needs that teachers will need to implement any new assessments

The success of any intervention and implementation of a program is ongoing professional learning. The MAP Foundation Series professional development workshops would be necessary to enable teachers and administrators to focus on key issues--including how to use MAP data to support the instructional efforts in the Literacy Intervention Course.

CORE Reading Maze training would be essential for successful implementation of those assessments. Teachers would need in-depth data analysis training to enable them to identify relationships, patterns and trends of specific data derived from those assessments. Understanding the data and how to apply practical research-based literacy strategies will be essential to success and positive student gains.

f. Brief narrative of how data are presented to parents and stakeholders

Baldwin High School administrators and educators will continue to report information on student/school data with parents at the Annual Title I meetings, school council meetings, parent/teacher conferences, school board meetings, open houses and parent nights. IEP meetings along with progress reports, report cards, Power School Power Parent grade site usage, school websites, and individual teacher parent contacts provide additional opportunities to share data regarding student performance.

The local media are provided access to state testing data from the Department of Education for dissemination to the community.

g. Description of how the data will be used to develop instructional strategies as well as determine material and need

The data derived from the MAP and CORE Reading Maze would be reviewed by each teacher in the Literacy Intervention Course. This data would be used to make instructional decisions based on individualized student needs. Using the cycle for continuous improvement, Plan, Do, Check, Act, teachers and Literacy team members would provide continuous progress monitoring for checking results and determining what the students are learning.

The Leadership/Literacy team will gather data to identify material needs and training needs for professional development. Teachers will examine their formative and summative data to identify trends and will share within their PLCs to adjust instruction as appropriate. Potential professional learning needs will include:

Professional Learning at Baldwin High School	
Topic	Delivery Method
Differentiation - core subject areas	Face-to-face
MAP training	Face-to-face
CORE Reading Maze Training	Face-to-face
Literacy Strategies	Face-to-face, webinars

h. Plan detailing who will perform assessments and how it will be accomplished

All members of the BHS faculty are involved in the summative assessment process including: administrators, counselors, the testing coordinator, and teachers. The process is continual. Assessments are given based on predetermined schedules and based on identified needs and/or IEP and 504 accommodations. All tests are scheduled, as possible, to minimally impact instructional time. In addition, all teachers utilize ongoing formative assessments throughout the course of each semester in order to guide student learning and monitor progress toward content mastery.

Resources, Strategies and Materials

- a. List of needed resources to implement the literacy plan including student engagement
 - Wireless technology consisting of laptops and tablets
 - E-texts and e-text readers to supplement textbook and book usage as appropriate
 - Headphones
 - Updated Hard-wired interactive boards and comparable devices for non-equipped classrooms
 - Ceiling-mounted projectors, document cameras, and multimedia equipment to support literacy activities
 - Student response system for assessing student understanding
 - Printers
 - Print and electronic books for all content areas, including fiction, nonfiction and informational formats for emerging and reluctant readers
 - Print books for the media center, including fiction, nonfiction, and informational formats especially leveled readers
 - Books and resources to support professional learning opportunities

- b. List of activities that support literacy intervention programs.
 - A universal screener (SRI) to identify students for literacy interventions that BHS began utilizing in the 2013-2014 school year.
 - Schedule learning opportunities for intervention through remediation.
 - Continued Response to Intervention 4-tiered model implementation
 - Provide opportunities for successful transition to high school through summer programs and freshman focus.
 - Reading Educational Endorsement for one teacher and one special educator per department.
 - Targeted professional learning

- c. List of shared resources available within the current building
 - Two dedicated computer labs for entire school with 26 units (inadequate for many classes due to enrollment)
 - Two school wide computer lab with 17 & 5 units that are slow and not recommended for testing (inadequate for many classes due to enrollment)
 - Novels

- Google Chrome mobile cart with 27 units
 - Laptops that do not hold charge or able to be updated (limited availability of 25 units)
 - Science equipment
 - 1 mobile iPad Cart with 12 units (mostly nonfunctional)
- d. General list of library resources of the library as equipped
- Fiction and nonfiction books
 - 12 desktop computers for student use (inadequate for many classes due to enrollment)
 - 1 mobile laptop cart with 18 out of date computers (inadequate for many classes due to enrollment)
- e. List of activities that support classroom practices
- Professional learning for teachers and administrators that support research based practices via content area.
 - Professional learning for teacher and administrators that support the implementation of technology to support standard based instruction and increase student motivation
 - Professional learning for collaboration and planning that demonstrates the use of best practices
 - Lesson design that promotes literacy in all content areas by the use of technology, both collaboration and self-initiated.
 - Use of variety of media, print and non-print, to engage students in meeting standards
 - Use of variety of texts that appropriate based on student ability and text complexity and content appropriateness.
 - Student use of a variety of technology based applications and devices to develop skills that transfer throughout high school and to the college and career environments
 - Instructional coaching on a regular bases to provide support structures for teachers as they implement plans, programs, technologies, and strategies enrollment

