

School Profile

Created Tuesday, September 18, 2012

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School Information

School Information District Name:	Bleckley County
School Information School or Center Name:	Bleckley County High

Level of School

High (9-12)

Principal

Principal Name:	Anthony Jenkins
Principal Position:	Principal
Principal Phone:	478-934-6258
Principal Email:	ajenkins@bleckley.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Anthony Jenkins
School contact information Position:	Principal
School contact information Phone:	478-934-6258
School contact information Email:	ajenkins@bleckley.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

51

FTE Enrollment

674

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: Charlotte H. Pipkin, Ed. D.

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

Address: P. O. Box 516, 242 East Dykes Street

City: Cochran Zip: 31014

Telephone: (478) 934-2821 Fax: (478) (478) 934- 9595

E-mail: cpipkin@bleckley.k12.ga.us

Charlotte H. Pipkin
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Charlotte H. Pipkin, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

November 8, 2012
Date (required)

Conflict of Interest & Disclosure Policy

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.

Charlotte H. Pipkin
Signature of Fiscal Agency Head (official sub-grant recipient)

Charlotte H. Pipkin, Ed. D., Superintendent
Typed Name of Fiscal Agency Head and Position Title

November 14, 2012
Date

Anthony Jenkins
Signature of Applicant's Authorized Agency Head (required)

Anthony Jenkins, Principal, Bleckley County High School
Typed Name of Applicant's Authorized Agency Head and Position Title

November 14, 2012
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Thursday, December 06, 2012

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

[General Application Information](#)

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 Grant Rubric](#)

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.

[Assessment 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 5 in General Application Information is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Friday, December 07, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

The Bleckley County School District (BCSD) has a rich history of excellence despite being a poor, rural district with very limited resources. Our mission is to be an exemplary system that strives to form a successful partnership with students, faculty, family members, and the community to assure the education of every individual. Our faculty, staff, students and community embrace and embody our vision statement, "Expect Excellence" and our students often outperform the RESA and state.

We have five traditional schools within our system: Bleckley Learning Center (Pre-K); Bleckley Primary (K-2); Bleckley Elementary (3-5); Bleckley Middle (6-8); and Bleckley High (9-12). AMIKids, a SB618 residential facility within our district, is an owned and operated by an out-of-state company that contracts with the state for students adjudicated there by the Department of Juvenile Justice. Due to having received notification that AMIKids will be closing in December 2012, they are not participating in this grant application. There are no private or charter schools in Bleckley County.

The BCSD is located in rural middle Georgia, about 40 miles south of Macon, and nestled between I-16 and I-75. Our population is about 13,000 and we have very little industry. Our community offers minimal recreational and cultural opportunities outside those offered by the school and local college. Despite limited recreational, cultural and fiscal resources, we strive to provide every student with a high quality education that prepares them for post-secondary college and career opportunities.

The BCSD has about 2400 students in grades pre-k through grade 12. In terms of wealth, we rank 162/180 and have minimal taxable wealth. We currently levy 12.258 mils which earn approximately \$263,700 per mil. Even though the financial constraints limit our access to many programs, resources, and opportunities we have a dedicated faculty, staff and community that support our endeavors.

Our student population is largely Caucasian (67%) with a 33% minority population, most of which is African American (26%). Hispanic, Asian, and Multi-Racial students make up the remainder of our minority population. Over half of our students (58.3%) qualify for free/reduced lunch and approximately 17% of our students receive Special Education services.

According to 2011 data, the annual average unemployment rate for Bleckley County was 13.7%. As reported by the U.S. Census Bureau, the 2010 per capita income was \$28,612 which is almost \$6,000 below the state average. According to data from the Georgia Department of Labor, the educational attainment of our labor force (age 18-65+) is concerning in that only 35% attained a high school diploma / GED, 22% have some college, 10.9 % have a 4 year degree, and 6.3% have post graduate studies.

Comparison of Select Demographic Indicators		
	Bleckley County	Georgia
2011 Unemployment Rate	13.7%	9.8%
2010 Per Capita Income	\$28,612	\$34,531
% Persons Below Poverty Level (2010)	19.5%	15.7%
Children living in poverty (2010)	27.1%	26%
Babies born to mothers with less than 12 years of education (2010)	19.2%	20.4%
Substantiated incidents of child abuse/neglect (2010)	14.9%	8.3%
Students graduating on time (2010)	77.9%	80.8%
<i>Sources: KIDS COUNT, U.S. Bureau of Economic Analysis & U.S Dept. of Commerce, 2011 GA County Guide</i>		

Poverty, illiteracy, low educational attainment, babies born to young mothers who have not graduate/obtained a GED, and unemployment contribute not only to economic distress in Bleckley County but also to other factors that impede student learning and literacy. These factors include but are not limited to suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, lower measures of cognitive ability such as verbal ability, reading readiness, and problem solving skills for many of our students.

Current priorities of the BCSD include providing pervasive implementation of the Common Core Georgia Performance Standards (CCGPS), preparing students for post-secondary success in college and 21st century career readiness, differentiating instruction and assessment to meet the needs of all students, closing achievement gaps among sub-groups, and increasing the graduation rate.

Our Strategic Plan is developed with input from a variety of internal and external stakeholders. It is reviewed annually by the system leadership team and assists us in keeping focus of our goals, assessing where we are in meeting those goals, and aligning resources to address identified needs. This guides decisions pertaining to resources, personnel, and initiatives.

The district's current management structure is traditional in nature with administrators and staff implementing the policies and procedures approved by the Board of Education. Schools are led by a principal and assistant principal(s) with the exception of Bleckley Learning Center which is led by the Pre-K Director. The instructional program is supported by the Superintendent, Associate Superintendents for Teaching & Learning, Special Education & Federal Programs Director, Technology Director, Gifted Coordinator, and CTAE Director. Financial records are managed by the System Bookkeeper and the Human Resources Director.

Past instructional initiatives that continue to be important to and utilized in the BCSD include: differentiated instruction, Reading First strategies, Suzy Pepper strategies, Response to Intervention, participation in Georgia Leadership Institute for School Improvement, district SACS accreditation, inclusion, closing the achievement gap, unpacking the Georgia Performance Standards, curriculum alignment, standards-based classrooms, common assessments, focus walks, improving the graduation rate, increasing parent involvement, enhancing instructional

technology, implementing our own alternative/credit recovery program, and collaborating with the Safe Schools Healthy Students program and the 21st Century Community Learning Center.

The BCSD literacy curriculum is based on the CCGPS and the Bright from the Start curriculum. Faculty and staff spend countless hours engaged in studying the standards, delving into the rigor and relevance, developing units, identifying resources and activities to increase student engagement and learning, identifying gaps and transitional standards, and writing assessments. Additionally, the schools are working with cross-curricular teams to develop activities that incorporate literacy skills in Science, Social Studies, technical subjects, the arts, elective courses, and P.E.

Literacy Assessments utilized in the BCSD vary among the schools and are categorized as state-mandated, district level, and building level assessments. Our assessment continuum consists of formative and summative classroom assessments, common assessments, benchmark tests, state-mandated tests, and nationally-normed tests. Analysis of assessment results are used to identify instructional and student strengths and weaknesses, identify performance and curricular gaps, determine needs for intervention and acceleration, and guide improvement initiatives. Our literacy assessments include:

- Georgia Kindergarten Inventory of Developing Skills
- Criterion Referenced Competency Test
- Georgia Alternate Assessment
- Georgia Writing Assessments
- Georgia High School Graduation Tests
- End-of-Course Tests
- PSAT & AP Exams
- Georgia Work Ready Assessment
- Online Assessment System
- Assessing Comprehension and Communication in English State-to-State (ACCESS)
- World-Class Instructional Design and Assessment ACCESS Placement Test (W-APT, K-12)
- Iowa Test of Basic Skills
- Dynamic Indicators of Basic Early Literacy Skills
- STAR Reading & Math
- Benchmark & Common Assessments

With literacy being a leading indicator of success, the ongoing decline of state and federal funding, our demographic risk factors, and the need to develop literacy levels sufficient for college and career readiness, there is clearly a need for a Striving Reader Project in the BCSD. Teachers need professional learning and instructional materials to support the implementation of the CCGPS literacy skills and content rigor in order to improve academic achievement, the graduation rate, and post-secondary success. Literacy materials are not available in many homes; therefore, the school system serves as only source of literacy development for many of our students. If our society is going to flourish and be competitive in a global economy, we must develop high levels of literacy in all students. To do that, we must have the necessary resources and training to increase literacy in the formative years and beyond.

The BCSD management plan and key personnel in supporting, implementing and overseeing the grant will include both system and school leaders. Pansy Corbett, the Associate Superintendent for Teaching & Learning will be the SRCL Administrator at the district office. She has twelve years of leadership experience in the district office and has managed various state and federal programs and grants. Mrs. Corbett currently oversees K-8 curriculum, K-12 testing and professional learning, and Title IIA. She is also involved with the development and monitoring of the Consolidated Application and the Strategic Plan.

While principals who are not designated as their building coordinator are expected to be heavily involved with the project, each school will have a designated Striving Reading Project Coordinator who will oversee the day-to-day operations of the project at their respective school and collaborate with the SRCL Project Administrator. The SRCL management team is:

SRCL PROJECT TITLE	PERSON RESPONSIBLE & TITLE	SUPERVISOR
SRCL District Project Administrator	Mrs. Pansy Corbett Associate Superintendent for Teaching & Learning	Dr. Charlotte Pipkin, Superintendent
Bleckley Learning Center Project Coordinator	Mrs. Jan Evans Pre-K Director	Dr. Charlotte Pipkin, Superintendent
Bleckley Primary School Project Coordinator	Dr. Andrea Williams Assistant. Principal & District SACS Coordinator	Mr. Quent Floyd Principal
Bleckley Elementary Project Coordinator	Ms. Janet DeLoach Principal	Dr. Charlotte Pipkin, Superintendent
Bleckley Middle Project Coordinator	Mrs. Carla Thrower Assistant. Principal, Math Design Collaborative Leader	Mr. Trey Belflower Principal
Bleckley High Project Coordinator	Mrs. Michele Dyal Assistant Principal, CTAE Director, Literacy Design Collaborative Leader	Mr. Anthony Jenkins Principal

The BSCD Literacy Team, which includes teachers and project coordinators/administrators from all schools have been instrumental in the development of the grant application and project development process at the district and school levels. These individuals have attended training sessions, school and district information and planning sessions, reviewed the needs assessment results, reviewed school and system assessment results, and clearly understand the goals, objectives, and plans for implementation as well as their respective roles in regards to the SRCL project.

All schools, the BCSD literacy team, and SRCL project coordinators will be involved with budget development and performance plans for the SRCL grant. This will be done by prioritizing needs based on the grant allocations as they relate to the school literacy plans, and identifying resources that best align with our needs and best practices. The SRCL project will coordinate with and compliment the Strategic Plan which aligns with the individual school improvement plans.

The BCSD Literacy Team and SRCL Project Coordinators will meet quarterly, and more frequently if needed to share progress updates, concerns, best practices, and monitor project effectiveness and implementation.

Financial aspects of the grant will be handled according to district protocol whereby all purchase order requests align with the approved budget and allowable expenditures, are signed by the appropriate supervisor, the District Project Administrator, and the Superintendent. Purchase order requests will be processed by the system bookkeeping staff according to district protocol. The District Project Administrator and the System Bookkeeper will periodically review the budget, expenditures, and submit the required reports.

The Bleckley County School District is a respected school district with a strong history of sound fiscal management. The Georgia Department of Audits conducts an audit of the BCSD financial records annually. No findings were cited for 2009 -2011. The 2012 audit has not been conducted at this time.

