GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet.

Please return to: **Georgia Dept. of Education** **Attn:** **205 Jessie Hill Jr. Dr** **1758 Twin Towers East** **Atlanta, GA 30344**	**DOE Use Only** **Date and Time Received:**	**DOE Use Only:** **Received By:**
Name of Applicant: **Brantley County School District**		**Project Number:** **(DOE Assigned)**

Total Grant Request: **$ 2, 011, 604**	**System Contact Information:**	
	Name: **Greg Jacobs, Ed.D.**	**Position:** **Assistant Superintendent**

Number of schools		**Phone:** **912-462-6176**	**Fax:** **912-462-6731**
in system: **7**	**applying:** **7**		

Congressional District: **1st**	**Email: greg.jacobs@brantley.k12.ga.us**

Sub-grant Status

_____Large District (45,000 or more students)

_____Mid-Sized District (10,000 to 44,999 students)

__**X**__Small District (0-9,999 students)

Check the <u>one</u> category that best describes your official fiscal agency:

X	School District		Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency		Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _Dr. Greg Jacobs_

Position/Title of Fiscal Agent's Contact Person: _Assistant Superintendent_

Address: 272 School Circle

City: Nahunta   Zip: 31553

Telephone: (_912__) 462-6176   Fax: (_912__) 462-6731

E-mail:
greg.jacobs@brantley.k12.ga.us

_____
Signature of Fiscal Agency Head (required)

Dr. Drew Sauls_____
Typed Name of Fiscal Agency Head (required)

Superintendent_____
Typed Position Title of Fiscal Agency Head (required)

12/14/2011_____
Date (required)

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Brantley County High School		Total Grant Request: $280, 300
System: Brantley County	School Contact Information:	
	Name: Randy Yonz	Position: Principal
Number of Students	Phone Number: (912) 462-5121	Fax Number: (912) 462-5123
927	Email Address: randy.yonz@brantley.k12.ga.us	
Number of Teachers		
63		
Free/Reduced Lunch %	56.96%	
Principal's Name: Randy Yonz	Other Reform Efforts in School: None	
	Principal's Signature:	

<center>**LEA Narrative**</center>

Current Priorities

Educating students in the 21st century offers unique challenges for educators in the United States. The Great Recession has cast a great shadow across most school systems in the United States due to drastic budget reductions that have resulted in limited resources for teachers and students. Expectations for performance are high for students and teachers, and accountability measures are in place to gauge the attainment of the expectations set forth by local, state, and federal governments. Accountability measures are not new to the American educational system, but the measures definitely draw more attention in today's information age. One important challenge facing educators is the pressure to graduate all students with the skills and abilities to be successful in the 21st century workforce. The skills and abilities required to be competitive in today's workforce no longer simply include the 3R's, Reading, wRiting, and aRithmetic. Literacy skills are more comprehensive as skills such as listening, communicating, viewing, researching, interpreting, and presenting are now required to meet literacy standards. Mathematics requires reasoning and problem-solving skills to be successful. Add to that the necessary technology skills and knowledge that is required of 21st century workers, and the American educational system has a daunting task of preparing students for jobs that will use technologies not yet developed.

The Brantley County School District's number one priority is to prepare its students to be successful in the 21st century workforce by providing students with a variety of learning experiences that allow them to acquire the essential skills and knowledge of 21st century workers. In order to meet this goal, the school district has identified five focus areas to meet the goal of graduating all students prepared for the 21st century workforce. These five areas are as follows: High-quality instructional practices including differentiated instruction, authentic assessment, and higher-order thinking skills;

Reading instruction and support for students of all ability levels; Writing instruction, opportunities, and support in all academic areas for students of all ability levels; Mathematics instruction and support that promotes problem-solving and reasoning skills for students of all ability levels; and Opportunities for all students to develop 21st century technology skills.

The focus areas are intended to provide a framework for the development of specific priorities that address needs aligned to the overall goal of preparing Brantley County graduates to be successful in the 21st century workforce. Current specific priorities that are aligned with the five focus areas are included in the following table.

Specific Priority	Need	Students
Intensive Writing Program	- Consistent terminology and techniques for writing. - Variety of instructional and support resources including technology. - Males performing lower on state writing assessments.	All students K-12
Engaging students in reading at all ability levels using multiple resources (Books, periodicals, online text, e-text).	Providing students of all ability levels in reading (Struggling to Advanced) engaging reading resources to motivate and increase fluency and comprehension skills using a variety of resources including technology.	All students K-12
High-quality Professional Learning for Teachers in - Writing - Higher-order thinking skills - Technology applications	- Writing techniques for ELA and content teachers. - Higher order thinking skills instructional tasks and student activities. - Utilization of existing technology to enhance instruction and student	All teachers in grades Pre-K - 12

	learning.	
Successfully implement the Common Core Georgia Performance Standards (CCGPS). • Align curriculum documents to CCGPS, course maps, unit plans, etc. • Align assessments to CCGPS including unit exams, performance tasks, formative assessments, and benchmarks.	• ELA and Math • Reading and Writing for History, Science, and Technical Subjects	All students K-12 All students 6-12

Management Structure

The Striving Readers grant implementation will be managed through the office of the Assistant Superintendent of Instruction, Dr. Greg Jacobs. At the district level, Dr. Jacobs will coordinate grant implementation with the district financial department, technology department, and the individual schools. The Assistant Superintendent of Finance, Mr. Read Carter, heads the district financial department. He will oversee the requesting and allocating of grant funds, purchasing resources, and auditing the grant. Mr. Carter is also the Federal Programs coordinator and will advise on federal programs regulations. Dr. Jacobs who is the district professional learning coordinator and curriculum director will coordinate the following: planning professional learning activities funded through the grant, issuing professional learning units to staff, aligning instructional and technology resources with grant priorities, and aligning grant initiatives with CCGPS rollout. The Brantley County School District technology director, Alan Morgan, reports to Dr. Jacobs; therefore, all technology needs will be coordinated by Dr. Jacobs. The following table identifies the specific tasks and individuals needed to successfully implement the Striving Readers grant at the district level.

Department	Financial Department	Technology Department	Professional Learning	Curriculum and Instruction
District Department Head	Mr. Read Carter	Mr. Alan Morgan	Dr. Greg Jacobs	Dr. Greg Jacobs
Tasks	Request and allocate grant funds.	Recommending technology resources based on school needs.	Planning / coordinating professional learning activities for Striving Readers initiatives.	Ensuring Striving Reader initiatives align with district priorities and areas of focus.
	Issuance of purchase orders and maintenance of financial records, including items received.	Requesting purchase of needed technology.	Issuing Professional Learning Units to staff for participating in Striving Readers activities.	Coordinating the alignment of curriculum documents and assessments with the CCGPS.
	Auditing grant.	Labeling and tracking technology equipment purchased through grant.		Monitoring the implementation of the Striving Readers grant initiatives.
		Supporting and maintaining technology purchased through grant.		Evaluating the effectiveness of the Striving Readers grant initiatives.

At the school level, the school principal will be responsible for the overall management of the grant. Along with the school principal, the school media specialist, and the school literacy team will play important roles in identifying school needs, recommending solutions to meet the needs of the school,

and ensuring the proper implementation of the Striving Readers grant initiatives. The following table

provides a summary of the tasks and person(s) responsible for executing the tasks at the school level.

Person(s) Responsible	School Principal	School Media Specialist	School Literacy Team
Tasks	Overall Management of Striving Readers grant at the school level.	Assist the principal in purchasing and processing new materials for the Striving Reader initiatives.	Align the literacy needs of the school with the Striving Readers initiative.
	Requesting purchase orders for resources needed as defined in the Striving Readers grant.	Receive training in new technology programs and assist teachers in the integration of new technology in lessons.	Recommend materials/ services needed to implement school literacy plan and Striving Readers initiative.
	Documenting the receipt of purchased materials or services and communicating to the Accounts Payable office at the Brantley County Board of Education.	Select materials aligned with Striving Readers goals for the media center.	Support the implementation of strategies and materials addressed in the Striving Readers grant.
	Ensuring that staff members participate in Professional Learning Activities provided by the Striving Readers grant.	Assist with CCGPS implementation.	Support the implementation of the CCGPS.
	Ensure that the Striving Readers grant initiatives are carried out in the school.	Encourage and facilitate reading throughout the school to support the Striving Readers initiatives and CCGPS rollout.	Conduct formative and summative evaluation of the strategies and materials used in the Striving Readers grant.

To ensure that the Striving Readers project is successfully implemented, constant communication of Striving Readers goals and objectives, implementation progress, and formative and summative evaluations of grant initiatives will be on the agenda for district and school professional learning community meetings. The district leadership professional learning community is composed of Superintendent Dr. Drew Sauls, Dr. Jacobs, Mr. Carter, Mrs. Tumlin, the district special education director, and all school principals. The district leaders meet twice a month. The school professional learning communities meet at least once a month.