- f. List of additional strategies need to support student success
 - Remediation and academic tutoring during instructional focus, summer or after school for students who need additional support in literacy
 - Increases writing in all content areas that is guided with standardized, school expectations for quality

- g. General list of current classroom resources for each classroom in the school.
 - Curriculum guides, standards, instructional units, and common assessments
 - Textbooks
 - Novels
 - One teacher computer

h. Clear Alignment plan for SRCL and all other funding

Area	Strategies	Funding
Classroom Resources libraries with a variety of	<ul style="list-style-type: none"> • Access to classroom IDEA text resources • Use materials for targeted students • Implementation of engaging lessons that use available technology for collaborative learning and writing utilizing available text 	SRCL, Title 1, IDEA
Professional Learning	<ul style="list-style-type: none"> • Training to help struggling readers • Differentiation training • Lesson development to promote literacy in the content area • Disaggregation of assessment data • Implementation of technology to train teachers to better motivate students 	SRCL, Title 1, Professional Learning resources; IDEA

Technology	<ul style="list-style-type: none"> • Promote program for assessment and literacy development that improve student achievement • Provide better teacher access to resources available online • Provide better access for students to engage literacy driven materials in all content areas. • Provide essential tools to access research and information that is necessary to enhance writing. 	SRCL, Title 1; IDEA
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- i. Demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

RTI

- Utilize software and remediation resources to address identified weaknesses
- Track progress through regular monitoring
- Provide counseling to students to promote student interest and engagement

Student Engagement

- Utilize software, programs, activities, and strategies that promote student engagement and differentiate based on individualized instruction
- Regularly assess students for content mastery

Instructional Practices

- Regularly integrate technology within lesson plans, utilizing provided resources and application that promote active, engaged student learning.
- Model and support student production of products that demonstrate critical thinking and sound research based strategies to encourage literacy
- Promote literacy assessment that assists teachers in individualizing student learning

- Provide and implement technology to encourage access to materials to promote literacy

Writing

- Encourage open ended response questioning of students in formative and summative assessments to assess writing skills development
- Ensure that all genres of writing are implemented throughout the school through a series of school wide expectations of writing implementation for narrative, persuasive, informational, descriptive, and expository

Increase technology access for students to increase opportunities for student writing.

Professional Learning Strategies

- a. Table of Professional Learning for the past year
- b. Percent of Staff attending Professional Learning

Baldwin High School conducts weekly Professional Learning for all certified staff each Thursday. Topics are identified based on a needs assessment conducted by the leadership team each June. The table below contains the Professional Learning for FY14.

Baldwin High School Professional Learning - FY2014	
Topic	% Attending
Code of Ethics	100
PowerSchool Setup	98
Literacy Design Collaborative	96
Scholastic Reading Inventory	97
Statewide Longitudinal Data System	95
Differentiated Instruction	99
CCRPI	98
TKES Familiarization	94
TKES Standard 1	95
TKES Standard 2	99
TKES Standard 3	97
TKES Standard 4	96
TKES Standard 5	99
TKES Standard 6	97
TKES Standard 7	98
TKES Standard 8	98
TKES Standard 9	99
TKES Standard 10	95
Summer SLO Development	45
Summer Unit Plan Revision (Core Academics)	38

- c. Ongoing Professional Learning

SLDS – The Statewide Longitudinal Data System (SLDS) is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning.

SLDS is a free application that is accessed via a link in the district’s Student Information

System (SIS). It provides districts, schools, and teachers with access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades beginning with the 2006-2007 school year.

FIP Modules - Formative Instructional Practices (FIP), a Professional Learning opportunity for educators. This Professional Learning opportunity will assist educators in learning about formative instructional practices and enhancing their own use of these strategies. Formative instructional practices include formal and informal assessment processes that teachers and students use to gather evidence of student learning. A key expectation of FIP is that teachers develop the skills to guide students to take ownership for their own learning. Research has shown that FIP strategies, when appropriately used during teaching and learning, increase student achievement. Using FIP strategies in the classroom will help support teaching and learning.

TKES Familiarization – Teacher Keys Effectiveness System ongoing familiarization for the Teacher Assessment of Performance Standards (TAPS), Student Learning Objectives (SLO's), Student Growth Percentile (SGP), Surveys of Instructional Practice, and the TLE electronic platform.

Departmental Specific Professional Development

CTAE Professional Learning

CTAE Drive-In

Teaching Health, Safety, & Nutrition in the ECE Pathway

GATACS Winter Conference

66th Annual GCTAE Summer Leadership Conference

Microsoft Office Certification Workshop Test Day

You Want Me to Teach What?!