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff are the only employees who issue system level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Approved requests must supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, address needs as indicated in school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the BCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. Such funds include Title I Part A Disadvantaged Children, Title IIA Improving Teacher Quality, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, Early Intervention Program (EIP), Remedial Education (REP), American Recovery and Reinvestment Act of 2009 (ARRA), 21st Century Community Learning Centers, etc. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL. Below are some recent examples of funding awarded and responsibly managed by the BSCD:

LEA Project/Grant	Amount	Audit Results
Comprehensive Academic Performance Standards 2006-07	\$106,741	No audit findings were cited for FY 2009-2011.
Governor's Office of Highway Safety Drivers' Ed Grant 2007-09	\$58,937	
Ocmulgee EMC 2008	\$10,200	
Oconee EMC 2008	\$6,700	
Service Learning Grants (BPS) 2011	\$6,000	
Safe & Drug Free Schools & Community National Program 2008-13	\$5,989,501	The FY 2012 audit has not yet been conducted.
Governor's Office, State of GA Children & Families Abstinence Grant 2011-13	\$188,317	
Drug Free Community Support 2002-12	\$24,360	
21 st Century CCLC Primary School 2009-12	\$197,000	
21 st Century Community Learning Center 2009-12	\$665,000	
Title IID, Enhancing Education Through Technology 2009-11	\$15,865	
Title IA Grants – ARRA 2010-11	\$525,802	
ARRA Education State Grant 2010-11	\$1,620,475	
Title IID, Engaging AP Students Through Mobile 2010-11	\$68,403	
Title IA Distinguished School Awards 2010-12	\$11,133	

Through the coordination of efforts and resources the BCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and strategic planning. Examples of internal initiatives and sustainability are: withdrawing from a consortium and establishing our own alternative school program and credit recovery program; redelivery of professional learning strategies, lessons learned, and best practices; expanding lessons learned from the Suzy Pepper training provided State Professional Development Grant to other content areas; collaborated with RESA to provide training on Reading First Strategies for Non-Funded Schools; and coordinated resources and services with CIS/FCCC to provide after-school remediation for struggling students; providing new hires and additional training for SMARTBoards after the EMC grants expired; and staffing and maintaining the driving simulator class after the Drivers' Ed Grant expired.

SRCL School Application: Bleckley County High School

Brief Narrative Giving Readers a Sense of the School

History

Bleckley County High School (BCHS) serves approximately 660 students in Bleckley County. The demographic make-up of the student population is 72% Caucasian, 23% African-American, 3% Hispanic, 1% Asian and 1% Multi-racial. The Special education program serves 12% of the student population. In 2012, the graduation rate was 77% hindering BCHS from meeting AYP.

Administration and Leadership

BCHS is committed to improving student achievement. We recognize the importance of collaboration; therefore, administrators, faculty, and staff work together with stakeholders for continuous improvement. Teachers and staff have several opportunities to participate in shared leadership and decision-making. Department Chairpersons coordinate activities such as the management of physical resources and collaboration among the teachers within the department. The Department Chairpersons serve as a vital part of the BCHS Leadership Team. Insuring that all faculty and staff are included, the Leadership Team seeks out and brings important information to the table from their colleagues and then communicates information back from the committee. It is the goal of the administration for all faculty and staff to feel that they have an authentic voice in the decisions made within the building. In addition to the BCHS Leadership Team, we have formed a School Improvement Team that is participating in the Rauhauser School Improvement Process. This team is responsible for collecting and analyzing data concerning student achievement, school climate, community perception and involvement, etc. After the data collection and analysis, the team will identify areas of need and will identify

strategies to address these needs. Our “Purple Committee” is made up of faculty and staff who plan and organize initiatives to build moral and unity at BCHS. Lastly, the BCHS Literacy Team has been formed to strengthen literacy instruction in all areas, further supporting the school improvement initiatives guided by the committees listed above.

Past Instructional Initiatives

<p>Graduate First - Teachers participated in a 3 year federal initiative targeting special needs students.</p>	<p>2010 Literacy Plan-The plan outlined goals and strategies to increase literacy across the curriculum.</p>
<p>Graduation Coaching-Students in grades 9-12 were tracked to ensure successful path to graduation.</p>	<p>Rauhauser School Improvement System</p>

Current Instructional Initiatives

<p>Common Core Georgia Performance Standards – Staff is involved in extensive rollout of CCGPS through vertical alignment teams and participation in GADOE training via internet</p>	<p>At-Risk 11th grade Literature class-An 11th grade class is offered during an extended block to remediate low-performing students.</p>
<p>Math with Support extended block- Low performing math students are assigned to a math support class during an extended block to remediate math skills.</p>	<p>21st Century and departmental tutoring before and after school-Students may voluntarily participate in tutoring before and after school in all content areas.</p>
<p>Remediation software- All students participate in ongoing content enrichment and remediation for standardized test preparation using USA TestPrep and Study Island</p>	<p>RTI-An RTI team in in place to analyze data to monitor and apply tiered interventions for targeted students.</p>
<p>Learning Focused Schools-Teachers use strategies outlined in the LFS system.</p>	<p>Career Tech (CTAE)-CTAE teachers incorporate the use of standards based and testing vocabulary in their lessons.</p>

<p>AP and Honors- An honors curriculum is available to students meeting specific criteria and includes advanced courses in all content areas.</p>	<p>Title IID funded math sustained initiative- Geo Sketch Pad computer software, interactive whiteboards, and mobile netbook labs are used in math classrooms.</p>
<p>Dual High School and College Enrollment- Students who meet specific criteria may jointly enroll in high school and college courses.</p>	<p>Re-training of Rauhauser School Improvement Team-The School Improvement Team attended a refresher course from Dr. Rauhauser and is updating the school improvement plan using new data.</p>
<p>Literacy Design Collaborative-Two teachers and an Assistant Principal attended a two-day training and will follow up with another two-day training to design literacy module in their content area. They will then share the module and redeliver to other teachers. Using the LDC module creator, all teachers can implement literacy strategies into the courses they teach.</p>	<p>Writing committee-Representatives from the English department participate in a system-level writing committee in order to align writing into a seamless, consistent curriculum targeting student weaknesses and expanding writing across-the-system.</p>

Professional Learning Needs

<p>Professional Learning Needs – Faculty needs training or professional learning</p>
<ul style="list-style-type: none"> • Literacy strategies in all areas
<ul style="list-style-type: none"> • Focused literacy interventions through RTI process
<ul style="list-style-type: none"> • Screening students to determine Lexile levels and how to use that information for literacy improvement
<ul style="list-style-type: none"> • How to write and implement collaborative units to improve literacy through other content areas
<ul style="list-style-type: none"> • Integrating current innovative technological resources into the curriculum focusing on rigor and relevance for literacy improvement

Need For Striving Readers Project

Our motto at Bleckley County High School (BCHS) is **Expect Excellence**. Through this motto, we have high expectations for every student. Research shows that literacy is a strong indicator of student success; therefore, we will increase the literacy skills of each student by

implementing an across-the curriculum approach to the acquisition of reading, writing, and speaking skills.

Currently, our resources are limited due to lack of finances. Our most valuable resource, our highly skilled teachers, work tirelessly to increase rigor and relevance in every classroom. As a rural school in central Georgia, we face challenges such as poverty and a gap in standardized test scores among our different racial populations and special needs students. All students will benefit from an intense literacy curriculum with built-in prescriptive strategies and progress monitoring that is part of the first tier of the Response-to-Intervention model. Through the *Striving Readers Project*, the faculty at BCHS will have funding to continue teaching at a high level while implementing a literacy project to ensure our graduates will be marketable, productive citizens.

Bleckley County High School Literacy Plan 2012-13

The primary vision of the Literacy Program at Bleckley County High School (BCHS) is that all students read on grade level to ensure success. This goal will be achieved by using the Building Blocks set forth by the Georgia Department of Education. By developing a comprehensive program to deliver explicit literacy instruction in every classroom using innovative teaching methods and materials, students have every opportunity to achieve this result. The Literacy Plan at BCHS details how the school will improve literacy by:

1. Implementing a minimum of 30 minutes of literacy instruction each week in every class that will add up to 3 hours of explicit instruction per student.
2. Implementing a minimum of one collaborative unit per year in each class outside the English Language Arts curriculum. This collaboration will pair two classes to deliver multidisciplinary content along with literacy instruction and enrichment. Units designed by the Literacy Design Collaborative (LDC) team will also be used.
3. Utilizing new technology to reinforce reading, writing and speaking skills across-the-curriculum by allowing instant access to resources moving towards a one-to-one student/device ratio.
4. Moving to Common Core Standards that focus on relevance and rigor in reading and writing activities while providing explicit literacy instruction including: close reading at least 4 times per year; strategic readings; text-dependent questioning focus; higher order thinking skills; real world application and visual literacy.
5. Screening, diagnosing and prescribing literacy instruction to help identified students overcome specific weaknesses within a Response-to-Intervention (RTI) model.
6. Focusing on bridging the gap in standardized test performance among certain populations through innovative and consistent literacy instruction.
7. Continuing to use data to drive improvement.

Bleckley County High School Literacy Plan 2012-13

8. Developing and sustaining a professional learning program designed to strengthen literacy instruction that will assist teachers in building literacy skills across all disciplines providing relevance.

The Literacy Team analyzes standardized test data to determine weaknesses in specific areas to be improved upon. This data is shown below.

GHSWT Passing by Race/Ethnicity						
	Baseline			Targets		
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All students	94	93	90	94	96	98
Black	85	87	77	87	89	91
White	94	95	95	96	98	100
Students w/Disabilities	53	58	38	60	65	70

EOCT Meets/Exceeds by Subject						
	Baseline			Targets		
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade Literature	83	89	83	89	92	95
American Literature	86	90	91	89	92	95
Algebra	n/a	n/a	n/a	85	88	91
Geometry	n/a	n/a	n/a	75	78	81
Math I	73	72	83	n/a	n/a	n/a
Math II	61	59	73	n/a	n/a	n/a
Biology	67	72	75	77	80	85
US History	60	61	53	62	65	68
Physical Science	83	82	86	87	90	93
Economics	79	78	83	82	85	88

The following table details the goals (building blocks), objectives (action) and strategies (actions, strategies, and interventions) to follow the Georgia Literacy Plan. By describing the “Why, What and How”, the BCHS Literacy Plan outlines how explicit literacy instruction will be provided to bring all students up to grade-level in reading to ensure college and workplace readiness.

Bleckley County High School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices:

1. Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise (p. 156)
2. Provide supports that foster a data-driven culture within the school (p. 120).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
The Assistant Principal steers the participation in the Literacy Design Collaborative (LDC) facilitated by RESA. She monitors and observes the development and delivery of Social Studies modules incorporating literacy skills	Currently in use	None	Administrators	Roster
The Principal and Assistant Principal serve on the BCHS Literacy Committee	Currently in use	None	Administrators	Roster
Administrators participate in CCGPS webinars	Currently in use	None	Administrators	Monthly Calendar Meeting Agendas
The administration participates in the “Core of the Work”- “The Core of the Work” is a year-long training and support series for administrators conducted by Dr. Mark Wilson. The goals of this year-long effort are: 1) to provide administrators with the necessary information and tools to successfully implement the CCGPS; 2) to prepare administrators how to best support and serve teachers in their work during the CCGPS implementation; and, 3) to develop a cohort of principals in the Heart of Georgia RESA who can support, encourage, and assist each other as they continue this work over the coming years.	Currently in use	Local	Administrators RESA	Training log “Core of the Work” Data
Administrators meet with teachers to discuss and plan	Currently in	None	Literacy	Meeting Agenda

Bleckley County High School Literacy Plan 2012-13

instruction, including literacy	use		Leadership Team	Meeting Minutes
Regularly monitors literacy instruction within his/her school	Currently in use	None	Administrators	Walkthrough notes
Schedules protected time for literacy and teacher collaboration through protected planning time.	Currently in use	None	Administrators	Master schedule

Bleckley County High School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

Action B: Organize a Literacy Leadership Team.