Past Instructional Initiatives

Over the past several years, the Brantley County School District has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21st century workforce. Included in the table that follows are the major instructional initiatives that have been initiated in the district. There are many other instructional initiatives at the district level and school level that have been implemented over the past few years, but space limits the discussion to the major initiatives that support the district's capacity and the schools' capacities to initiate and implement major instructional projects. The following table identifies the instructional initiative, a brief description of the initiative, and a timeline of the initiatives.

Instructional Initiative	Description of Initiative	Timeline
Implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) into classroom instruction.	The work of Robert Marzano and Max Thompson in identifying highly effective instructional practices led to professional learning and implementation of such practices in classrooms throughout the United States, Georgia, and Brantley County.	Learning-Focused Schools Training began in 1999. Best Practices Training - Ongoing

Rollout of Georgia Performance Standards (GPS).	The expectations for student learning were defined by the GPS that necessitated training for all teachers.	Began in 2004-05 – Ongoing.
Development and implementation of curriculum documents aligned to the GPS including course maps, content maps, skills and knowledge maps.	A common set of standards for Georgia students necessitated the district aligning the GPS into common curriculum documents for our teachers.	Began in 2004-05 - Ongoing
Development and implementation of common formative and summative assessments aligned to the GPS including Unit Exams, Formative Assessments, Performance Tasks, and Benchmarks.	Teachers from across the district meet continuously to review assessments and modify as needed based on student needs. There are common formative and summative assessments for all contents in all grade levels.	Began in 2004-05 - Ongoing
Development and implementation of Response To Interventions (RTI) procedures and practices.	Policies, procedures, and practices were developed and aligned to meet the needs of students who struggle. Professional learning in the use of various interventions (Wilson Reading/ Fundations) and progress monitoring software (GRASP) was offered.	Began 2007-08 - Ongoing
Implementation of School Professional Learning Communities	The professional learning communities established in schools offer the teachers an opportunity to focus on specific instructional needs in the school.	Began 2007-08 - Ongoing

Literacy Curriculum

The current literacy curricula in Brantley County are grounded in the Georgia Performance

Standards. Teachers in each grade level developed unit plans aligned to the GPS in Reading, Language

Arts, Mathematics, Science, and Social Studies. Teachers currently use unit plans that were developed using a Learning-Focused unit model. Instructional activities and assessments contained within each unit plan are also aligned with the GPS. Reading/ Language Arts teachers incorporate various other curriculum materials to support instruction through the unit plans. Teachers in grades K-3 use SRA's *Imagine It* reading series and grades 4-5 use McGraw Hill's *Treasures* reading series.

Literacy Assessments

Schools in the Brantley County School District assess students' literacy skills and knowledge using a variety of assessments. All students in the district take the required state assessments applicable to their grade level: CRCT (3-8); EOCT (9-12); GHSGT; Writing assessments in grades 3, 5, 8, and 11; and GKIDS for kindergartners. Students in 1st and 2nd grades were given the released Online Assessment System (OAS) tests for Reading, English Language Arts and Math as an end-of-year summative assessment. High School sophomores also take the PSAT, and students take the SAT or ACT as required for admission into postsecondary institutions. Seniors at Brantley County High School also complete the Work Ready assessment that assesses important literacy skills for 21st century workers in reading for information and locating information. On the opposite end of the spectrum, Pre-K teachers assess students throughout the year with a Development Checklist by Pearson. The checklist provides a formative assessment of the students' literacy skills in listening, speaking, reading, and writing. These assessments provide students, teachers, and parents with important information regarding a student's mastery of the GPS, Lexile level, and progress toward admission requirements to post-secondary institutions. However, our teachers use many other assessments to gather more information regarding our students' performance toward state and national literacy standards.

Our district feels that it is essential that our teachers identify students' weaknesses and strengths prior to the end of year assessments. Therefore, our teachers have developed and use a

variety of formative assessments that are aligned to the GPS Reading and ELA standards. Teachers use unit assessments including tests, quizzes, writing activities, performance tasks, and district-wide, common benchmark assessments to assess students' progress in literacy. The assessments vary in format from multiple-choice items to authentic writing response tasks. With the implementation of RTI in the district, teachers also use tests for fluency and comprehension using the GRASP universal screening assessment and progress monitoring assessments.

Need for a Striving Reader Project

In order to determine the need for the Striving Readers grant, data from a variety of sources was gathered and analyzed. The following areas were assessed to determine need: student achievement in Reading/ Writing, demographic and socio-economic data, professional learning, and school literacy resources including materials and technology. The tools for assessing the aforementioned areas included analysis of standardized tests including subgroup data, student information data as reported through FTE, 2010 Census data, professional learning state report, professional learning surveys, teacher literacy resource surveys, and Pre-K director and teacher interviews. The needs assessment results from the schools were compiled to provide a general view of literacy needs in the district, and then each school identified targets for the Striving Readers grant based on their individual needs assessments and alignment with the district priorities. The results of each individual school are provided in the school section of the grant application. The district needs assessment results are provided in the following tables. Based on the various needs assessments, the following needs are identified at the district level:

- Intensive Writing program K-12

- Professional Learning for teachers Birth to 12: (1). Literacy instruction, with an emphasis on writing instruction (2). Technology skills for operating hardware and software to support instruction.

- Literacy resources for students of all ability levels, including novels, leveled readers, and technology (software and hardware) to support and to engage students in writing and reading.

School	Enrollment and AYP Status	% Free / Reduced	# DNM Reading CRCT 3rd Grade	% DNM CRCT 3rd Grade	# DNM Reading CRCT 5th Grade	% DNM CRCT 5th Grade	# DNM Reading CRCT 8th Grade	% DNM CRCT 8th Grade
Waynesville Primary School (PreK-3)	433 - Met	77.14%	6	6%	-	-	-	-
Atkinson Elementary School(4-6)	291 - Met	82.47%	-	-	1	1%	-	-
Nahunta Primary School (PreK-3)	452 - Met	67.48%	4	4%	-	-	-	-
Nahunta Elementary School(4-6)	285 - Met	68.07%	-	-	4	4%	-	-
Hoboken Elementary School (PreK-6)	620 - Met	58.71%	3	3%	2	3%	-	-
Brantley County Middle	555 - Met	61.08%	-	-	-	-	0	0%

School(7-8)								
			Graduation Rate		HS Grad in county: age 25+	HS in county: age 25+	BS or higher, % of adults 25+ county	BS or higher, % of adults 25+ state
Brantley County High School (9-12)	927 – NI-2	56.96%	68.3%		75.2%	82.9%	6.0%	27.1%

	Grade Level	Student Subgroups and Gap					
State Test		% DNM Economically Disadvantaged	% DNM Not Economically Disadvantage	Gap	% DNM Students with Disabilities	% DNM Students without Disabilities	Gap
CRCT-Reading	3	3	2	-1	6	2	-4
	4	15	2	-13	39	7	-32
	5	2	1	-1	15	1	-14
	6	5	1	-4	30	1	-29
	7	4	5	+1	22	3	-19
	8	1	0	-1	7	0	-7
EOCT Literature	9	20	6	-14	55	11	-44
	11	17	7	-10	57	9	-48
GHSGT - ELA	11	21	4	-17	57	8	-49
Writing	5	Not available	Not available	-	75	18	-57

	8	15	16	+1	50	11	-39
	11	8	12	+4	46	8	-38

Language Arts instructors and content instructors (Pre-K – 12) completed a survey to identify the current state of literacy resources in the district. Teachers in the district also completed a professional learning survey to assess participation in professional learning. The results from the literacy resources surveys and the professional learning survey are summarized below:

- 61.4% of ELA teachers surveyed indicate they do not have an adequate supply of current literacy resources.

- 66.3% of ELA teachers and 82.4% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for struggling writers.

- 88.1% of ELA teachers and 89% of Content teachers surveyed indicate they do not have technology to support struggling writers.

- 52.5% of ELA teachers and 63.7% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for challenged readers.

- 81.2% of ELA teachers and 76.9% of Content teachers surveyed indicate they do not have technology to support challenged readers.

- 69.3% of ELA teachers and 59.3% of Content teachers surveyed indicate they do not have sufficient resources for high achievers/ gifted students.

- 48.1% of ELA teachers and 46.2% of Content teachers surveyed indicate that the media center does not have current literacy resources to support students of all ability levels.

- Only 29% of 213 teachers submitting survey responses attended professional learning outside of the school district in 2010-11.

- Of 213 teachers submitting professional learning surveys, two teachers participated in Literacy specific training outside of the school district: Adolescent reading and Reading First training.