Intro to Business & Technology Webinar Series

Boot Camp: Intro to Business & Technology

2013-2014 WBL/YAP

Central New Teacher

Enhancing LiveBinders

Organizing LiveBinders

Learning LiveBinders

Business Program Update, Information & Resources Webinar Series

Webinar: Business & Computer Science: Career Cluster Overview

Making Accounting Count

Special Education Professional Learning

Preparing Host Teachers

Individual Behavior Management

Function Behavior Management

Co-Teaching Differentiation

Response to Intervention

Evidence Based Practice

Strategy Function

Autism/Differentiated Instruction

Transition & Assistive Technology

Social Skills Development

Instructional Technology

Orton-Gillingham Methodology

Media Specialist Professional Learning

Media Specialist

Observation of Media Center

Destiny Library Manager Essentials

The 45th Annual Conference on Children's Literature

SRI Training

Oconee RESA Media Specialist Collaborative

Reading Bowl BOE/Literacy Fair

GA Council of Media Organization Conference

Leadership Retreat

English Language Arts Roundtable

ESOL Professional Learning

Reading Endorsement Course 1

Reading Endorsement Course 2

Title III Consortium Conference

Math Professional Learning

SMART Institute

Unit Plan Revisions

SLO Creation Workshop

Language Arts Professional Learning

Unit Plan Revisions
SLO Creation Workshop

Science Professional Learning

SMART Institute
Unit Plan Revisions
SLO Creation Workshop

Social Studies Professional Learning

Unit Plan Revisions
SLO Creation Workshop

- d. Programmatic Professional Learning needs identified in the needs assessment
- Reading, comprehension, and vocabulary instructional routines that support strategies
 - Motivation and engagement instructional strategies within content area and school wide
 - Remediation and enrichment methods for students within content area and school wide
 - Support for SPED and ELL students in literacy
 - Feedback and coaching for literacy instruction development
 - Differentiation strategies for literacy by content
- e. Process for determining if professional development are adequate and effective.
- The assessment of professional development will include the following:
- Analysis of student achievement data
 - PDExpress reports of professional development events
 - Monitoring of Professional Learning implementation
- f. Alignment of Professional Learning plan to state goals and objectives of the literacy plan
- g. Method of measuring effective of Professional Learning that can be tied back to the goals and objectives

Professional Learning Plan		
Professional Learning	Location in Literacy Plan	Measure of Effectiveness
Professional Learning for all certified staff in: * Standards Based instructional strategies * Ga FIP initiative * GA SLDS * RTI * Differentiated instruction * TKES	1 B, C, E 2 A, B 3 A, B, C 6 A	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * Data analysis meetings * Save a Teacher documentation/ agendas/ minutes
Implement TKES support, including webinars and face-to-face interactions	1 B, C, E 2 B 3 B	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * Graduation rate * unit and lesson plans
Implement Professional Learning effective analysis and use of student data.	3 D, E 4 A	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * Data analysis meetings * unit and lesson plans
Implement Professional Learning for research and data analysis through technology.	3 D, E 4 A	* Professional Learning documentation/ agendas/ minutes * unit and lesson plans technology use
Implement Professional Learning for Differentiated Instruction, both as an overview and in content specific Professional Learning.	2 A 4 A 6 B	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * unit and lesson plans
Implement Professional Learning in the areas of reading and writing across the curriculum in all content areas.	4 A, B, C 6 B	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * unit and lesson plans

Striving Readers Comprehensive Literacy Grant
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Implement Professional Learning in the area of effective note taking such as the use of Cornell notes.	4 A, C 6 B	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * unit and lesson plans including note taking strategies * student note samples
Implement Professional Learning in the area of developing instructional routines.	6 B	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * unit and lesson plans
Implement Professional Learning for effective flexible grouping of students.	5 A, D	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * unit and lesson plans
Encourage parents and guardians to access information to help promote student progress.	2 B, C	* agendas and sign in sheets * feedback from parents and guardians
Support increased academic vocabulary development and reading strategies implementation.	1 D, E	* Professional Learning documentation/ agendas/ minutes *Leadership/ literacy team documentation * unit and lesson plans * word walls in classrooms
Provide Professional Learning on the integration of the variety of text formats and styles within the content areas that results in written products and products that demonstrate synthesis and integration of knowledge.	1 A, C, E 2 B 3 D 4 B	* Professional Learning documentation/ agendas/ minutes *Student work samples * unit and lesson plans * data analysis meetings * graduation rate
Implement training on research based instructional strategies and rubrics that improve literacy across the curriculum.	1 A, C, E 2 B 4 A 6 B	* Professional Learning documentation/ agendas/ minutes * unit and lesson plans * graduation rate

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 Baldwin County School District
 Baldwin High School

<p>Provide training for all teachers in RTI strategies on all tiers.</p>	<p>5 A, B, C, D</p>	<ul style="list-style-type: none"> * Professional Learning documentation/ agendas/ minutes *interventions included in lesson plans * unit and lesson plans * data analysis meetings
<p>Provide essential training on technologies that are utilized by students and teachers for the implementation of effective literacy instruction, including access to materials and communication of information.</p>	<p>1 A, C 2 C 3 D 4 A 6 B</p>	<ul style="list-style-type: none"> * Professional Learning documentation/ agendas/ minutes * unit and lesson plans * student work samples

Sustainability Plan

- a. A clear plan for extending the assessments protocol beyond the grant period.