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools (p. 156).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
A Literacy Team has been organized at BCHS. This team is comprised of representatives from each content area, including electives. Three of the four content-area teachers are co-teachers in an inclusion setting.	Currently in use	None	Administrators	Roster
Identify stakeholders and partners to be a part of the literacy leadership team including students.	Oct. 2012-ongoing	None	Administrators	Roster
Schedule times for the literacy leadership team to meet and plan.	Oct. 2012-ongoing	None	Administrators	Monthly Calendar Meeting Agendas
Create a shared literacy vision for the school and community aligned with the state literacy plan.	Oct-Nov 2012-ongoing	None	Literacy Leadership Team	Meeting Agenda Meeting Minutes
Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.	Currently in use	None	Administrators	EOCT Data GHSWT Data CRCT Data (8 th) Professional learning documentation
Research-based guidelines, strategies and resources for literacy instruction (as set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan) have been incorporated into all practices and instruction.	Currently in use	Remediation software subscriptions Instructional materials	Administrators Teachers	Pacing guides
Develop a walk through observation form to ensure consistency of effective instructional practices.	Jan. 2013-ongoing	Georgia Literacy Instruction Observation Checklist	Administrators	Observation Form

Bleckley County High School Literacy Plan 2012-13

Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement.	Feb. 2013 – Ongoing	eWalk, ipad apps such as Noteshelf	Administrators	eWalk Data Photos of instruction with notes
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Bleckley County High School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college (p. 49).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
The daily schedule is arranged to provide both content-area planning before and after school as well as lunch.	Currently in use	None	Administrators	Collaborative lesson plans
Collaborative meetings/planning is accomplished as teachers with common planning periods come together for formal meetings with administrators or information planning sessions with colleagues.	Currently in use	None	Administrators	Collaborative lesson plans
Provide the time teachers need for instructional planning; therefore, professional leave is approved as requested.	Currently in use	None	Administrators	Professional leave documentation
Deliver two to four hours of literacy instruction across language arts and in content area classes.	Aug. 2013-ongoing	Literacy instruction materials Professional development in literacy instruction	Everyone	Lesson plans
Build time into schedule for interventions each day. Students in Tiers 2 and 3 will be scheduled into a physical education elective and will be pulled for interventions twice a week.	Jan. 2013-ongoing	RTI materials for interventions	Administrators RTI Team	RTI Data

Bleckley County High School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices:

1. **Reading-**Use the Seven Habits of an Effective Reader: visualizing, questioning, making connections, determining importance, synthesizing, predicting, inferring to create modules (p. 42-43)
2. **Engagement-**Provide students with opportunities to make choices, particularly in what texts to read.
3. **Writing-**
 - a. Require all students to write extensively
 - b. Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.
 - c. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
 - d. Foster collaborative writing processes.
 - e. Include the writing formats of new media (p. 44).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Collaborate among LDC, Literacy and Leadership Teams to provide support and literacy training to the entire faculty.</p> <p>The Literacy Design Collaborative (LDC) has provided two teachers from the Social Studies Department with training and access to on-line modules that incorporate the literacy standards (CCGPS) in the content-area lessons. These teachers also have the latitude to create their own modules to upload. Included in the LDC initiative is the learning of specific strategies (i.e. SQP2RS – “Squeepers”) for making content-rich nonfiction reading material accessible to students. Once the teachers have taught at least one module in their classroom, they will re-deliver to colleagues. Administrators will monitor the implementation of LDC.</p>	<p>Currently in use Jan. 2013-ongoing</p>	<p>Module creator for LDC None</p>	<p>Administrators Literacy Team Administrators Teachers</p>	<p>Meeting minutes Collaborative lesson plans Photos and videos of lessons</p>
<p>Integrate effective reading and writing instruction into all</p>	<p>Aug. 2013-</p>	<p>Professional learning in</p>	<p>Everyone</p>	<p>Professional</p>

Bleckley County High School Literacy Plan 2012-13

curriculum areas following training in literacy instruction.	ongoing	effective reading and writing across-the-curriculum		Development Logs Lesson Plans
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Bleckley County High School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

Action E: Optimize literacy instruction in all content areas

Needs Assessment Results: Operational

The “Why”-Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Train teachers in the use of Lexiles to ensure that text complexity is appropriate for the needs of individual students.	Aug. 2013-ongoing	SRI and Lexile training	Literacy Team	Sign-in sheets
Train teachers on how to incorporate writing instruction into their subject areas.	Jan. 2013-ongoing	Professional learning in writing strategies	Administrators Literacy Team	Sign-in sheets
Incorporate research and writing into all classes.	Aug. 2013-ongoing	Instructional writing resources Writing software	Everyone	Lesson Plans
Purchase print and ebooks to support literacy instruction throughout the curriculum.	Aug. 2013-ongoing	Print and ebooks	Media Specialist	Electronic catalog list
Purchase technology hardware and software to support literacy instruction in all classes.	Aug. 2013-ongoing	5 shared classroom sets of tablets Updated teacher machines Peripheral devices such as projectors Lexile add-on for electronic catalog Updated desktop labs	Media Specialist	Technology inventory

Bleckley County High School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Participate in DAR Christopher Columbus Essay Contest and Cochran Bleckley Centennial Essay Contest	Currently in use	Module creator for LDC	Administrators	Meeting minutes
Participate in Governor’s Honors	Currently in use	None	Administrators Counselor	Governor’s Honors data
Participate in Work-based learning programs	Currently in use	Work-based learning resources	Work-based learning coordinator	Work-based learning data
Participate in one-on-one community mentoring program	Currently in use	Communities in Schools	CIS Coordinator	CIS data
Survey professors and instructors at local technical and four-year colleges to determine needs of college-ready students in literacy and inform all stakeholders	April 2013	Survey	Administrators Literacy Team	Survey results
Utilize professionals in the community to help inform students of the necessity to have strong literacy skills in the workforce	Jan. 2013	None	Administrators Literacy Team	Logs
Celebrate literacy successes on the school website and weekly news show.	Aug. 2013	Technology equipment to produce weekly news show	School webmaster	Website articles
Establish a Community Literacy Advisory Board who will assist in planning for ways to help support literacy and celebrate academic success.	June 2013	None	Literacy Team	Roster

Bleckley County High School Literacy Plan 2012-13

Building Block 2: All students at BCHS will have continuity of instruction in literacy.

Action A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: Literacy is the ability to access, use, and produce multiple forms of media, information, and knowledge in ALL content areas (p. 75)

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Focus on content area vocabulary in all classrooms.	Currently in use	Texts	Teachers	Lesson Plans
Develop collaborative teams for literacy/content area unit development.	Aug. 2013	LDC module creator, professional learning in literacy, tablets, print and non-print materials	Administrators Literacy Team Teachers	Collaborative Unit Plans/Lesson Plans
Implement and document interventions in Tiers 2 and 3 and share with other teachers the progress of targeted students.	Jan. 2013	RTI screeners, intervention software, print and non-print materials	RTI Team	RTI data
Meet during planning periods and lunches in informal collaborative teams.	Jan. 2013	None	Administrators Literacy Team Teachers	Logs
Provide opportunities for teachers to share effective literacy strategies through collaborative meetings, posting on school website and placing materials in resource area of media center.	Aug. 2013	Resource room Website	Media Specialist	Literacy materials
Share exemplary literacy activities with stakeholders through school website and newspaper.	Jan. 2014	Website Newspaper	Teachers Newspaper sponsor Webmaster	Posted activities

Bleckley County High School Literacy Plan 2012-13

Building Block 2: All students at BCHS will have continuity of instruction in literacy.

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices:

1. **Reading-**Use the Seven Habits of an Effective Reader: Visualizing, questioning, making connections, determining importance, synthesizing, predicting, inferring to create modules (p. 42-43)
2. **Engagement-**Provide students with opportunities to make choices, particularly in what texts to read.
3. **Writing-**
 - a. Require all students to write extensively
 - b. Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.
 - c. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
 - d. Foster collaborative writing processes.
 - e. Include the writing formats of new media (p. 44).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Differentiate learning and offer assistance to those students who struggle with texts.	Currently in use	-30 tablets per departments (5) -Reading and writing software -Print and non-print materials -Upgraded computer lab	Teachers	Lesson Plans
Remediate students using Study Island and USA TestPrep school-wide.	Currently in use	Study Island and USA TestPrep subscriptions	Administrators Literacy Team Teachers	Software statistics
Inform teachers of the literacy goals and strategies and a resource room will be available to all staff to help incorporate literacy strategies into all classrooms. These resources include print and non-print materials, centrally located pacing guides	January 2013	Print and non-print content and literacy resource materials for teachers	Literacy Team Media Specialist	Materials in place

Bleckley County High School Literacy Plan 2012-13

and access to all evidence supporting the school literacy program.				
Expand literacy instruction through a student produced weekly news show highlighting different areas of the school while focusing on literacy concepts such as reading, writing and speaking.	Aug. 2013	Television production equipment	Literacy Team	News show
Evaluate and update Literacy Plan annually.	Nov. 2012-ongoing	None	Administrators Literacy Team Teachers	Literacy Plan
All teachers will have a copy of the literacy plan and will provide feedback to team members for progress monitoring.	Nov. 2012-ongoing	None	Literacy Team	Feedback documentation
Utilize the media specialist as a resource to veteran and new teachers for any technology and literacy resource needs and training.	Currently in use	None	Media Specialist	Log of collaborative planning
Utilize RTI and remediation software to ensure differentiation in Tier 1 across the school in supporting the literacy program.	Mar. 2013-ongoing	RTI software with screener that will diagnose and prescribe interventions and monitor student progress	RTI Team Teachers	RTI software progress monitoring data
Monitor use on instructional strategies to improve literacy through formal and informal observations.	Aug. 2013-ongoing	Ga Literacy Instruction Observatin Checklist eWalk Annual Evaluation	Administrators	Observation data

Bleckley County High School Literacy Plan 2012-13

Building Block 2: All students at BCHS will have continuity of instruction in literacy.

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

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy (p. 31).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Teachers will utilize help from a RESA Literacy Consultant to incorporate literacy instruction into their classrooms.	Oct. 2012-ongoing	RESA Literacy consultant	Administrators Teachers	Consultant Logs
Local organizations such as the Chamber of Commerce, Rotary Club and other organizations will be contacted to speak to students about careers and the importance of literacy skills.	Mar. 2013-ongoing	Community members	Administrators Literacy Team Teachers	Guest speaker Logs
Various models of coordinating “wrap-around” services have been studied and implemented such as after-school assistance in all classes, remediation software, virtual classes, course recovery using online Odysseyware	Currently in use	21 st Century Schools partnership Remediation software Credit recovery software	Everyone	Logs of services
Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families.	Currently in use	None	Counselor	Logs
Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.	Currently in use	School website Social media site	CTAE Business teacher Journalism/School newspaper teacher Administrators Technology Department	Website forms and archives
Establish a means of communication between school and stakeholders through the use of technology (blogs, Twitter,	Aug. 2103-ongoing	Website Social media access	Technology department	Blog archives, Website archives

Bleckley County High School Literacy Plan 2012-13

electronic newsletters, social media and school website) to highlight achievement.					
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Bleckley County High School Literacy Plan 2012-13

Building Block 3: BCHS will conduct and analyze ongoing formative and summative assessments to improve literacy.