An interview of the district's Pre-K director indicated the following needs for children birth-4:

- Themed books for the classroom

- Literacy bags to send home with children to encourage reading at home

- Student computers for literacy activities

- Digital classroom technology such as classroom projectors and interactive boards to engage students in literacy activities

- Professional development for teachers to bridge literacy efforts with private pre-k centers, public pre-k centers, and Head Start

The selection for schools to participate in the Striving Readers Project was based on the school principal and school leadership team decision to participate in the grant. Each school reviewed the Striving Readers Project RFA and discussed the opportunities that the grant could provide the school to enhance the literacy program within the school. All schools met the absolute priority of serving students who attend schools with a high concentration of poor students and all schools identified areas of concern in literacy that require support through a project such as the Striving Readers grant.

Experience of Applicant

	Project Title	Funded Amount	Is there audit?	Audit results
Brantley County School District	FY06 Title IID, Wireless Initiative	$75 000	Annual state audit.	No findings regarding the use of grant funds.

	FY07 Title IID, Instructional Technology Enhanced Environment (ITEE)	$96 250	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Title IID, Teachers, Teamwork, and Technology (T3)	$93 592	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Governor's Office of Highway Safety	$135 700	Annual state audit.	No findings regarding the use of grant funds.

Description of Funded Initiatives

The initiatives that were funded through the Title II-D grants were intended to provide students and teachers access to technology in the classroom. The FY06 Title II-D, Wireless Initiative, grant focused on the 21st Century classroom and allowed the district to implement a 21st Century classroom model in an 8th grade math classroom at Brantley County Middle School. The FY07 Title II-D, Instructional Technology Enhanced Environment (ITEE), grant provided technology and training for science teachers at Brantley County High School in the integration of technology into classroom instruction. Teachers received classroom projection systems, classroom response systems, laptops, and training in the integration of such technology in the classroom. The FY08 Title IID, Teachers, Teamwork, and Technology (T3), grant was very similar to the FY07 grant in that it focused on the integration of technology in the classroom, but this time the mathematics teachers at Brantley County High School benefited from the grant. Math teachers received technology equipment and training as well. The FY08 Governor's Office of Highway Safety Driver Training School grant allowed Brantley County High School to offer Driver's Education courses at Brantley County High School using simulators and cars purchased with the grant. The technology components purchased from these grants will be used to support literacy in the content classrooms, especially the implementation of an intensive K-12 writing program. Science

and math teachers in the high school will also be able to support students of all ability levels in reading using the technology made available through previous grants.

Description of Non-Funded Initiatives

The Brantley County School District has supported several initiatives in schools that parallel the grant-funded initiatives described above. Through the use of various Title funds and local funds, classrooms throughout the district in grades 4-8 and English Language Arts and Social Studies classrooms at Brantley County High School have been outfitted with digital classroom technology that includes classroom projection systems and interactive slates. Modern computer labs have also been installed in the schools for instruction and assessment of students with all ability levels. The special education department has also purchased a significant amount of technology such as computer pods for classrooms serving special education students. Schools have purchased computer pods for some classrooms to allow students access to technology in the classroom. The district purchased GRASP, the online RTI assessment tool for monitoring students' progress in Literacy and Math. The technology in the classrooms and computer labs will be used to support the implementation of an intensive K-12 writing program and other literacy resources that require technology. There are still technology needs, especially in the primary grades for classroom teachers to be able to support literacy through technology.

Description of LEA Capacity

The Brantley County School District has coordinated resources on numerous occasions when necessary to successfully implement a program or activity. Coordination of resources begins with people. Whenever a collaborative effort is required, principals and directors work together to direct resources in their control toward achieving the task at hand. The financial department at the Brantley County Board of Education is experienced in requesting and

allocating grant funds, purchasing resources, and recording transactions. The Professional Learning Coordinator has planned and implemented large-scale trainings for teachers, and the technology department is adept at installing and supporting technology purchased through various funding sources. The aforementioned initiatives made possible through the competitive grants or use of district funds were all successfully implemented with the same structure and personnel that are currently in place.

Resources

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	
LEA TOTAL	$820 153				$134 486
Hoboken Elementary School	$166 815	$160 434.31	$4 381	$2 000	
Nahunta Primary School	$124 749	$124 540.65	$208	-	
Nahunta Elementary School	$93 687	$82 028	$9 659	$2 000	
Waynesville Primary School	$141 783	$138 353	$1 430	$2 000	
Atkinson Elementary School	$103 707	$99 233.89	$2 473	$2 000	$42 527.78 for salaries/benefits
Brantley County Middle School	$175 149	$169 803.15	$2 346	$3 000	$98 058.22 for salaries/benefits

LEA Use of Title I Resources

Brantley County School district's Title I allocation is primarily used to pay salaries and benefits for teachers or paraprofessionals in order to reduce class size. For FY12, $774 392.21 of the $820 153 allocation is used for class size reduction in the district's six Title I schools. The remaining allocation is used for supplies and substitutes at each of the Title I schools.

LEA Use of Title II Resources

The Brantley County School district also uses Title II funds for class size reduction in two Title I schools, Brantley County Middle School and Atkinson Elementary School. Salaries and benefits for teachers totaling $132 486 account for the majority of the $134 486 allocation of Title II funds. The remaining $2 000 amount is budgeted for professional learning to ensure highly qualified instructors.

Title I and Title II Resources at Each School

As mentioned in the previous paragraphs, Title I and Title allocations are primarily used to pay the salaries and benefits of teachers and paraprofessionals for class size reduction in the Title I schools in the district. A small proportion of the Title I allocation to each school is budgeted for supplies and substitutes. Two thousand dollars of the district's Title II allocation is designated for professional learning to support the requirements of a highly qualified instructor.

Potential Value Added with Striving Readers Funds

Striving Readers funds will allow schools to provide current literacy resources including technology and professional development to teachers to support the development of students' literacy skills. The resources and training funded through the Striving Readers grant will allow teachers to meet the literacy needs of all students regardless of their ability levels. A significant gap exists in the literacy

skills of the economically disadvantaged students in our district and the non-economically disadvantaged students as well as students with disabilities and students without disabilities. Striving Readers funds will also be used to support the CCGPS implementation. This is very important since there is a greater emphasis on literacy skills in non-ELA content areas. Technical subject teachers in grades 6-12 will definitely require training and support resources in order to effectively implement the requirements of the CCGPS.

Management Plan and Key Personnel

	Individual Responsible	Supervisor
Purchasing	Mrs. Cindy Morgan	Mr. Read Carter
Site-Level Coordinators	School Principal	Dr. Greg Jacobs
Professional Learning Coordinator	Dr. Greg Jacobs	Dr. Drew Sauls
Technology Coordinator	Mr. Alan Morgan	Dr. Greg Jacobs
Assessment Coordinator	Mr. Read Carter	Dr. Drew Sauls

Sustainability Plan

Plan for Sharing Lessons within the LEA

Professional learning communities are an integral part of each school in the Brantley County School District. Sharing ideas and documents regarding curriculum, instruction, and assessment is the foundation of the professional learning communities in our district. Teachers have an ongoing forum for sharing within their school both horizontally and vertically. Our district also provides teachers multiple opportunities during the school year to meet with common grade level and content teachers from other

schools in the district. Teachers typically meet at the beginning of the school year, in the middle of the school year, and at the end of the school year. The purpose is to align curriculum documents to ensure a common curriculum for the district based on the GPS and share best practices in assessment and instruction. We find these opportunities beneficial for all of our teachers, but especially for teachers new to our district. A web of collaboration and support is woven for all teachers to cling to for affirmation and confirmation.

Plan for extending assessment practices beyond the funding period

The Brantley County School District is committed to extending not only assessment practices but also all practices or activities that are made possible through the Striving Readers grant. As will all programs or practices in the district, Striving Reader assessments must meet the following criteria for extending their use in the district: align with the GPS (CCGPS); align with district initiatives; measure what they are intended to measure; provide teachers, students, and parents with data that is helpful in addressing students' literacy needs; and be efficiently managed and used by teachers and staff. If annual evaluations of the Striving Readers' assessments meet each of these criteria, then the district will continue to support the assessment practices through funding and training. The annual evaluations will include teacher, student, and parent surveys; teacher interviews; and analysis of assessment data.

Plan for extending professional learning practices beyond the funding period

Professional learning activities that are essential to successful maintenance of the Striving Readers grant initiatives will be available beyond the funding period of the grant. Professional learning funds will be allocated for ongoing support for grant initiatives as well as initial training for new faculty and staff. The professional learning communities within each school and across the district will also be used to support teachers as they continue to use effective literacy strategies and programs beyond the funding period of the grant. Professional learning needs

assessments will be completed in the spring of each school year with items addressing the need for training in grant initiatives. Activities will also be planned for new teachers to introduce them to the literacy strategies and programs, and these activities will begin during new teacher orientation and continue throughout the year.