The implementation of formative assessments and common summative assessments will continue beyond the grant period. Teachers will utilize formative assessments to guide daily instruction. Common summative assessments will be developed by course and will continue to be used for the duration of the implementation of CCGPS. Prior to the Grant period, Baldwin County purchased the site license for Scholastic Reading Inventory. Further staff development on the implementation of the results of this reading inventory will be provided as a result of the SRCL Grant, but the county will continue to renew the license for future use through federal, state, and local funding.

- b. A plan for developing community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment

Baldwin High School has established community partnerships in education with local businesses. When a specific need arises, those businesses are available to request funding. Teachers may apply for grants through local organizations for particular needs in the classroom. The school's parent teacher organization (PTO) has funds available for various needs as they deem appropriate.

- c. A clear, detailed plan discussion sustainability, addressing plans for expanding lessons learned, extending lessons learned, extending the assessment protocols, training for new system employees, maintaining technology, and providing for ongoing professional learning experiences beyond the life of the grant

SEE TABLE BELOW

- d. A discussion of how print materials are to be replaced when necessary

SEE TABLE BELOW

- e. Details a clear plan for extending the professional learning beyond the grant period and to new staff to the system

SEE TABLE BELOW

- f. Details a plan for sustaining technology that was implemented with SRCL funds including site license

SEE TABLE BELOW

- g. Details a clear plan for expanding lessons learned through the SRCL project with other schools and teachers new to the LEA

SEE TABLE BELOW

Sustainability Table	
Expanding Lessons Learned	Within each content area, teachers will work collaboratively to develop a database of literacy and content resources. These resources will include lessons and assessments. Content area teams will continue to add to these resources beyond the grant period. These resources will be stored digitally at the district level and will be made available to the middle school so teachers will be aware of the expectations in upper grades.
Extending Assessment Protocols	Data from Formative and Summative Assessment will be reviewed frequently to determine the effectiveness of literacy instruction. The established assessments will continue to be used beyond the grant period.
Training for New Employees	Baldwin County has an established program for new system employees. With this program, new teachers would have access to previous learned materials from professional learning. Mentors will continue to be utilized to establish literacy practices in the classrooms of new teachers.
Maintaining Technology	The technology used at BHS will be maintained by the district technician. Site licenses and subscriptions that have been researched and deemed effective for meeting our literacy plan goals will be funded using federal, state, and local funds.
On-Going Professional Learning Experiences	Teachers will participate in professional learning that will be on-going to create professional learning communities. Professional learning will be supported at the district and local levels in order to increase student achievement and teacher effectiveness. The professional learning opportunities to enhance the literacy plan at BHS will be on-going after the life of the grant.
Replacement of Print Materials	Media Funding as well as federal, state and local funds will be utilized to ensure that printed text are updated in order to support the literacy initiative at BHS.
Community Partnerships	Baldwin High School is in the unique position to take advantage of multiple collegiate institutions. Particularly, Georgia College & State University has expressed interest in partnering through service learning projects through the university's School of Education.

Budget Summary

The BHS SRCL budget plan calls for the funds to be dispersed over three to five consecutive years.

Year 1

The program will be launched with an emphasis on professional development and with a secondary stress placed on the purchase of leveled readers, periodicals, literacy programs, digital devices, accompanying media, printers, and associated supplies.

Further, summer activities in preparation for implementation will be conducted. A stipend will be provided for the literacy team to prepare for grant implementation. The work will be beyond the regular contract and will be considered as part of administrative costs.

Pre-service activities may also include a literacy session for teachers to prepare for student return and program implementation. Cost for stipends and supplies will be covered.

In continuing professional development, selections will be covered for registrations, substitute costs, stipends, travel expenses, materials and related expenses.

Years 2-5

Instructional needs not filled during Year 1 will be budgeted for subsequent years. Any additional program developments for after school or summer, including transportation will be included in future years. Maintenance of technology purchased is crucial for sustaining the program and will be budgeted for accordingly. New equipment, continued

subscription to periodicals, and continued professional development will be maintained in the budget. Also, additional workdays will be allocated for the Literacy Team to promote grant implementation as part of administrative costs.