Action A: An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

Needs Assessment Results: In between emergent and operational

The “Why”-Research-Based Practices: Effective reading and writing instruction requires both summative and formative assessments (p. 97).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.	Jan. 2013-ongoing	SRI	Everyone	RTI Data
Research common mid-course assessments for use in subjects that are taught by more than one teacher in the building that include a variety of formats (multiple choice, short answer, constructed response, essay).	Currently in use	None	Administrators Teachers	Assessments
Align assessment and intervention materials with students’ needs and train personnel.	Jan. 2013-ongoing	RTI Training RTI Diagnostic Screener RTI Intervention Materials	RTI Team	RTI Data
Develop data collection plan for storing, analyzing, and disseminating assessment results..	Currently in use	None	Counselor Administrators	Test data
Develop a calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible.	Currently in use	None	System Test Coordinator School Testing Coordinator Administrators	Standardized Testing Calendar
Determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) using universal screening, progress monitoring, and curriculum-based assessments.	Jan. 2013-ongoing	SRI RTI Diagnostic Screener	RTI Team	RTI Data

Bleckley County High School Literacy Plan 2012-13

Maintain technology infrastructure to support administration and storage of assessments as well as the dissemination of results.	Currently in use	SLDS	Technology director	SLDS Data
Ensure that students identified by screenings routinely receive diagnostic assessment.	Jan. 2013-ongoing	None	RTI Team Teachers	Classroom observation forms RTI Data
Isolate the component skills needed for mastery of literacy standards using diagnostic assessment.	Aug. 2013-ongoing	RTI Diagnostic and prescriptive program	RTI Team	RTI Data
Analyze the previous year's outcome assessments identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are: EOCT, GHSWT, 8 th CRCT,	Currently in use	None	Administrators Counselor	School Improvement Plan Literacy Plan
Provide ongoing professional learning for all content teachers in the area of formative writing assessment and in the use of writing assessment program.	Jan. 2014-ongoing	Writing software Professional learning in writing	Administrators	Sign-in sheets

Bleckley County High School Literacy Plan 2012-13

Building Block 3: BCHS will conduct and analyze ongoing formative and summative assessments to improve literacy.

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

Needs Assessment Results: In between emergent and operational

The “Why”-Research-Based Practices: Effective reading and writing instruction requires both summative and formative assessments (p. 97).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Teachers use the longitudinal data system (LDS) to identify student weaknesses in literacy.	Currently in use-ongoing	LDS	Administrators Teachers	Tier 1 RTI initial case development
Administer SRI to all students for an accurate Lexile level. Paired with data from LDS, teachers can make data-driven decisions about differentiated literacy instruction.	Aug. 2013-ongoing	SRI, Professional learning	Administrators Literacy Team Teachers	Screening data
Utilize the Study Island software benchmarking add-on for Common Core Standards three times per year to monitor progress of all students in those courses.	Aug. 2013-ongoing	Study Island benchmark add-on, Professional learning	Administrators Literacy Team Teachers Media Specialist	Study Island data

Bleckley County High School Literacy Plan 2012-13

Building Block 3: BCHS will conduct and analyze ongoing formative and summative assessments to improve literacy.

Action C: Use diagnostic assessments to analyze problems found in literacy screenings

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment (p. 95).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Purchase and administer a diagnostic assessment along with teacher completed progress monitoring to analyze specific literacy acquisition problems. This assessment will determine RTI referral.	Aug. 2013-ongoing	RTI software with screener that will diagnose and prescribe interventions and monitor student progress	Administrators Teachers RTI Team SST Team	RTI data

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Building Block 3: BCHS will conduct and analyze ongoing formative and summative assessments to improve literacy.

Action D: Summative data is used to make programming decisions as well as to monitor individual student progress.

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: Teachers should actively seek critical data and continually review and update students’ profiles to adapt their instruction to meet individual needs. These summative, high-profile assessments need to be complemented by a coordinated system of assessments that are ongoing and of smaller scale to direct instructional decision making (p. 99).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Review and analyze summative assessment results in team meetings each year to evaluate the effectiveness of the program (EOCT, GHSWT, 8 th CRCT scores)	Currently in use	None	Administrators Teachers	Assessment results
Use formal and informal summative assessment data to monitor progress of subgroups.	Currently in use	None	Administrators Teachers	Assessment results by subgroup
Evaluate GAA portfolios and monitor student progress	Currently in use	None	SST Team SPED Department	GAA Data

Bleckley County High School Literacy Plan 2012-13

Building Block 3: BCHS will conduct and analyze ongoing formative and summative assessments to improve literacy.

Action E: Develop a clearly articulated strategy for using data to improve teaching and learning.

Needs Assessment Results: Operational

The “Why”-Research-Based Practices: The assessment plan will assist educators learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies (p. 96).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Identify low-performing students and offer remediation through special support classes, before and after school tutoring and interventions.	Currently in use-ongoing	None	Administrators Counselor Teachers	Support class rosters, intervention data
Utilize all literacy resources and teacher training to incorporate explicit literacy instruction across-the-curriculum through collaboration, literacy instruction in EVERY class each week.	Jan. 2013-ongoing	-30 tablets per dept. (5) -Reading and writing software -Print and non-print materials -Upgraded computer lab -Remediation and enrichment software -Diagnostic and prescriptive software (RTT) -Collaborative units	Teachers Media Specialist	Test scores Lesson Plans Collaboration Logs RTI data SPED data
Decrease the gap in meets and exceeds GHSWT scores among the white population and the black and students with disabilities populations by getting students up to grade-level in reading determined by Lexile scores.	May 2013-ongoing	Technology equipment Software Literacy Materials Professional learning	Everyone	GHSWT scores
Decrease the gap in pass and pass plus EOCT scores among the white population and the black and students with disabilities populations by getting students up to grade-level in reading determined by Lexile scores.	May 2013-ongoing	Technology equipment Software Literacy Materials Professional learning	Everyone	EOCT scores
Provide professional learning in how to administer	May 2013-	Professional learning	Administrators	Sign-in sheets

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assessments, organizing and interpreting data and using assessment results to plan instruction.	ongoing			
Administer ACCESS test to ELL students to evaluate individual comprehension of English to support reading on grade-level reading goals.	Currently in use	ACCESS	Test Coordinator ELL teachers	ACCESS scores
Administer SRI 3 times per year to all students to monitor progress in achieving reading on grade-level goals.	Aug. 2013-ongoing	SRI	Administrators	SRI Data

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Building Block 4: The best practices in literacy instructions will be used in every classroom.

Action:

- A. Provide direct, explicit literacy instruction for all students.
- B. Ensure that students receive effective writing instruction across the curriculum.

Needs Assessment Results: Needs are based on standardized test data.

The “Why”-Research-Based Practices:

1. Respond to a text in writing (writing personal reactions, analyzing and interpreting the text)
2. Write summaries of a text
3. Write notes about a text
4. Answer questions about a text in writing, or create and answer written questions about a text (p. 46)

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Teachers incorporate writing activities into their classes to support literacy.	Currently in use-ongoing	None	Teachers	Lesson Plans
Identify the words in standards that need to be defined for students or synonyms that need to be provided to teach the language of the test.	Mar. 2013	Professional learning in literacy instruction, CCGPS training	Teachers	Lesson Plans, Professional development logs
Each teacher will collaborate with one other teacher to plan at least one cross-curricular unit incorporating literacy standards per school year.	Aug. 2013	30 tablets per dept. (5) -Reading and writing software -Print and non-print materials -Upgraded computer lab -Collaborative units	Administrators Literacy Team Teachers Media Specialist	
Utilize all literacy resources and teacher training to incorporate explicit literacy instruction across-the-curriculum through collaboration, literacy instruction in EVERY class each week.	Jan. 2013-ongoing	-30 tablets per dept. (5) -Reading and writing software -Print and non-print materials -Upgraded computer lab	Administrators Literacy Team Teachers Media Specialist	Test scores Lesson Plans Collaboration Logs RTI data SPED data

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The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Incorporate a minimum of 30 minutes of instruction per subject area per week outside of English classes equating 2 ½ hours per week focused on literacy strategies will be documented electronically per teachers at specified intervals. <u>This instruction looks like:</u></p> <ul style="list-style-type: none"> -Have students read passages then generate and answer questions at varied levels of difficulty. -Using content-area information and vocabulary skills of comparing/contrasting, analyze information using metaphors and analogies. -Have students read and write personal reactions to passage or article or list questions that come to mind after reading. -Have students write extensions of the text they have read such as: <ul style="list-style-type: none"> ----what would happen if? ----what would you have done differently? ----research careers -Integrate technology into literacy instruction through the use of blogs and social media. 	<p>Aug. 2013-ongoing</p>	<p>30 tablets per dept. (5) -Reading and writing software -Print and non-print materials -Upgraded computer lab -Remediation and enrichment software -Diagnostic and prescriptive software (RTI) -Collaborative units</p>	<p>Administrators Literacy Team Teachers Media Specialist</p>	<p>Lesson Plans Collaboration Logs</p>
<p>Incorporate explicit literacy strategies into all classes including: close reading; strategic reading; text-dependent questioning focus; higher order thinking; connecting content to real world applications and developing visual literacy.</p>	<p>Aug. 2013-ongoing</p>	<p>Literacy and content resource materials Professional learning in literacy</p>	<p>Everyone</p>	<p>Lesson Plans</p>
<p>Focus on relevance and rigor in reading and writing activities. Incorporate relevant, grade-level appropriate supplemental</p>	<p>Aug. 2013-ongoing</p>	<p>Literacy and content resource materials.</p>	<p>Everyone</p>	<p>Lesson Plans</p>

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
reading materials into their curriculums and assign writing activities to assess student synthesis of information so support the instructional shift to Common Core Standards (CCGPS).				
Use Lexiles in all content areas to support literacy instruction and screen students 3 times per year using SRI.	Jan. 2014-ongoing	Lexile add-on for electronic catalog SRI screener Professional learning in Lexiles	Media Specialist Teachers	SRI data
Utilize technology for research production, publishing and communication across-the-curriculum. The media specialist teaches research for each grade level to offer seamless, consistent instruction.	Currently in use	Technology equipment Print and ebooks Database subscription for research Writing software	Media Specialist	Research units
Use a formative writing assessment program to provide analysis of student writing and prescriptive follow-up lessons.	Aug. 2013-ongoing	Technology equipment Writing software Professional learning	Administrators Media Specialist	Program usage
Use a school-wide commonly adopted writing rubric that is aligned with CCGPS to set expectations and goals.	Aug. 2013-ongoing	None	English Department	Rubric

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Building Block 4: The best practices in literacy instructions will be used in every classroom.

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: In the 2008 Center on Instruction Practice Brief titled *Effective Instruction for Adolescent Struggling Readers*, the recommendations are derived from a summary of the research by Guthrie and Humenick on improving students’ motivation to read. Those recommendations are: 1. Providing content goals for reading; 2. Supporting student autonomy, 3. Providing interesting texts, and 4. Increasing social interactions among students related to reading (p. 51).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Have students create multimedia presentations in various courses such as video, audio, and PowerPoint.	Currently in use-ongoing	None	Teachers	Lesson Plans
Keep high-interest fiction titles in the media center to maintain reading interest.	Currently in use-ongoing	Current print materials	Media Specialist	Electronic catalog
Expand the reading program to include incentives, contests and other engagement activities.	Aug. t 2013-ongoing	New print materials, supplies	Media Specialist	Reading program narrative
Increase the collection of high interest texts in fiction and non-fiction and move towards ebooks that are accessible by electronic device for higher student engagement.	Aug. 21013-ongoing	-New print and non-print materials -Tablets	Media Specialist	Electronic catalog
Offer Odysseyware course software is for credit recovery and students can be scheduled into a lab for recovery during the school day	Currently in use-ongoing	Odysseyware	Administrator Teachers	Odysseyware data
Use the closed-circuit television system to allow students to produce a weekly school news program highlighting the following areas while focusing on literacy skills of reading, writing, speaking and listening: --School events --“Mini” lessons --Vocabulary of the week --SAT/ACT question of the week --Original songs	Aug. 2013-ongoing	-Video production equipment -SAT/ACT software -Music rights	Administrators Literacy Team Teachers Media Specialist	Weekly news show

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The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
--Parodies --Commercials House a "Royal Cafe" in the media center that will be an interactive area with large flat-screened televisions on the closed-circuit system where they can access multimedia and web programs while interacting with their own devices to blog and participate in discussions.	Aug. 2013-ongoing	Closed-circuit drops Computer drops Two flat-screened televisions	Media Specialist	Photos and video of student interactions
Utilize technology to promote student engagement across-the-curriculum by updating equipment and giving students access to current resources for research, writing and information retrieval and sharing.	Aug. 2013-ongoing	Technology equipment Software V ideo production equipment Research database	Media Specialist Teachers	Lesson plans
Provide professional learning in technology to help support instruction and engagement.	Currently in use	Professional learning	Administrators	Sign-in sheets
Provide opportunities for students to showcase technology and literacy work through competitions.	Currently in use	Updated technology	CTAE teachers	Media Festival entry rosters Club rosters and logs

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Building Block 5: BCHS will fully utilize a system of tiered intervention (RTI) for all students.