Plan for sustaining technology

Technology purchased through the Striving Readers grant will be sustained through the local school district efforts. The technology staff in the Brantley County School district will maintain technology equipment purchased through the grant and district funds will be used to repair or replace equipment as needed. Software fees or site licenses purchased through the grant will be sustained through the use of funds generated through the individual schools. Just as in any program or activity, technology equipment and software will be evaluated on an annual basis to ensure effectiveness and efficiency.

Budget Summary

Striving Readers funding will allow schools in the Brantley County School district the opportunity to address several literacy needs that were identified through the multiple needs assessments conducted within the district. Current literacy resources are needed to meet the needs of children Birth to grade 12 who possess varying ability levels in reading and writing. Resources needed include an intensive K-12 writing program, technology to assess student ability levels in literacy and engage students in activities and programs that increase student achievement in literacy, and supplemental reading materials. Professional development is also required to train all teachers in literacy instruction and assessment. Teachers in the Brantley County School district as well as early providers will be afforded the opportunities to participate in specific literacy training to meet the needs of their students. Funds from the Striving Readers grant will be used to successfully implement an intensive K-12 writing

program including professional development for teachers Birth – 12; purchase supplementary literacy resources for teachers; purchase technology to support literacy instruction and assessment; and purchase software solutions to student learning. Specific resources and costs are provided in the school application.

School History

With around 18,500 people in the county as of the 2010 census, Brantley County is a rural area. The only high school in the county, Brantley County High School (BCHS) opened in 1967. It was built near the center of Brantley County, consolidating from Hoboken School on the west and Nahunta School on the east, and was made up of 8-12th grades. In 1982, the 8th grade moved back to the elementary schools, creating the current configuration of grades 9-12. Although Brantley is a low-wealth school system, several building expansion projects have been undertaken to bring the school to its current size, with 7 main halls and a vocational (Career, Technical, and Agricultural Education, or CTAE) building, as well as various outbuildings. The school staff is comprised of a principal, two assistant principals, a CTAE administrator, an alternative education administrator, two counselors, a school nurse, a media specialist, 58 certified personnel members, seven paraprofessionals, five office staff members, a seven-person custodial staff, and an eight-person school nutrition staff. Brantley County High School currently serves 915 students, of which 56.96% are on free or reduced lunch.

Administrative and Teacher Leadership Teams

- School Leadership Team

The School Leadership Team is comprised of the principal; the assistant principals; the counselors; the special education coordinator; the media specialist; all department heads; and committee chairs. School decisions are usually brought to this committee, which generally meets once a month. Also, school events are brought up here so that everyone knows what is happening in the school. Some of these members are as follows:

  o Randy Yonz, Principal

- o Carole Ann Gill, Assistant Principal

- o Nehemiah Cummings, Assistant Principal

- o Dr. Stuart Medley, CTAE Director

- o Frank Bullard, Media Specialist

- o Pamela Hammond, Social Studies Department Head

- o Keena White, Math Department Head

- o Marcia Chesser, Science Department Head

- o Rhonda Thomas, Language Arts Department Head

- Department Head and Faculty Meetings

Occasionally, department head meetings deal with the smaller matters of day-to-day decisions that affect each department. Faculty meetings are kept to a minimum but are inevitable. Usually, decisions have already been made by the time they are brought to the entire faculty.

- School Council

Another group that has a voice in school policies and procedures is the school council. It is notoriously hard to keep parents involved in the educational process at the high school level. Although the school makes outreach, including holding parent conference nights after school once a quarter, few parents seem to take advantage of the opportunity. Therefore, the school council is vitally important at the high school level, since it is one of the few ways to encourage both parent and community involvement in our school. The BCHS School Council is composed of three parents, two community business members, two certified teachers, and the principal. It meets a minimum of four times per year. Their job is to assist in reviewing the School Improvement Plan and act as a sounding board for future initiatives to be undertaken at BCHS. The School Council fulfills all other obligations outlined by the Georgia Legislature.

Past Instructional Initiatives

In addition to past district level initiatives, Brantley County High School has implemented the following programs:

- Technology Training

- Writing plan developed specific to the needs of BCHS students using the MY Access! writing program

- Cyber school targeting students who are behind on credits and in danger of dropping out

- Prioritizing the curriculum (Identifying "Power Standards")

- Differentiation Training

Current Instructional Initiatives

The above mentioned initiatives are ongoing and continue as integral instructional strategies. Additionally, BCHS pursues several current instructional initiatives. Among them are the following items:

- Georgia RESA Assessment of Student Progress (GRASP) program for all 9th and 10th grade students

- Peer-Assisted Learning Strategies (PALS) to remediate targeted at-risk 9th and 10th graders

- Training and implementation of Marzano's nine research-based instructional strategies

- Participation in the Remedial Education Program

Professional Learning Needs

One of the greatest needs for Brantley County High School is in the area of professional learning. Far too often, we acquire new technologies or programs, but sufficient time is not granted for teachers and staff members to become comfortable using them. All of our faculty members also need additional professional learning in literacy itself, as the teaching of literacy cannot and should not fall only upon

the shoulders of the language arts teachers; the Common Core Georgia Performance Standards (CCGPS) includes a literacy component across all disciplines. Based upon a survey of teachers in fall 2011, 73% of Brantley County High School teachers feel that teaching literacy across the curriculum is essential, but, of those, 27% do not feel that they have the skills and/or resources necessary to teach literacy. (See Appendix A for survey results).

Need for a Striving Readers Project

Creating lifelong readers is essential. Based upon the results of our own needs assessment, it is clear that the majority of literature teachers do not feel that they have adequate resources to teach literacy to their students (see Appendix B). Fully 75% felt they did not have an adequate supply of current resources, while 88% felt they didn't have enough access to short stories and novels. Only 38% felt they had adequate access to a research-based writing program for struggling writers, while 25% felt they had adequate technology for those struggling students. 88% also feel that we do not have adequate resources to meet the needs of higher achievers, both in terms of classroom resources and materials available to reach them. Teachers were evenly split on feeling they had adequate supplemental resources such as Coach Books. 63% felt that the media center does not have current resources to support literacy instruction for all students, though it was commented that, if money were no issue, "Our media specialist has the passion to implement many programs and ideas if funds were allocated to his ideas."

As far as the rest of the teachers are concerned, 79% already use some type of technology or trade books to promote literacy (as detailed in Appendix C). Struggling writers pose a problem, with 89% feeling they do not have access to a program to help struggling students perform better and 74% saying they do not have access to instructional technology applications to help them. 68% of teachers also feel that they do not have access to programs to help struggling readers, and an additional 68% do not

believe they have access to the instructional technology applications to help them. 42% of teachers felt

that there are not adequate resources to meet the needs of the higher achiever, while the same number

felt that the media center does not have current resources to support literacy instruction for all ability

levels.

School Literacy Team

Literacy Team Structure

The literacy team consists of four members, and it often meets in conjunction with the language

arts department. Formal meetings are generally held in the media center. The literacy team encourages

others to contribute, and often one or more administrators or other nonmembers attend and share

ideas. The main tasks are to brainstorm ideas to present to administrators and other decision-makers

and to support administrative literacy decisions.

School Literacy Team Members

- Carole Ann Gill, Assistant Principal, Chair

- Frank Bullard, Media Specialist

- Brenda Jowers, Language Arts Teacher

- Rhonda Thomas, Language Arts department head

Literacy Team Schedule

The literacy team currently has meetings whenever necessary, with scheduled meetings at least

once a quarter. Although the literacy team is made up of the members listed above, frequently other

non-members are invited to give their input. See Appendix D for minutes.

Literacy Team Initiatives

The major focus of the literacy team is to assist the faculty with any reading, writing, or speaking issues among our students. To this end, one initiative is to ensure that support in regards to literacy is available to assist with implementing the Common Core Georgia Performance Standards (CCGPS) as it is unrolled. Another focus of the team is to promote reading and writing across the curriculum with resources, support, and skills to help non-language arts teachers. We have used the data from the teacher surveys to formulate plans to help all students at BCHS.

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

% Pass	All Students	SPED	Female	Male	White	Black/ Non-Hispanic	Econ. Disad.
EOCT Spring 2011							
Math I	55	26	58	54	57	N/A	50
Math II	47	26	51	43	47	N/A	43
9th Lit	86	48	91	81	86	N/A	80
Am Lit	87	40	95	80	88	90	82
Biology	73	50	66	79	74	N/A	71
Physical Science	90	85	92	88	90	91	83
US History	49	24	44	54	51	25	43
Econ	53	15	56	49	52	N/A	45
GHSGT Spring 2011							
English Language Arts	88	50	91	78	84	82	80
Mathematics	83	22	90	74	84	72	77

Science	91	50	95	85	91	81	84
Social Studies	74	28	72	67	72	50	66
GHSWT Fall 2010	90	54	97	83	89	91	92
Graduation Rate 2011	68.3	27.6	N/A	N/A	67.2	90	62.5

% Scoring 3 or higher in 2011	
AP Calculus AB	0
AP Psychology	36
AP US History	5
AP World History	50
AP Biology	0
AP English Literature	9

Since reading skills play such a vital role in almost every other subject and the ability to comprehend information is so essential, we feel that increasing literacy skills and opportunities across the board would be most beneficial to BCHS students. Increasing literacy skills will give us a value-added outcome of increased achievement in science, social studies, language arts, and all CTAE classes. An increased reading level will also provide an increased vocabulary which should translate to higher SAT/ACT achievement and also higher writing scores on the Georgia High School Writing Test.