Action A: Use information developed from the school-based data teams to inform RTI process.

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: The Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students. Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced (p. 125)

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
The RTI team has been organized and data is being collected and analyzed to begin interventions and progress monitoring	Currently in use-ongoing	None	RTI Team	RTI folders and data
All teachers will attend training to be informed of RTI processes and identify students who will be served.	Jan. 2013-ongoing	None	RTI Team	Sign-in sheets
Teachers will make recommendations for RTI referrals and create an initial RTI case file for identified students.	Jan. 21013-ongoing	None	RTI Team Teaches	RTI data

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Building Block 5: BCHS will fully utilize a system of tiered intervention (RTI) for all students.

Action B: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: All students participate in general education learning that includes:

1. Universal screenings, 2. Differentiation of instruction, CCGPS, and 4. Progress monitoring (p. 132)

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Teachers differentiate learning and offer assistance to those students who struggle with texts.	Currently in use-ongoing	None	Teachers	Lesson Plans
Study Island and USA TestPrep are used for remediation school-wide	Currently in use-ongoing	None	Teachers	Sign-in sheets
Teachers will differentiate instruction in all classes to help students based on CCGPS.	Currently in use-ongoing	None	Teachers	RTI data
Teachers will utilize LDS to determine weaknesses prior to instruction.	Currently in use-ongoing	LDS	PowerSchool Coordinator Administrators Teachers	
Teachers will use information from a universal screener to help design instruction and refer students to RTI. (Students who score in the bottom 5% of Lexile screening will be flagged to evaluate for RTI)	Aug. 2013-ongoing	SRI screener per student	Administrators Literacy Team	Screener data
Specialized literacy instruction will occur in every classroom for a minimum of 30 minutes per week to reinforce reading, writing and communication skills.	Aug. 2013-ongoing	Professional learning for literacy instruction	Teachers	Lesson Plans
Progress monitoring with low performers will include communication among teachers and other RTI team members to document improvement, parental communications and grades.	Jan. 2013-ongoing	None	RTI Team Teachers	RTI data Communication logs

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Building Block 5: BCHS will fully utilize a system of tiered intervention (RTI) for all students.

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom (p. 133).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Tier 2 students will have scheduled interventions equivalent to one hour each week.	Jan. 2013-ongoing	None	RTI Team	RTI Data
Tier 2 students will be monitored every 4 ½ weeks using a classroom observation form to be filled out by each teacher and submitted electronically back to the RTI team for evaluation.	Jan. 2013-ongoing	None	Teachers	Sign-in sheets
Tier 2 students will be monitored every 4 ½ weeks using grade reports from PowerSchool.	Jan. 2013-ongoing	None	Teachers	RTI data
Tier 2 students will be screened annually to monitor progress.	May 2013-ongoing			
Software will be used to track progress and implement interventions along with a facilitator.	Mar. 2013-ongoing	RTI software	Administrators Literacy Team	Screener data

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Building Block 5: BCHS will fully utilize a system of tiered intervention (RTI) for all students.

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction (p. 134).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Schedule interventions for Tier 3 students equivalent to one hour each week.	Jan. 2013-ongoing	None	RTI Team	RTI Data
Monitor Tier 3 students monthly using a classroom observation form to be filled out by each teacher and submitted electronically back to the RTI team for analysis.	Jan. 2013-ongoing	None	RTI Team Teachers	Sign-in sheets
Monitor Tier 3 students every 4 ½ weeks using grade reports from PowerSchool.	Jan. 2013-ongoing	None	RTI Team Teachers	RTI data
Screen Tier 3 students for specific weaknesses at the beginning of each school year.	Jan. 2013-ongoing	RTI screener	RTI Team	Screener results
Share Tier 3 results with SST and Data Team to determine course of action, either remain in Tier 3 or move to Tier 4.	Jan. 2013-ongoing		RTI Team	Progress monitoring data
Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.				

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Building Block 5: BCHS will fully utilize a system of tiered intervention (RTI) for all students.

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

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education (p. 134).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Recommend eligible Tier 4 student for SPED if they are eligible or possibly become referred to the Bleckley County Success Academy, an alternative program utilizing a facilitated, online course completion system.	Currently in use-ongoing	None	RTI Team	RTI Data
Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.	Currently in use	CCGPS webinars	Administrators	Webinar login data

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Building Block 6: Literacy instruction will be improved for all students through Professional Learning.

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

Needs Assessment Results: Not addressed

The “Why”-Research-Based Practices: The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (p. 141)

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Assist new teachers with the transition to BCHS by having a mentor teacher to help	Currently in use-ongoing	None	Mentor teachers	Mentoring logs
Inform new teachers of Literacy Plan goals and strategies and be assigned a Literacy team mentor to help them meet school goals in their classroom.	Aug. 2013	None	Administrators Literacy Team Media Specialist	New teacher meeting sign-in
Train new teachers on SRI Lexile screener.	Aug. 2013	None	Administrators Literacy Team Media Specialist	Sign-in sheets

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Building Block 6: Literacy instruction will be improved for all students through Professional Learning.

Action: Provide professional learning for in-service personnel.

Needs Assessment Results: Emergent

The “Why”-Research-Based Practices: Human resources are most effective when there is an understanding of the particular needs of learners and teachers, as well as of the specialized content area subject matter (p. 134).

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Train teachers on literacy strategies to help them incorporate those strategies into their classroom (in-house training).	Mar. 2013	Materials for training	ELA teachers	Sign-in sheets Training agenda
Teachers who are highly qualified will help develop collaborative units with other content areas.	Jun. 2013	Stipends for summer unit development	Administrators Literacy Team Media Specialist	Collaborative units Sign-in Sheets
Aid teachers in developing literacy units using RESA Literacy Consultant.	Currently in Use	RESA consultant	Administrators Literacy Team Media Specialist	Consultant log
Train teachers and staff on new hardware and software used to help align literacy and content area instruction.	Aug. 2013	Technology training costs	Administrators Media Specialist Technology Director	Sign-in sheet Training agenda

Needs Assessment, Concerns and Root Cause Analysis

A. Description of Needs Assessment Process

All teachers participated in an on-line survey, the BCHS Needs Assessment, which followed the “Necessary Building Blocks for Literacy” format (Appendix A). Areas of concern were those items that were perceived as emergent or not addressed. Using this data, the Literacy Team was formed to address those areas of weakness using the “Building Blocks” template. Since so many areas were emergent or not addressed, the entire team met to brainstorm and discuss root causes, best practices strategies, continuity of instruction and professional development needs to support the plan. The Rauhauser Comprehensive School Improvement Planning Team spend two days analyzing and discussing data to also address possible root causes for the identified areas. The consensus of the Literacy Team was that the school has many highly qualified teachers who would be able to collaborate and meet the literacy needs of the students with appropriate time and resources such as technology, training, and a centralized resource room.

Areas of Concern

1. A gap in standardized test scores between the white student population and the black and students with disabilities population.
2. Graduation rate of 77% needs to increase.
3. Most items (19 out of 23) in the Needs Assessment survey showed the area as emergent or not addressed proving explicit literacy instruction needs to be a priority at BCHS.
4. Teachers in content areas other than English/Language Arts have not been trained how to incorporate literacy instruction into their classrooms.

B. Description of the Types of Styles of Surveys Used in the Needs Assessment Process

Materials	Description	Data Analysis
Online survey	A literacy needs assessment survey was given to all teachers.	Many areas of whole-school literacy integration showed a need for a strong literacy plan and RTI.

Print resource analysis	Destiny software analysis shows an average copyright date of 1973 for all print materials in the electronic catalog.	A lack of current resources makes whole-school literacy integration difficult. Funds are needed to bring the collection up-to-date.
EOCT and GHSWT	Standardized test data	A statistically higher percentage of blacks and students with disabilities fail standardized tests.

Needs Assessment Survey Results

	fully	operational	emergent	n/a	# surveyed
Engaged Leadership					
a. Leader demonstrates commitment to learn about evidence-based literacy instruction	32.4	23.5	38.2	5.9	34
b. leader organized a literacy team	20	22.9	40	17.1	35
c. effective use of time and personnel leveraged through scheduling and collaborative planning	11.8	14.7	11.8	61.8	21
d. school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS	20.6	26.5	41.2	11.8	34
e. literacy instruction is optimized in all content areas	14.3	34.3	31.4	20	34
f. community at large supports schools and teachers in the development of students who are college- and career ready as articulated in the CCGPS	14.3	25.7	17.1	42.9	35
Continuity of Instruction					
a. active collaborative teams ensure a consistent literacy focus across the curriculum	11.8	14.7	23.5	50	34
b. Teachers provide literacy instruction across the curriculum	11.8	29.4	35.3	23.5	34
c. out of school agencies and organizations collaborate to support literacy within the community	11.8	23.5	23.5	41.2	34
Ongoing formative and summative assessments					
a. infrastructure for on-going formative and summative assessments is in place to determine the need for and the intensity of intervention and to evaluate the effectiveness of instruction	11.8	41.2	26.5	26.5	20.6
b. problems found with literacy screenings are further analyzed with diagnostic assessment.	14.7	29.4	29.4	26.5	34
c. summative data is used to make programming decisions as well as to monitor individual student	15.6	25	18.8	40.6	32
d. A clearly articulated strategy for using data to improve teaching and learning is followed.	12.1	36.4	33.3	18.2	33
Best Practices in Literacy Instruction					
a. All students receive direct, explicit instruction in reading	12.1	36.4	39.4	12.1	33
b. extended time for literacy instruction	9.1	15.2	27.3	48.5	33
c. all students receive effective writing instruction across the curriculum (coordinated plan)	12.5	28.1	34.4	25	32
one day per week, teachers in content areas provide instruction in and opportunities for	17.6				
progress through school	21.2	30.3	36.4	12.1	33
System of Tiered Intervention for all students					
a. information developed from the school-based data teams is used to inform RTI process	14.7	20.6	47.1	17.6	34
b. Tier 1 instruction based upon the CCGPS in grades k-12 is provided to all students in all classroom	15.2	24.2	45.5	15.2	33
c. Tier 2 needs based interventions are provided for targeted students	16.1	16.1	41.9	25.8	31
d. In Tier 3, Student Support Team and data Team monitor progress jointly	15.6	21.9	37.5	25	32
e. Tier 4 specially-designed learning is implemented through specialized programs, methods, or strategies based upon students' inability to access the CCGPS any other way.	15.6	40.6	37.5	6.3	32
Improved Instruction through Professional Learning					
a. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas	11.8	23.5	20.6	44.1	15
b. In service personnel participates in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	18.2	21.2	36.4	24.2	33

C. Root or underlying causes of the Areas of Concern

Area of Concern	Underlying Causes
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1. A gap in standardized test scores between the white student population and the black and students with disabilities population.	-Lack of materials in the home, lack of education leading to lack of support.
2. Most items (19 out of 23) in the Needs Assessment survey showed the area as emergent or not addressed proving explicit literacy instruction needs to be a priority at BCHS.	-Lack of comprehensive Literacy Plan -High school curriculum and scheduling dictates a departmental approach to learning.
3. Teachers in content areas other than English/Language Arts have not been trained how to incorporate literacy instruction into their classrooms.	-Lack of Professional Development in literacy instruction for all areas.

D. Listing of Individuals who Participate in the Needs Assessment

All teachers, support staff and a few parents participated in the needs assessment survey prior to developing the literacy plan. Standardized test scores from all populations were analyzed to determine gaps in achievement.

E. Disaggregated Data- GHSWT and EOCT

GHSWT Meets/Exceeds by Race/Ethnicity			
	2011-2012	2010-2011	2009-2010
All students	90	93	94
Black	77	87	85
White	95	95	94
Students w/Disabilities	38	58	53

EOCT Percentages for All Students in All Subject Areas									
	2011-2012			2010-2011			2009-2010		
	Does Not Meet	Meets	Exceeds	Fail	Pass	Pass Plus	Fail	Pass	Pass Plus
9 th Grade Literature	16	43	40	11	49	40	17	47	36
American Literature	8	59	32	10	54	36	14	50	36
Algebra	No data			No data			Too few students		
Geometry	No data			No data			6	38	56
Math I	17	57	26	28	47	25	28	52	21
Math II	27	53	20	31	46	13	39	55	6
Biology	24	48	27	28	48	24	32	45	22
US History	47	31	22	39	41	20	40	30	30
Physical Science	14	31	55	18	41	41	17	30	53
	Win	Sp	Win	Sp	Win	Sp			

Economics	24	23	53	49	24	28	22	43	45	21	42	37
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Disaggregated EOCT Percentages 2011-2012																			
	White						Black						Students w/Disabilities						
	Does Not Meet		Meets		Exceeds		Does Not Meet		Meets		Exceeds		Does Not Meet		Meets		Exceeds		
9 th Grade Literature	12		41		47		34		55		10		47		53		0		
American Literature	4		51		45		18		78		4		45		55		0		
Math I	12		57		31		45		55		0		-		-		-		
Math II	23		53		23		42		52		6		80		10		10		
Biology	18		48		34		51		49		0		58		37		5		
US History	34		35		30		74		26		0		82		9		9		
Physical Science	11		20		69		23		54		23		55		36		9		
	Wi	Sp	Wi	Sp	Wi	Sp	Wi	Sp	Wi	Sp	Wi	Sp	Wi	Sp	Wi	Sp	Wi	Sp	
Economics	14	13	55	51	30	37	47	56	53	44	0	0	-	-	-	-	-	-	

Graduation Rate					
Baseline	Baseline	Baseline	Target	Target	Target
2010	2011	2012	2012	2013	2014
87.9%	79%	77%	80%	83%	86%

F. Identification of Areas of Concern related to research based practices

According to the National Association of Secondary School Principals article, “Creating a Culture of Literacy” (2005), the areas of concern at Bleckley County High School are not unusual or specific to this school. The data shows that only 51 percent of African-American students in the United States graduate from high school. In regard to literacy, 75 percent of students who struggle with literacy in the 3rd grade also struggle in the 9th grade. With the United States ranking 15th in the world in literacy for 15 year old students among developed countries, these concerns are valid. This reinforces the need for a systematic, comprehensive Literacy Plan in every school.

As outlined in “The What” document from the Georgia Department of Education K-12 Literacy Plan, it is important to build literacy skills to support content-area knowledge in order to help students be successful and prepared for the workforce or post-secondary learning. By using the six Building Blocks and focusing on analyzing data to create and implement individualized instruction and training teachers to incorporate effective literacy instruction into all classes, Bleckley County High School can meet the needs of all students.

The teachers at BCHS teach with rigor and relevance using research-based practices. Practices in place include the Literacy Design Collaborative and development of the Literacy Team designed to improve literacy school-wide. The school has transitioned into the Common Core Georgia Performance Standards (CCGPS) by aligning the curriculum to these standards. As teachers continue incorporating the new standards, there is a need to focus on writing within the content areas, emphasize vocabulary acquisition, implement specific strategies to improve reading comprehension and improve overall literacy skills for the entire student population.

Analysis and Identification of Student and Teacher Data

A. Synthesis of Assessment Data

Assessment data indicates a need for a comprehensive Literacy Program that will strengthen literacy skills for all students school-wide. Almost all items on the needs assessment were rated at emergent or not addressed. Those that were operational can still be addressed to make them fully operational.

Test data from GHSWT and EOCTs in all subject areas shows a gap in student achievement that needs to be reduced to increase the graduation rate and prepare students for work or college. The educators at Bleckley County High School will also strive to close the gap between the black and white populations who Pass Plus or Exceed on these tests.

The 2012 graduation rate at BCHS was 77%. In order to increase the percentage of students graduating, every student needs to read on grade level as early as possible. By building on the system Literacy Plan, educators at BCHS can diagnose and prescribe interventions and remediation to help students read on grade level as early as possible in their high school careers.

B. Disaggregation of data in subgroups (see table above)

C. Identification of strengths and weaknesses

Students tend to score better on 9th grade EOCT assessments than on those in higher-level courses. The lowest scoring EOCT is in the area of United States History across-the-board. Students would increase acquired knowledge in this course if they were reading on grade level as indicated by Lexile scores.

Writing is also a weakness. The trend shows a decrease in the number of students passing the GHSWT over the past three years. Literacy initiatives will improve this score.

D. Teacher Data

Certification	Percentage
T4	26%
T5	40%
T6	30%
T7	4%

E. Teacher Retention Data

2012-94% retention

F. Goals and objectives based on formative and summative assessments

The school literacy goals were taken from the Building Blocks from the Georgia Literacy Plan and are aligned with the results from the BCHS Needs Assessment survey and standardized test data.

Goals	Objectives
1. Administrators will support the Literacy program through engaged leadership.	1. Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school. 2. Organize a Literacy Leadership Team 3. Maximize the use of time and personnel through scheduling and collaborative planning. 4. Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards. 5. 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.
2. All students at BCHS will have continuity of instruction in literacy.	1. Ensure a consistent literacy focus across the curriculum through the use of collaborative teams. 2. Support teachers in providing literacy

	<p>instruction across the curriculum.</p> <p>3. Collaborate with supporting out-of-school agencies and organizations within the community.</p>
<p>3. BCHS will conduct and analyze ongoing formative and summative assessments in literacy to improve literacy.</p>	<p>1. Use universal screening and progress monitoring for formative assessment.</p> <p>2. Use diagnostic assessment to analyze problems found in literacy screening.</p> <p>3. Use Study Island benchmarking for Common Core Standards four times per year to monitor progress in academic subjects.</p> <p>4. Decrease the gap in meets and exceeds GHSWT scores.</p> <p>5. Decrease the gap in pass and pass plus EOCT scores among the white population and the black and students with disabilities populations.</p>
<p>4. The best practices in literacy instructions will be used in every classroom.</p>	<p>1. Provide direct, explicit literacy instruction for all students.</p> <p>2. Ensure that students receive effective writing instruction across the curriculum.</p> <p>3. Teachers work to develop and maintain interest and engagement as students progress through school.</p>
<p>5. BCHS will fully utilize a system of tiered intervention (RTI) for all students.</p>	<p>1. Use information developed from the school-based data teams to inform RTI process.</p> <p>2. Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.</p> <p>3. Implement Tier 2 needs-based interventions for targeted students</p> <p>4. In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly.</p> <p>5. Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way.</p>
<p>6. Literacy instruction will be improved for all students through Professional Learning.</p>	<p>1. Ensure that pre-service education prepares new teachers for all the challenges of the classroom.</p> <p>2. Provide professional learning for in-</p>

service personnel.

G. Teacher participation in professional learning communities

Over the past three years, teachers have participated in professional learning communities through planning period book studies, departmental implementation of GPS standards and then CCGPS in math and ELA, and membership on School Improvement team, Leadership team, LDC team and School Council.

After receipt of the Title IID Math grant in 2009, the math department participated in training as a community to learn how to utilize technology such as netbooks, interactive whiteboards, document cameras, math software and classroom response systems. They have been instrumental in sharing that knowledge informally with other teachers during their planning or before or after school.

Advanced Placement teachers also received the Title IID handheld grant for AP in 2010. They participated in professional development in using iPod touch devices and have also assisted other teachers in the use of specific technology when needed.

As a staff, BCHS educators are willing to help each other and share innovative teaching strategies. Collaboration operates on a formal and informal level at the school and continues to grow.

School Literacy Team

A. Listing of the Members of the Site Based Literacy Team:

Michele Dyal, Assistant Principal
Maggie Smith, Media Specialist
Ted Belflower, Health Teacher
Angela Jones, Science Teacher
Lara Rowland, English Teacher
Madison Smith, Math Teacher
Robyn Turknett, Art Teacher
Jimmy Williams, Social Studies Teacher

The function of the Site Based Literacy Team in terms of the Needs Assessment was to take survey results and analyze areas that were emergent or not addressed using the Building Blocks. Each item was discussed to determine goals and strategies to move those areas to operational and later fully operational.

B. Minutes of the Meetings and how the team communicates and includes all the members of the staff

A writing committee was formed during the 2011-2012 school year and worked together with representatives from each school in the system to outline writing needs and strategies to improve writing across-the-system.

- In the Spring of 2012, this team expanded into a Literacy Team. A representative from this team attended an informational session on the Striving Readers Grant for Cohort One.
- The principal discussed state literacy initiatives with the school Leadership Team and made preparations to use a system-level Needs Assessment Survey and test results to begin work on a comprehensive literacy plan.
- The expansion of the Writing Committee to Literacy Team increased the scope from writing to a more complete literacy plan. The members began preparing for a system-level literacy initiative.
- An interdisciplinary Literacy Team was expanded during the Fall of 2012 with members from each department, the Media Specialist and the Assistant Principal.
- The team met to begin work on the school Literacy Plan during a workday session and created goals, objectives and strategies.
- Through emails and collaboration, the Literacy Team developed the school plan and completed the Striving Readers Grant Application in early December.

A-D. Project Plan Procedures, Goals, Objectives and Support

		A-D. Project Plan Procedures, Goals, Objectives and Support	
		Strategies	
Actions based on needs		Strategies	
<p align="center">Engaged Leadership</p>		<p>Organize a Literacy Leadership Team.</p>	<ul style="list-style-type: none"> Identify stakeholders to be a part of the literacy team. Schedule times for the literacy team to meet. Create a shared literacy vision for the school and community aligned with the state literacy plan. Develop a walk-through observation form to ensure consistency of effective instructional practices. Evaluate current literacy practices in all classrooms using eWalk tools.
<p>Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.</p>		<ul style="list-style-type: none"> Teachers trained in the LDC will create modules and re-deliver to faculty. 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. 	
<p>Survey professors and instructors at local technical and four-year colleges to determine needs of college-ready students in literacy.</p>		<ul style="list-style-type: none"> Professionals in the community will help inform students of the necessity to have strong literacy skills in the workforce. 	
<p>Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.</p>		<ul style="list-style-type: none"> The Literacy Team will work with all faculty members to develop collaborative teams. 	
<p>Support teachers in providing literacy instruction across the curriculum.</p>		<ul style="list-style-type: none"> A literacy resource room will be available to all staff. The literacy plan will be continually updated using data and feedback. RTI and remediation software will be available to all teachers to ensure differentiation in Tier 1. 	
<p>Continuity of instruction</p>			

	<p>Collaborate with supporting out-of-school agencies and organizations within the community.</p>	<ul style="list-style-type: none"> • Teachers will utilize help from a RESA Literacy Consultant to incorporate literacy instruction into classrooms. • Local organizations will be contacted to speak to students about careers and the importance of literacy skills.
	<p>Use universal screening and progress monitoring for formative assessment</p>	<ul style="list-style-type: none"> • SRI given to all 9th graders to determine Lexiles. Paired with data from LDS, teachers make decisions about differentiated literacy instruction. • The Study Island software benchmarking add-on for CCGPS used four times annually for progress monitoring.
	<p>Use diagnostic assessments to analyze problems found in literacy screenings.</p>	<ul style="list-style-type: none"> • Purchase and administer a diagnostic assessment to determine whole-class interventions or RTI referral.
<p>Formative and summative assessments</p>	<p>A. Decrease the gap in meets and exceeds GHSWT scores among the white population and the black and students with disabilities populations.</p> <p>B. Decrease the gap in pass and pass plus EOCT scores among the white population and the black and students with disabilities populations.</p>	<ul style="list-style-type: none"> • Utilize all literacy resources and teacher training to incorporate explicit literacy instruction across-the-curriculum. • The best practices in literacy instructions will be used in every classroom: <ol style="list-style-type: none"> 1. Provide direct, explicit literacy instruction for all students. 2. Ensure that students receive effective writing instruction across the curriculum.