When the Georgia High School Writing Test scores showed a deficit in writing scores in the past few years, the language arts teachers chose the MY Access! online writing evaluation program in addition to explicit writing instruction for all tenth graders to help boost scores. Scores improved from

82% meeting or exceeding in 2009 to 89% in 2010. In addition, school SAT results for the 2011 graduating class showed that the Critical Reading average score was 497, while the average Writing score was 489.

Teacher Retention Data

BCHS Teacher Certified Personnel Data			
	2008-2009	**2009-2010**	**2010-2011**
Total	70.5	68.5	64
Loss Per Dept			
ELA	3	2	3
Math	1	1	2
Science	1	1	0
Social Studies	1	1	4
Special Education	1	1	1
Health and PE	0	3	0
Fine Arts	0	1	0
CTAE	0	0	0
Driver's Ed	1.5	N/A	N/A
Admin/Cert. Support	2	1	1
Notes		Did not rehire Driver's Ed. Positions	Did not rehire Grad Coach position
		Only hired back .5 Science	Did not rehire SS position
		Hired additional math	Did not rehire Science

		teacher	position
		Moved Gifted Coordinator to fill SS position	Moved Alt. teacher from BCMS (Also BCMS Alt. School)
		Hired Nursing teacher in CTAE to compensate for OTC	

Brantley County High School has had slight teacher turnover each year since 2008. Spanish is the area in which we seem to have the most turnover, and Spanish teachers are extremely hard to find. Also, we have lost the Driver's Education program completely. The Social Studies and Science departments have lost teachers which were not replaced; however, we have tried to maintain our student to teacher ratios in math and English language arts by making it a priority to rehire positions in those departments. We had 70.5 certified personnel in 2008-2009. We now have 64. Our efforts to maintain ELA and Math teachers may also give way to the economy in the near future. See Appendix E for the data chart.

Teacher Professional Learning Needs

All of our teachers participate in some form of professional learning each year. The school provides professional learning for all teachers, such as those listed under Current Instructional Initiatives. Professional learning is essential to any successful program, but literacy is an area in which many teachers do not feel they have adequate skills. As stated earlier, 76% of Brantley County High School teachers feel that teaching literacy across the curriculum is essential. In addition, with the new CCGPS about to be utilized, our teachers need additional help in both understanding the new curriculum and adapting or modifying current lessons to fit into the new framework, both in terms of their own

summative and formative assessments and in terms of what changes the state will make to its own end-of-course-tests (EOCTs).

Since professional learning is such an essential part of a literacy plan, we would also like to see professional learning in literacy catered to each department to fit its needs. Math teachers would be given training in how to teach literacy in math; likewise, science, social studies, and CTAE teachers would receive a similar training. All of this would build towards a comprehensive literacy plan. In addition, all faculty members will need training on any new types of technology utilized for a literacy program.

In order to further strengthen literacy skills, teams of teachers with similar students would need to be created, both within departments and across disciplines. This would help ensure more cross-curricular connections but would also help non-language arts teachers understand what skills the language arts teachers were targeting and how to reinforce those skills.

Another aspect of this professional learning is that it would include administrators in the training, whereby the administrators would be trained in their specific roles in relation to literacy instruction. The administrators will regularly monitor classrooms for literacy instruction and ensure follow through from all teachers, as we do not have instructional coaches in our system.

Curriculum Needs

As BCHS transitions to the CCGPS, teachers need time to adapt and modify their lessons to fit the new objectives. BCHS also needs materials and resources to support the new curriculum, including textbooks, e-books, and other support materials such as Coach Books.

We would also like to institute an intensive writing program across the district that will build year-to-year; if this program is successfully implemented at the early grades, students will become stronger writers by the time they are in high school. Also, students need more hands-on opportunities

when it comes to writing. Additionally, more materials relevant to today's students are necessary to ensure student literacy.

Another instructional need is more cross-curricular connections to show students that literacy is important in all courses, not just in a language arts class. Students often want to see real-world examples as to why things they learn in school are important. Since literacy is embedded in every other subject, its importance should be, but often is not, obvious to students.

Technology Needs

(See Appendix E for the Tech Inventory Chart)

Because we are a poor, rural school, there are many technologies available to other schools that we simply do not have the funds to provide to our students and teachers. Although on paper, the school as a whole looks to have many modern computers, in reality, several of these computers are actually thin clients, which do not always run software and even websites as they should. Additional 21st Century computers and newer technologies such as tablet computers and e-book readers are items that our students and teachers need but, due to the lack of funds, our system has not been able to provide. The vast majority of teachers attempt to use the technology we have available, but we seem to be far behind in many areas.

Other technology aspects are also problematic. In the area of e-books, we currently have none because students cannot use them outside of school. Although BCHS does have computer labs, the language arts lab is in poor condition. Several computers do not even have mice, and there are not enough computers for an entire class and the teacher to use at one time. Another computer lab only has 22 computers, where a typical high school class has about 32 students. The entire school is also not

wirelessly accessible, so, even though we have several laptops, they can not be used in certain areas without being wired to the network. Not all teachers have interactive white boards.

Another issue we have is that some our technology is outdated. Efforts have been made to modernize BCHS in the area of technology; however, we still have very few 21st Century classrooms. Although the vast majority of classes do have ceiling-mounted projectors, many of them are nearing the end of their expected life. Under the current realities, we have difficulty replacing projector lamps, let alone trying to replace projectors. We have also attempted to get more out of our technology dollars by investing in less costly alternatives, but the results have been very mixed. Some of the items have not worked properly since we began using them.

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Needs Assessment

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Needs Assessment process at the school

This process takes on various forms. Test scores are one of the main ways that areas of need are identified. Also, surveys of faculty and staff members help determine staff opinions about various topics. Teacher requests are a factor in our needs assessment process as well.

For the purposes of literacy, several surveys were created and sent out using Google documents. All teachers were asked to anonymously complete the surveys online so that complete honesty could be guaranteed, and the results were electronically tabulated. These results were used to determine the literacy priorities of BCHS. Additionally, some questions asked about how well equipped each teacher felt to teach literacy, and where each teacher felt literacy needed to be taught. All certified faculty members were sent the surveys, and the literacy team reviewed the results; see Appendices B and C for those results. In addition, department heads were surveyed. Those results are contained in Appendix F. The answers helped focus the literacy team on areas of concern for our faculty members.

Major Areas of Concern

At the high school level, basic literacy skills should be well-developed. Students who fall behind in primary grades have the time, resources, and personnel to overcome deficits. By the time a child is in high school, those deficits are already well-established. Fewer remedial opportunities, resources, and limited personnel exist to help correct the problem. The current Georgia Performance Standards (GPS) were designed to address many of the problems with students falling behind, but the reality is that a good number still fall behind and cannot catch up, so they end up dropping out. Literacy is a problem in all grades and contents. By adopting MY Access! and providing more opportunities to write, BCHS has begun addressing some of the issues.

Our greatest area of concern is that too many students lack adequate reading and writing skills and are not prepared for the "real world" outside of high school. Too often, students who struggle with reading simply give up and often drop out. Additionally, too many students are not college or career ready when they leave us. Students do not get enough practice and feedback in their speaking, writing, and reading when they are in school. We recognize that writing enhances reading, but the current realities of BCHS do not allow for enough writing (with constructive feedback).

Another area of concern is that students do not seem to read much for pleasure. We focus on making sure students read using the Accelerated Reader (AR) program, and we do not see high circulation numbers in the media center for non-AR books. When new books come in, the first question is often, "When do you think they'll get the AR test in?" Students may read on portable devices at home, but current board policies and the economic realities of our district do not allow students to have their own portable devices during the school day. The strong focus on AR seems to have resulted in a loss of interest towards reading, and many high school students would sooner receive a failing grade than

actually read a book. Students are required to take at least one AR test each nine weeks, but, of the 913 students at BCHS, so far only 822 tests have been taken this school year. Too often, we seem to be hindering reading rather than helping students become lifelong readers. Students need more opportunities to self-select not only their own reading materials but also to find information relevant for their own research.

Root Cause Analysis

Underlying problems

Students struggle in reading and writing at BCHS in part because of a lack of parental support. Education is not a priority for many students. 2010 census data indicated that only 6% of county residents 25 or older have at least a bachelor's degree. Only 75.2% of county residents have a high school degree. For many students who come from a low socioeconomic status, school may not be a priority. Many students consider it to be a more viable option to drop out; parents and students alike consider it easier to simply get a GED. Male students at BCHS also struggle for many of these same reasons.