	E. RTI Model	
<p>Use information developed from the school-based data teams to inform RTI process.</p>	<ul style="list-style-type: none"> • All teachers will attend a session to be informed of RTI processes. • Teachers will make recommendations for RTI referrals. 	
<p>Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms.</p>	<ul style="list-style-type: none"> • Teachers will screen students and evaluate lowest 5% for RTI. • Specialized literacy instruction will occur in every classroom a minimum of 30 minutes per week. • Progress monitoring will occur for RTI. 	
<p>Implement Tier 2 needs-based interventions for targeted students.</p>	<ul style="list-style-type: none"> • Students in Tiers 2 & 3 will have scheduled interventions equivalent to one hour each week. • Students in Tiers 2 & 3 will be monitored every 4 ½ weeks using a classroom observation form and grade reports. 	
<p>In Tiers 3 & 4, ensure that Student Support Team (SST) and Data Team monitor progress jointly.</p>	<ul style="list-style-type: none"> • Students in Tiers 2 & 3 will be screened each year. • Team will share Tier 3 results with SST Team. • Students in Tier 4 will be served at the Bleckley Success Academy. 	

Best practices	Professional Learning
<p>A. Provide direct, explicit literacy instruction for all students.</p> <p>B. Ensure that students receive effective writing instruction across the curriculum.</p> <p>Teachers work to develop and maintain interest and engagement as students progress through school.</p>	<p>Ensure that pre-service education prepares new teachers for all the challenges of the classroom.</p> <p>Provide professional learning for in-service personnel.</p>
<ul style="list-style-type: none"> • Identify the vocabulary in standards that need to be defined. • Each teacher will collaborate with one other teacher to plan at least one cross-curricular literacy unit. • Utilize all literacy resources and teacher training to incorporate explicit literacy instruction across-the-curriculum. • Specialized literacy instruction will occur in every classroom for a minimum of 30 minutes per week. • The media center will expand the reading program. • The media center will increase the collection of engaging texts and ebooks. • Students will produce a weekly news program focusing on literacy skills. • New teachers will be informed goals and strategies and be assigned a Literacy team mentor. • New teachers will attend SRI Lexile screener training. • ELA teachers will be utilized to train faculty. • ELA teachers will help develop collaborative units with other teachers. 	

E. RTI model (see table above)

F. Application inclusive of all teachers and students

All teachers will implement the Literacy Plan by incorporating explicit literacy instruction into their classes each week. These strategies will directly align with the RTI model offering Tier 1 differentiated instruction to every student in grades 9-12.

A. Practices in Place

The Literacy Plan and RTI model directly align with the implementation of CCGPS standards and other best practices in the school such as the Literacy Design Collaborative that promote higher-level thinking skills and will require that students read and write on grade level. The Literacy Plan will help ensure that every student on campus will improve these skills; therefore increasing achievement in school and in college or the workplace.

B. Goals to be funded with other sources

Across-the-curriculum literacy integration will be implemented through the Literacy Plan using current resources as well as federal, state and local funding that provide services and resources to all students. Personnel and updated materials will be funded outside of the grant and sustained past the grant timeline.

C. Details the current Instructional Schedule

7:45 Students begin reporting to class
7:55 First Period
9:00 Second Period
10:05 Third Period
11:00 Fourth Period (90 minutes for extended classes)
1:05 Fifth Period
2:05 Sixth Period
3:00 School ends

Details for Tiered Instruction (see table above for intervention schedule)

All students (Tier 1) will receive differentiated instruction and they will be monitored to determine if they need to move into Tier 2 for weekly interventions. Students in Tiers 2 and 3 will receive the equivalent to 1 hour of individual or small group targeted interventions per week.

D. Research-based practices

Goals and objectives (Actions) were taken directly from the *The Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: "The What"* and best practices and strategies were developed using the *Georgia's Literacy Conceptual Framework for Birth-to-Grade 12*.

Assessment/Data Analysis Plan

A. Detailed Listing of the School's Current Assessment Protocol

Disaggregated EOCT Gap Analysis									
	White			Black			Students w/Disabilities		
	Pass/Pas s Plus 2012	Target 2013	Target 2014	Pass/Pas s Plus 2012	Target 2013	Target 2014	Pass/Pas s Plus 2012	Target 2013	Target 2014
9 th Grade Literature	88	90	93	65	55	10	53	63	73
American Literature	96	98	100	82	92	100	55	65	75
Math I	88	95	100	55	65	75		-	-
Math II	76	86	96	58	68	78	20	30	40
Biology	82	92	100	49	59	69	42	52	62
US History	65	75	85	26	36	46	18	28	38
Physical Science	89	95	100	77	87	97	45	65	75
Economics	86	92	100	48	58	68	-	-	-

Current Assessments	
Georgia End-of-Course-Test (EOCT)	9 th grade Literature & Composition
	American Literature & Composition
	Algebra
	Geometry
	Biology
	United States History
	Physical Science
	Economics
Georgia High School Writing Test	
Georgia High School Graduation Test Social Studies (2013 and 2014)	
ASSET	

PSAT
Semester Exams (2 per year)

B. An Explanation of the current Data Analysis Protocol

Data is analyzed by the School Improvement and Leadership Teams to design improvement plans for the school. The School Improvement team focuses on perceptions of faculty, parents and students through the Rauhauser model and initiates strategies to improve those relationships among stakeholders. The Leadership Team analyzes all standardized test data and the disaggregated items to help pinpoint weaknesses among populations where teachers can remediate. The Literacy Team will analyze data specific to literacy including reading and writing components of standardized tests as well as information from SRI Lexile screeners and RTI screeners. With this data in place, school-level decisions will drive improvement in instruction and intervention to help individual students graduate work or college ready.

C. Current Protocol with the SRCL Assessment Plan

Current assessments will continue to be used and analyzed. The Literacy Team will continue to analyze data specific to literacy including reading and writing components of Georgia standardized tests (EOCT, GHSWT, 8th grade CRCT, ACCESS)

The Study Island remediation and enrichment software being used now has a Common Core Standard benchmarking add-on that will be utilized in all academic areas three times per year to monitor progress of all students prior to the GHSGT in

Social Studies and End-of-Course-Tests in English, Math, Social Studies and Science courses set forth by the Georgia Department of Education.

D. New Assessments Details

A universal screener (SRI) will be used to determine Lexile reading levels of all students in the school. A further diagnostic screener will be used to evaluate students referred to RTI in order to prescribe and implement interventions.

E. Discontinuation Possibilities

The GHSGT in Social Studies will be discontinued. End-of-Course Tests in Social Studies courses will be used for standardized testing purposes.

F. A Listing of Training that Teachers will Need to Implement any New Assessments

Teachers will have to be thoroughly trained on both the SRI screener and the RTI screener purchased for diagnostic and intervention implementation.

G. A Brief Narrative on How Data is Presented to Parents and Stakeholders

Information is shared with parents and stakeholders in a variety of ways. Data available to the public is published on the system and school website, posted on the PowerSchool student management bulletin and the automated phone system is used to disseminate reminders and other important information. BCHS also has a good relationship with the local news agencies and continuously submits information to publish in print and web outlets.

School information is given to parents during information meetings and orientation. Parents can opt to be emailed from the student management system to

keep track of student grades at any time. Confidential test information is still distributed to parent and guardians through hard copy printouts.

As BCHS implements the Literacy Plan, it will be posted on the website and information will be given to all stakeholders.

H. A Plan Detailing Who Will Perform the Assessments and How It Will Be Accomplished

English teachers, Literacy Team members and RTI Team members will administer SRI screeners and RTI screeners to assess Lexile scores. Other assessments will be administered by classroom teachers or through standardized testing procedures.

Resources, Strategies and Materials (Existent and Proposed)

A. Resources Needed to Implement Literacy Plan

Resources
Curriculum Needs
Electronic textbooks
Media Center database subscription
Print materials for media checkout
Ebooks for media checkout
Scholastic Reading Inventory Lexile screener
RTI diagnostic program and software
Destiny subscription to Standards and Lexiles
Study Island subscription w/ benchmarks
USA TestPrep subscription
Writing remediation software
Technology Needs
Classroom set of tablets per department
Cases with keyboards for tablets
Updated desktops in labs
Updated printer in labs
Updated teacher machines
HDMI Projectors
Cabling for HDMI projectors
Replacement projector bulbs
Mounted projector(s)
Wireless network expansion
Teacher tablets
Upgrade server with cloud storage
Drops for media center (Royal Café)
Two flat-screen televisions connected to closed-circuit (Royal Café)
Professional Learning Needs
Professional learning for teachers for SRI
Professional learning for RTI
Stipends for teachers to develop literacy units during summer
Professional learning for literacy instruction
Professional learning for Study Island
Professional learning for USA TestPrep
Professional learning explicit literacy instruction

B. Activities that Support Intervention Programs

The RIT model outlines that all students will receive Tier 1 differentiated instruction and the purchase of a universal screener will help the classroom teacher determine the need for referral to Tier 2. Other resources needed include an RTI software program such as GRASP or AIMSWeb to diagnose, prescribe and implement interventions based on individual need. Updated computers and other peripheral equipment are also necessary to implement this program effectively. The RTI plan is to begin Tier 2 and 3 interventions in January 2013. The interventions will be administered through student mentors and the RTI Team teachers. A minimum of one hour per week of prescribed interventions will be scheduled for all students in Tiers 2 and 3.

C. Shared Resources

- Five classroom response systems
- Netbook lab used for Georgia College 411 objectives
- Classroom novels
- Annual subscriptions to Study Island and USA TestPrep software
- Calculators
- Three netbook labs in the math department
- 45 ipod touch devices
- 10 Macbooks
- Computer lab in media center scheduled through media specialist

D. Library Resources

****Destiny software analysis shows an average copyright date of 1973 for all print materials in the electronic catalog**

- 8,400 print titles in the collection
- 6 ebooks for reference
- Access to GALILEO
- Magazines available for checkout
- Four computers in the main room

E. A List of Activities That Support Classroom Practices

Activity	Classroom Practice
Professional learning to train all teachers in effective literacy instruction across-the-curriculum	Integrate explicit literacy instruction into all classes
Professional learning to train teachers on writing software	Integrate writing into all classes
Professional learning in SRI and how to utilize Lexile scores to determine weaknesses	Increase reading Lexiles up to grade level for all students
Professional learning on new technology	Utilize current technology to increase student engagement and prepare for workplace or college
Stipends for teachers to develop collaborative units among content areas outside of the workday	Collaborative units will strengthen literacy skills while improving content-area reading comprehension, vocabulary acquisition and writing skills
Materials to begin implementation of a school-wide policy to teach the equivalent of 30 minutes of literacy instruction per week in each class	Building literacy skills across-the-curriculum will help students succeed in all subject areas
Equipment to begin student production of a weekly news show highlighting literacy activities	News show production will infuse literacy into an engaging activity
Expansion of remediation and enrichment software to expand literacy skills	Expansion of literacy program using engaging technology and software with instant feedback

F. Additional Strategies Needed to Support Student Success

If the high school can purchase a software program that diagnoses and personalizes remediation, administrators and the RTI Team will have more flexibility with scheduling interventions for each student in Tiers 2 and 3. This strategy will help the program succeed. All teachers will need professional learning in differentiated learning

strategies as well as how to identify student who need services using formative and summative data.