Another problem at BCHS is a lack of professional learning in reading and writing for all teachers. With the turnover at BCHS in the past several years and the changing district initiatives, many teachers have received little or no training in literacy across the curriculum. More training would allow all teachers to emphasize literacy in the classroom.

Another issue is a lack of funding. Brantley County is one of the poorest districts in the state. The largest employer in the county is the school system. With no major industry to help ease the tax burden on residents, the people of Brantley County pay a higher share of the taxes than people in more affluent areas. Very few people who live in Brantley County actually work in the county, and, therefore, take a

large portion of their income outside the borders of the county. We do not have the funding to provide many technological resources, training, or professional learning with trained professionals. A quality, intensive, research-based writing program and the proper training to use it have been out of reach for BCHS due to a lack of funding. All students have been affected by the lack of funds at every socioeconomic level.

BCHS has conducted a root cause analysis on writing and achievement scores. Utilizing this information has helped close the gap in writing scores between BCHS and surrounding areas. The use of available resources and limited professional learning have been provided, but to create career and college ready readers and writers, additional support beyond the means of the local system is essential.

Project Goals and Objectives

Goals to Be Funded By Striving Reader

Brantley County High School is seeking the Striving Reader Comprehensive Literacy Grant to complement and supplement the existing literacy program. These goals, which align to the system goals, include the following items:

- **Goal 1 – Implement a system wide, K-12, writing program that is consistent and research-based and also across the curriculum.**

     This goal is identified as a system priority as well as a student achievement need. It also aligns with the needs detailed in the needs assessment at Brantley County High School.

Objectives to meet Goal 1

A. Adopt an intensive research-based writing program to be implemented in all grades at Brantley County High School that is also adopted county-wide.

B. Provide ample writing opportunities for all students across the curriculum and at all levels of the school.

C. Provide well-developed professional learning in writing instruction to all content teachers, special education teachers, and CTAE teachers, and provide substitutes for them to attend training.

D. Expand MY Access! to all students and provide additional computers and/or tablets both in a lab and in the classrooms so that students can take advantage of MY Access! and other writing opportunities in more places.

E. Purchase SAT/ACT/AP test preparation materials.

Targets to meet Goal 1

Improve writing achievement on the Georgia High School Writing Test as well as Writing and Critical Reading on the SAT and ACT.

	2012	2013	2014	2015	2016
How the GHSWT will be measured	Increase the passing percentages of SPED (students with disabilities) to 55% Increase exceeding percentages to 6% on the GHSWT	Increase the passing percentages of SPED (students with disabilities) to 57% Increase exceeding percentages to 8% on the GHSWT	Increase the passing percentages of SPED (students with disabilities) to 59% Increase exceeding percentages to 10% on the GHSWT	Increase the passing percentages of SPED (students with disabilities) to 61% Increase exceeding percentages to 12% on the GHSWT	Increase the passing percentages of SPED (students with disabilities) to 63% Increase exceeding percentages to 15% on the GHSWT
How the SAT/ACT	Increase average	Increase average	Increase average	Increase average	Increase average

scores will be measured	writing and critical reading scores on the SAT and/or ACT	writing and critical reading scores on the SAT and/or ACT	writing and critical reading scores on the SAT and/or ACT	writing and critical reading scores on the SAT and/or ACT	writing and critical reading scores on the SAT and/or ACT

Since the GHSWT is a standardized test given throughout the state to all 11th graders, our students can be compared to both our own students from prior years as well as to area schools and the state. SAT/ACT results can be compared to previous years.

- *Goal 2 – Provide students at all reading levels at Brantley County High School with access to literacy instruction and materials through a variety of media (including 21st century technology) beginning with the 2012-2013 school year.*

This goal is identified on literacy surveys and interviews as an area of need at Brantley County High School.

Objectives to meet Goal 2

A. Purchase additional logins in the MY Access! writing program for grades 9, 11, and 12.

B. Purchase the Scholastic Reading Inventory for all students at Brantley County High School.

C. Purchase desktop computers to run the new software and allow My Access! to be used in more locations.

D. Purchase a server capable of hosting the new software.

E. Purchase and install interactive whiteboards for classrooms that do not already have them.

F. Purchase android-based tablets set up for student and teacher use.

G. Purchase SAT/ACT/AP test preparation materials, whether a site license or online.

H. Purchase laser printers for each hall.

I. Purchase replacement projector bulbs for ceiling-mounted projectors.

I. Provide professional learning from an expert on the use of the new programs and equipment listed above.

Targets to meet Goal 2

Technology surveys and inventories will be used to show an increase in the amount of technology and literacy materials available to all students. In addition, the administrators will check lesson plans and student work samples to document that literacy instruction is occurring in the classroom.

- **Goal 3 – Provide all teachers and students with additional literacy-related materials (whether fiction or non-fiction) that are better-aligned with the Common Core Georgia Performance Standards in order to increase engagement and provide better support from the media center.**

This goal is a result of surveys and interviews. The aim of this goal would also be to increase student reading (even if there is no AR test for the book) as well as to provide needed materials for all levels and contents.

Objectives to meet Goal 3

A. Purchase additional content in Destiny Library Manager to add standards information and additional Lexile information to most catalog records.

B. Purchase e-Readers.

C. Purchase eBook subscriptions to both support classroom teachers and provide for opportunities to read for pleasure.

Targets to meet Goal 3

Circulation records will be used to monitor checkouts of e-Books and materials. Also, teacher login data can be tracked to determine which teachers are using the system.

Goals to Be Funded with Other Revenue Sources

In-house professional learning will be funded with other revenue sources. Other revenue sources will also be used to continue funding for all proposals in the grant that require continuing costs (such as subscription fees).

Scientific, Evidence-based Literacy Plan

Current school instructional schedule

Brantley County High School is, in the 2011-2012 school year, on a seven period schedule. Students have all seven classes every school day, with an additional homeroom time on Wednesdays. School begins at 7:55 AM and gets out at 3:23 PM. Classes are generally 53 minutes each, though first and fifth periods are a little longer to accommodate announcements and three lunches.

Plan for Tiered Literacy Instruction

For the 2012-2013 school year, Brantley County High School plans to move to a block schedule. Students will have four classes each semester. Literacy instruction will be built into the new schedule, with a minimum of 135 hours per semester of literacy instruction coming from language arts and the rest will come from their academic or CTAE class. Students who do not have a literature class one

semester but have been identified as needing additional help will be placed in a support class that will focus on skills they lack.

Resources for Tier I Instruction

Resources for this tier include classroom teachers and/or paraprofessionals and relevant instructional materials. Textbooks and teacher created units and activities will be aligned to the Common Core Georgia Performance Standards. Differentiation strategies and activities will also be implemented within this tier. GRASP universal screenings (administered three times per year) will be used in determining whether a child needs a differentiated approach to literacy learning. All of the new technologies and programs will also be implemented into the classroom, and the administrators will check lesson plans and conduct informal observations to ensure all teachers are utilizing these materials.

Time, Personnel, and Strategies for Tier II Instruction

CCGPS and research based strategies will be used throughout four regular classes set at approximately 90 minutes per day, a minimum of which will be 180 minutes of literacy instruction and practice. CCGPS and research based strategies will be executed by certified personnel in all subject areas with the bulk of literacy instruction and practice occurring in language arts classes with certified, highly qualified language arts instructors. Depending upon the individual student need, a research-based program may also be used. Progress Monitoring begins at this tier and is done every 2 weeks. The results of the progress monitoring determine whether a student is making improvements or is in need of further assistance. This is usually done for 6-8 weeks prior to making a decision concerning the student's instruction. If the student is making sufficient progress, then the student may be moved back down to Tier I. If progress is not satisfactory, then the options are to continue at Tier II with a different approach or move to Tier III for additional time and frequency of current or new intervention strategies.

One additional Tier II Intervention strategy involves the BCHS Multi-Agency Team (MAT). This team meets weekly to discuss students who are experiencing problems that could be stumbling blocks to successful progress in their academic goals. The composition of the team is building, system, and community-agency based personnel. The team investigates symptoms, conferences with students, and recommends allocation of resources available to assist the students in removing the stumbling blocks that might interfere with successful completion of the school year. Students at Tier II and Tier III will be placed in a support class for more in-depth monitoring and instruction if they do not already have a literature class that semester.

Time, Personnel, and Strategies for Tier III Instruction

If progress monitoring results justify moving a student to Tier III, a highly-trained teacher will pull that student for intensive instruction with an even smaller group than Tier II. During Tier III instruction, time and frequency are increased. The instruction should be a researched-based program and/or intense double-dipping in the area of literacy. The student will participate in progress monitoring every 2 weeks to check for improvements for approximately 6-8 weeks. The results of progress monitoring will determine whether a student is making improvements or is in need of further assistance. If the student is making sufficient progress, then the student may be moved back down to Tier II. If progress is not satisfactory, then the options are to continue at Tier III with a different approach or move to Tier IV for possible Special Education referral/services.