G. Current Classroom Resources

- Current textbooks for most classes
- Teacher laptop computers
- Digital projectors
- Interactive white board in many rooms
- Document cameras in many rooms
- Televisions in every room connected to closed-circuit system

- Netbook labs in three math classrooms

H. Clear alignment plan for SRCL and all other funding

Resources	
Curriculum Needs	
Resource	Literacy Plan Actions Supported
Electronic textbooks	Best Practices in Literacy Instruction- Increasing student engagement
Media Center database subscription	Best Practices in Literacy Instruction- Increasing student engagement
Print materials for media checkout	Best Practices in Literacy Instruction- Increasing student engagement
Ebooks for media checkout	Best Practices in Literacy Instruction- Increasing student engagement
Scholastic Reading Inventory Lexile screener	Ongoing formative and summative assessments
RTI diagnostic program and software	System of Tiered Intervention
Destiny subscription to Standards and Lexiles	Best Practices in Literacy Instruction
Study Island subscription w/ benchmarks	Best Practices in Literacy Instruction
USA TestPrep subscription	Best Practices in Literacy Instruction
Writing remediation software	Best Practices in Literacy Instruction-All students receive effective writing instruction
Technology Needs	
Classroom set of tablets per department	Continuity of Instruction-Literacy instruction across-the curriculum
Cases with keyboards for tablets	
Updated desktops in labs	
Updated printer in labs	Best Practices in Literacy Instruction-direct, explicit instruction in reading
Updated teacher machines	
HDMI Projectors	Best Practices in Literacy Instruction-all students receive effective writing instruction
Cabling for HDMI projectors	
Replacement projector bulbs	

Mounted projector(s)	across-the-curriculum Best Practices in Literacy Instruction- Increasing student engagement
Wireless network expansion	
Teacher tablets	
Upgrade server with cloud storage	
Drops for media center (Royal Café)	Increasing student engagement
Two flat-screen televisions connected to closed-circuit (Royal Café)	Increasing student engagement
Professional Learning Needs	
Professional learning for teachers for SRI	Universal screeners
Professional learning for RTI	RTI Interventions
Professional learning for literacy instruction	Best Practices in Literacy Instruction Increasing Student engagement Continuity of Instruction
Professional learning for Study Island	
Professional learning for USA TestPrep	
Professional learning explicit literacy instruction	

I. Demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

Technology purchases will be utilized by all students including those who are served through RTI and SPED. The RTI diagnostic and prescriptive software will be accessed using one of the desktop computer labs or tablets available to all teachers in the building for checkout.

Remediation software such as USA TestPrep, Study Island, ebooks, and a writing program will enhance student engagement along with access to current resources on the web. Tablet and computer use will allow students to gain instant feedback through blogging, social media, and interactive software programs as well as utilizing technology to research and produce multimedia items that incorporate literacy skills.

Instructional practices will be enhanced through the use of real-world applications using technology as well as diagnostic reading programs that will help differentiate

learning and build skills for workplace and college readiness. Programs such as SAT/ACT preparation will expand vocabulary while preparing students for these tests.

Professional Learning Strategies Identified on the Basis of Documented Needs

A– D. Staff Professional Learning Activities That Staff Have Attended the Past Year, number of hours, % of Staff attending and list of on-going professional learning

Professional Development from the Past Year		
Who attended	Title	Ongoing
100% all faculty	Dr. Bill Daggett's, <i>Preparing Students for the 21st Century</i>	
100% English and Math teachers	CCGPS webinars	Ongoing
20% of faculty	Rauhauser Training	
8% of faculty	Specialized technology training	Ongoing
100% CTAE faculty	CTAE content-specific training	Ongoing
Principal	Core of the Work	Ongoing
5% of faculty	Literacy Design Collaborative	Ongoing

E. The application details the process to determine if professional development was adequate and effective.

A professional learning survey will be completed by teachers annually to evaluate effectiveness of the activities and plan for future learning. Feedback from the survey will be used to update and revise the professional learning plan.

E. The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy

Professional Learning Plan			
Objectives	Action-Strategies	Needs Assessment Result	Evaluation of Effectiveness
<p>1. Ensure that pre-service education prepares new teachers for all the challenges of the classroom</p>	<p>-New teachers will be informed of Literacy Plan goals and strategies and be assigned a Literacy team mentor to help them meet school goals in their classroom. -New teachers will attend SRI Lexile screener training.</p>	<p>Not addressed</p>	<p>-An end-of-year survey will show teachers agree or strongly agree they felt comfortable administering screener and incorporating literacy strategies into their classrooms after training - All teachers will attend training to be informed of RTI processes and identify students who will be served. -New teachers have a mentor teacher to help with the transition to BCHS. -New teachers will be informed of Literacy Plan goals and strategies and be assigned a Literacy team mentor to help them meet school goals in their classroom. New teachers will attend SRI Lexile screener training.</p>
<p>2. Provide professional</p>	<p>-Teachers who are highly qualified to teach</p>	<p>Emergent</p>	<p>-An end-of-year survey</p>

<p>Learning for in-service personnel</p>	<p>literacy strategies will be utilized to help the faculty incorporate those strategies into their classroom during professional learning sessions (in-house training). -Teachers who are highly qualified will help develop collaborative units with other content areas. -A RESA Literacy consultant will aid teachers in developing literacy units in all content areas. -Teachers and staff will be trained on new hardware and software used to help align literacy and content area instruction. -Teachers will collaborate during the summer to create across-the-curriculum literacy/content units. -Teachers will be trained in implementing explicit literacy instruction into all classes including, close reading, strategic reading, high-level thinking skills, real-world applications and visual literacy</p>	<p>will show teachers agree or strongly agree they felt comfortable administering screener and incorporating literacy strategies into their classrooms after training -An end-of-year survey will show teachers agree or strongly agree they felt collaboration was effective. -An end-of-year survey will show teachers agree or strongly agree the literacy consultant was beneficial to assisting in building literacy across-the-curriculum. An end-of-year survey will show teachers agree or strongly agree they implement new technology comfortably in their classrooms. -The gap in GHSWT and EOCT scores among white and black populations or students with disabilities will decrease due to collaborative units and literacy strategies learned through summer workshops and professional development.</p>
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Sustainability Plan

A. Extending Assessment Beyond Grant Period

After the initial purchase of the SRI Lexile screener and a comprehensive RTI diagnostic and prescriptive program, we will continue to keep a license per student through the use of federal, state and local funds.

B. Community Partnerships

Currently, the businesses and other agencies in Bleckley County offer support to all programs. With the Literacy initiative these organizations will be called on to assist with speaking to students about the importance of literacy skills in the real-world as well as a continual support through other means. These partners include The Cochran-Bleckley Chamber of Commerce, Ocmulgee Fall Line Technical College, Middle Georgia College, local businesses and community members.

C.-H. Sustainability Table	
Expanding lessons learned	All collaborative units and effective literacy instruction in other areas will be stored and shared digitally within the school and beyond on the web. New units will be created on a continual basis.
Extending assessment protocols	<ul style="list-style-type: none"> • The literacy plan will be continually evaluated and updated. Using data and feedback from the implementation of the plan, the Leadership Team will continue to use effective formative and summative assessment protocols. • Expanding the assessment protocols will be an ongoing process whereby teachers will further develop their skills to interpret and assimilate data to gain a sharper understanding of individual and subgroup achievement, effectiveness of instructional strategies, and develop high-quality assessments that accurately measure student achievement.
Training for new employees	New employees will be trained on the implementation of the Literacy Plan, administration of screeners, and use of

	software by redelivery.
Maintaining technology equipment	Technology will be maintained by the school media/technology specialist and the Bleckley County Schools technology department.
Maintaining software and databases	Site licenses and subscriptions that are deemed effective in meeting literacy goals will be funded using local, state and federal monies.
On-going professional learning practices	<ul style="list-style-type: none"> • Professional learning opportunities will continue beyond the life of the grant to sustain and advance teachers' skills. Funding will come from state, local and federal funds for which professional learning is an acceptable expenditure. Title IIA and Professional Learning funds will be targeted for the ongoing professional development of our staff. • Professional learning and support is provided for all teachers. Newly hired teachers will continue to be assigned a mentor who provides professional support and training in the individual areas of need of the new hire. Once the grant period has ended professional learning, best practices, and lessons learned will be provided for new staff through the redelivery model. • Our teachers participate in job-embedded professional learning and professional learning communities. This has fostered a culture of learning that is a continuum for enhanced teacher effectiveness. These efforts are encouraged and supported by the district and foster a professional growth model that is sustainable.
Replacement of print materials	Print materials will be replaced consistently using media funding. With the shift towards ebooks, plans include housing all materials digitally in the future to alleviate lost and damaged materials.

Budget Summary

Resource	Estimated Cost per Unit	Number of Units	Total Cost
Curriculum Needs			
Electronic textbooks	\$100	1000	\$107,000
Media Center database subscription	\$3,000	5 years	\$15,000
Print materials for media checkout	\$25	100	\$2,500
Ebooks for media checkout	\$25	100	\$2,500
Scholastic Reading Inventory Lexile screener	\$25,000 per district for 2500 licenses	1/5	\$5,000
RTI diagnostic program and software	\$6 per student/year	675 x 5 years	\$20,250
Destiny subscription to Standards and Lexiles	\$900	1	\$900
Study Island subscription w/ benchmarks	\$7,500	5 years	\$7,500
USA TestPrep subscription	\$11,220	5 years	\$56,100
Writing remediation software	\$15 per student	675	\$10,125
Technology Needs			
Classroom set of tablets per department	\$329	5 x 30 units=150	\$49,350
Cases with keyboards for tablets	\$32	150	\$4,800
Updated desktops in labs	\$800	30 x 2	\$48,000
Updated printer in labs	\$2000	2	\$2,000
Updated teacher machines	\$1000	50	\$50,000
HDMI Projectors	\$650	50	\$32,500
Cabling for HDMI projectors	\$200	50	\$10,000
Replacement projector bulbs	\$150	20	\$3,000
Mounted projector(s)	\$4000	6 rooms	\$24,000
Wireless network expansion			\$20,000

Teacher tablets	\$750	10	\$7,500
Upgrade server with cloud storage			\$10,000
Drops for media center (Royal Café)	\$150	4	\$600
Two flat-screen televisions connected to closed-circuit (Royal Café)	\$500 per tv \$1000 closed-circuit drops	2 televisions 1 cost to install drops	\$2000
Professional Learning Needs			
Professional learning for teachers for SRI	\$799	1	\$799
Professional learning for RTI	\$4,500	1	\$4,500
Stipends for teachers to develop literacy units during summer	\$150	20 teachers x 5 days	\$15,000
Professional learning materials for literacy	\$2,000	1	\$2,000
Professional learning for Study Island	\$2,000	1	\$2,000
Professional learning for USA TestPrep	\$2,000	1	\$2,000
Professional learning explicit literacy instruction	\$5,000	1	\$5,000
		TOTAL	\$521, 924