Time, Personnel, and Strategies for Tier IV Instruction

Once a student has exhausted all means of intervention within the classroom and pull-out opportunities provided, then the student will be referred for Special Education services. If a student qualifies for services, then an even more highly-trained Special Education teacher will begin the process of teaching this student. The students are provided with individualized accommodations/modifications

according to their Individual Education Plan (IEP). Some of these students are served in resource classrooms for their literacy segments and receive extensive support using research-based programs. These students also receive paraprofessional support in the regular classroom setting. Progress monitoring is done at this tier every two weeks.

Conflicts with Other Efforts

No conflicts in philosophy, time commitments, or resource allocation should exist with any other efforts. All of the strategies presented here should complement our current initiatives for school improvement. Where similar programs overlap, new programs as set out in this document will take precedence.

Strategies and Materials (Existing and Proposed) including Technology to Support the Literacy Plan

Current Classroom Resources

- Textbooks for most classes (except math and AP English)

- Ceiling-mounted projectors

- Interactive whiteboard or slate in most rooms

- Classroom teacher computer

- Some classroom student computers

- A television distribution-network drop

- A television or projector connected to a DVD player or VCR

Current Shared Resources

- Access to DirecTV Goes to School (three receivers connected to the distribution network)

- Three copy machines including a RISO

- Two GradeMaster test scoring machines

- Three computer labs scheduled through Google calendars

- Classroom sets of novels and play books

- Videos

- Test preparation materials

- A language arts computer lab scheduled through Google calendars

- Magazines

- Lab equipment

- Computers/laptops

- Science labs scheduled through Google calendars

- Calculators and other devices

- Student response devices

- Supplementary materials, maps, and atlases

- Books (for reference, primary sources, etc.)

Current Library Resources

Brantley County High School media center contains approximately 20,000 books, of which approximately 42% are fiction and approximately 58% are nonfiction, reference, or biography. The average age of the media collection is 1988. The school has about 9400 Accelerated Reader tests available, and the books are labeled with this information. Many of the books are also Lexile-leveled, both in the card catalog and on the book. We also have 25 audio books as part of our collection. In addition, we subscribe to 27 magazines, two daily newspapers, and two weekly newspapers. In the media center, there are four computers dedicated to media operations. There is also a computer lab housed in the media center.

Additional Resources Needed to Ensure Student Engagement

Resource	General description as to how the resource will improve literacy
Professional Learning and Training	Essential to implement new programs and technology
Additional user accounts for MY Access! Writing evaluation system	Additional students will be able to access the writing program and receive immediate feedback. Students could use the program in content areas, as well.
Destiny subscription to "Standards" and "Lexiles"	To promote student engagement, these enhancements to the library catalog will help students select books, and teachers find materials correlated to the CCGPS.
A Lexile-compatible program such as Scholastic Reading Inventory	Matching student interest with their reading level will help to ensure engagement.
Interactive whiteboards for several classrooms and projector bulbs	Promote student engagement and literacy by making the learning experience more interactive, going from passive to interactive. Bulbs will ensure the continued operation of the projector, making the board more useful.
e-Books and e-Readers	Promote student engagement and literacy by making the learning experience more interactive. In addition, this would not only encourage classroom engagement but would also foster student choice.
Android-based tablet computers	These devices can be used not only in the classroom to increase student interactivity with the lessons but can also encourage outside engagement with topics. Students could even use them to access e-Books and programs online.
Desktop computers and a server to run the new software	Thin clients such as those in two of our labs have problems running some of our programs; having standalone desktops that can run these programs will encourage students to use them. Currently, both teachers and students become frustrated because the computers do not work properly. The server will allow the program to work the way it should.
Laser printer for each hall	Increasing the number of printers available will allow students to print more of their work and keep them more engaged in the learning process because they will not have to go to another part of the building to find their work.
SAT/ACT/AP test preparation software	Many students ask about SAT/ACT test preparation

(or online subscriptions)	materials; they would be even more interested if they could do it online or on the computer. AP classes also need literacy materials; test preparation software would help BCHS improve test scores.

Classroom Practices

- Systematic, explicit instruction

- Organizing instruction effectively and efficiently

- Educational websites and software

- Differentiation

- MY Access! online writing assessment tool in 10th grade language arts classes

- Ongoing formative and summative assessments

Intervention Programs

- Support classes

- Implementation of Research Based Practices

- Standards Based Classroom Practices

- Learning-Focused Strategies

- Remediation

- Additional support from co-teachers in some classes

Additional Strategies Needed to Ensure Student Success

- Begin writing more about texts read

- Increase time students spend to create their own texts and the amount they write

- Begin providing literacy instruction across the curriculum

- Professional Learning and Training

- Implement more Research Based Practices

- Begin Progress Monitoring of 11th and 12th grade students (expand beyond the current 9th and 10th)

- Additional data analysis of literacy information

- Modify benchmarks to fit the new schedule, CCGPS, and the new focus on literacy

Project Procedures and Support

Sample Schedule

Brantley County High School will be on a school-wide block schedule for the 2012-2013 school year. Students will have four classes per semester. Three lunches are built into 3rd block, which accounts for the three different schedules. The exact final schedule will depend upon the number of furlough days required, but it should be similar to the following table:

	1st Lunch Schedule	2nd Lunch Schedule	3rd Lunch Schedule
8:00 – 9:33	1st Block	1st Block	1st Block
9:38 – 11:11	2nd Block	2nd Block	2nd Block
11:16 – 1:25	Lunch & 3rd Block	Lunch & 3rd Block	Lunch & 3rd Block
	11:16 – 11:46 1st Lunch	11:16 – 12:06 3rd Block I	11:16 – 12:51 3rd Block
	11:51 – 1:25 3rd Block	12:06 – 12:36 2nd Lunch	12:55 – 1:25 3rd Lunch
		12:41 – 1:25 3rd Block II	
1:29 – 3:02	4th Block	4th Block	4th Block

All students will have a language arts class either first or second semester. Students identified as needing additional support will be in a support class that will reinforce and support them in skills in which they are deficient. Content area and CTAE classes will reinforce literacy skills.

Professional Learning Content and Strategies Identified on the Basis of Documented Needs

Topic	Hours	% of Staff Attended
Professional Learning Communities to Enhance Teaching and Learning	10	84% of teachers completed for credit
Georgia Association of Career and Technical Educators Summer Conference		100% of eligible CTAE
Agricultural Educators Conference		100% of Agricultural teachers
Media Specialist Consortium FY 11	10	100% of media specialists

See Appendix G for a listing of professional learning opportunities on-going at BCHS. The preferred method of delivery for BCHS is online, though several prefer some type of face-to-face interaction in conjunction with online delivery.

Additional Professional Learning Needs

- Literacy in the Content Area

- Training in the use of MY Access! for all untrained teachers

- Training in the use of the Lexile-compatible program (Scholastic Reading Inventory)

- Training in the use of android-based tablets

- Training in the use of e-Books and e-Readers

- Additional training for the comprehensive writing program

Assessment/Data Analysis Plan

Current Assessments

Assessment	Purpose	Skills	Frequency
Initial screening for GRASP	Internet and paper-based initial screening	Literacy and math skills	3 x per year
GRASP testing	Internet-based progress monitoring	Literacy and math skills	Every 3 weeks
Georgia High School Writing Test	Test of persuasive writing skills based upon a topic	Persuasion and writing skills	1 x per year
Georgia High School Graduation Test	Subject-specific testing; outcome information. This test is being phased out.	Topics and skills learned in high school	1 x per year
PSAT	Testing for sophomores	Verbal, math, and writing	Once
End-Of-Course Tests	End-of-course testing in select subjects outcome information	Topics and skills learned in the course (i.e.: ELA)	1 x per year
Final exams	End-of-course testing in classes with no EOCT; outcome information	Topics and skills learned in the course	1 x per year per class
Benchmarks	Testing in all subjects at the midpoint of the nine weeks; outcome information	Topics and skills learned in the course	4 x per year

Currently, the administration and departments analyze the data to determine deficiencies and areas for growth. The departments make suggestions, and the administration then brings information to the leadership team. The leadership team provides guidance, but the decisions on how to proceed are up to the administration.

There are gaps that this grant could help fill. One of these would be the Lexile-based reading inventory. It would add an additional screening, progress monitoring, and outcome based results layer to our current assessment process. Also, a gap exists in that only 9th and 10th graders are currently tested for GRASP. 11th and 12th graders need to be screened as well; however, we currently do not have the resources to undertake this on a school wide basis. These procedures outlined in this document are needed in order to adequately assess all students and to ensure that teachers receive training and support in performing assessments and utilizing the data determined by them to drive their classroom instruction.

SRI will be incorporated into the language arts (or study skills) classes. Writing assessments will be added to content area classes. SRI will either be incorporated alongside GRASP, or it will replace the literacy component entirely. Teachers will need to be trained in the use of both the Lexile-based program and in using more writing assessments in the classroom, which the literacy team will help facilitate.

Data from these new assessments will be communicated through report cards and letters sent home to parents explaining their use, as well as at open house and during quarterly parent conference nights. The local newspapers will be notified of note-worthy performance.

Budget Summary

Brantley County High School would like to purchase professional learning and training for all ELA and content area teachers. We would also like to add additional user accounts for the MY Access! writing program as well as add the Scholastic Reading Inventory (or other Lexile-based program) and SAT/ACT/AP preparation software and/or subscriptions. In addition, we will need computers capable of running the programs and to supplement technology such as interactive whiteboards for classrooms that do not have them and projector bulbs as well as additional printers for each hall. Adding

subscriptions to the media center catalog as well as materials including e-Books and e-Readers would also help. In addition, acquiring tablet-based computers for teachers and students is another goal of BCHS through this grant.

Budget Table

(See Appendix H for a more detailed budget table)

Resource	Estimated cost per unit	Estimated Timeframe	Total estimated cost
Professional Learning and Training for ELA and content area teachers	$50 per day per teacher x 60 teachers + 2,000 per day for trainers	8 days (4 days with a trainer, 4 with other content area people)	$32,000
Professional Learning and Training in writing	$50 per day per teacher x 60 teachers + 2,000 per day for trainers	3 days with a trainer, 2 days without	$21,000
User accounts for MY Access! writing evaluation system	$13 per student x 1000	X	$13,000
Destiny subscription to "Standards" and "Lexiles"	Standards - $500 Lexiles -$400	X	$900
A Lexile-compatible program such as Scholastic Reading Inventory	$10,200 for the program $2,900 for training	X 1 day	$13,100
Interactive whiteboards for 10 classrooms	$1,700	X	$17,000
Projector bulbs (30)	$300	X	$9,000
e-Books	$2,000	X	$2,000
e-Readers (200)	$100	X	$2,000
Android-based tablet computers	$450 per tablet	X	$102,000

(200)			
	$12,000 for set up and training	3 days	
70 desktop computers and a server to run the new software	$800 per computer $5,000 per server	X X	$61,000
Laser printer for each hall (3)	$600	X	$1,800
Training for Literacy Team in Atlanta	5 days x 4 people	X	$5,000
Audit Costs	X	X	$500
Totals			$280,300

Professional Learning Survey

52 responses

Summary See complete responses

1. Have you participated in any professional learning outside of Brantley County High School in the last year?

Yes 22 42%

No   30 58%

2. If you answered yes on #1, what kind of professional learning was it?

Advanced Placement training
Economics Workshop
Bullying Conference
math workshop
GaTapp
CTAE Conference/Writing Dissertation
I attended the Georgia Association of Career, Technical and Agriculture Educators Summer Conference
Automotive (GACTE Conference-Atlanta)
Reading First training
CTAERN Landscaping and Design

RESA seminar: Implementing Math Standards
State Conference
GACTE
I attended two Math consortium conferences in Lenox, GA. I also completed the HB671 class as Okefenokee RESA.
RESA: Understanding Transition to Common Core
Agriculture Leadership
Georgia Nurse Aid Training presented by Georgia Medical Care Foundation, NACES and Pearson Vue
SPED MEntoring Program
Georgia Athletic Coaches Association
3. Have you participated in any type of continuing education in the last year?

Yes 24 46%

No   28 54%

4. If you answered yes on #3, what kind of continuing education was it?

Upgrading a certificate (masters, specialist, doctorate)	17	65%
Adding a field	6	23%
Other	5	19%

People may select more than one checkbox, so percentages may add up to more than 100%.

5. What type of professional learning do you feel would be MOST beneficial to the faculty of Brantley County High School?

Differentiated Instruction
Teaching during block scheduling
Classroom management
Technology...need to keep up with the new gadgets and programs!
Differentiated Instructional Strategies
Teaching on block schedule
Maximizing instructional time
Language teaching
Ways to encourage students to care and do their best
Promoting Literacy
furthering the subject matter
I think it's important to find something that is specific to our students' needs. We need awareness of WHO we are teaching before we can teach them. Perhaps something relative to the demographics of our students.
Writing Across the Curriculum
Classroom Management
Literacy
Computers
Content area,
Writing and literacy
Technology

Integration of Technology Use in the Classroom
Sign Language, CPR Training
Automotive - dealing with class size
Standards Based Curriculum training
Motivational - decreasing apathy or technology
The role of the arts in ed.
Meeting the social & environmental needs of students
Conferences
Assessment education
Ways to deal with Behavior/Motivation/Unaccountability/Apathy towards learning by students
Team Building
Tips and Techniques
Behavior mgmt
Classroom Management
Teaching strategies, technology training
Learning across the curriculum/integrating topics in all 4 academic classes
How to motivate student learning
Social and Environmental needs of students
Differentiation Training
Teaching strategies
Grassroots

I can't really think of a particular topic but I do like the system wide PL.	
Technology	
Communication	
Classroom Management	
Understanding math	
New State Standards	

6. How would you prefer to have professional learning delivered?

Face-to-face during planning	8	15%
Utilizing Moodle or other online methods	16	31%
Face-to-face after school for several weeks	0	0%
A combination of face-to-face after school and online	8	15%
A combination of face-to-face during planning and online	7	13%
A combination of face-to-face during planning and after school	3	6%
A combination of all three	9	17%
Other	1	2%

7. As far as literacy instruction is concerned, please select the answer that best describes your opinion.

I feel that literacy should be taught through literature classes only.	14	27%
I feel that literacy should be taught through all subjects.	24	46%
I feel that literacy should be taught through all subjects, but I am not certain I have the resources to teach it myself.	14	27%

| I feel that literacy cannot be taught. You either have it or you do not. | 0 | 0% |

Appendix B

BCHS Literacy Needs Assessment – ELA teachers

8 responses

Summary See complete responses

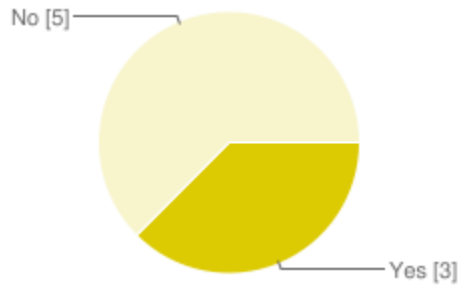As an ELA teacher, do you have access to an adequate supply of current literacy resources?

Yes 2 25%

No   6 75%
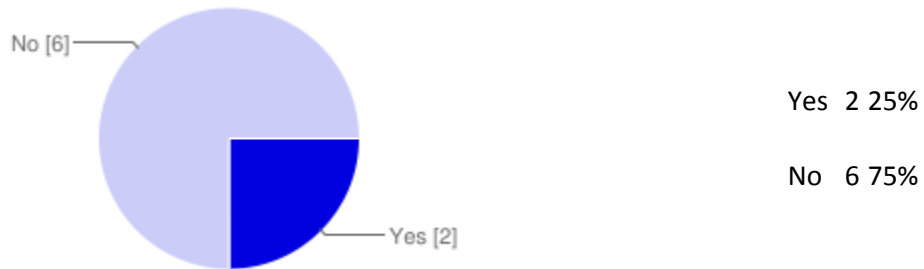
As an ELA teacher, do you have access to leveled readers?

Yes 3 38%

No   4 50%
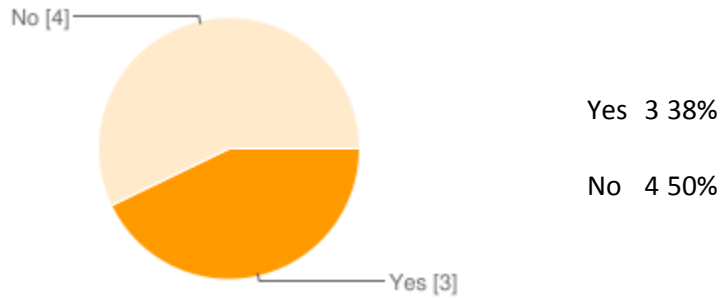
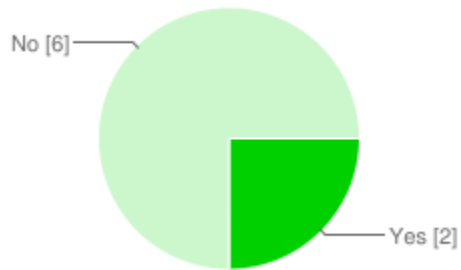As an ELA teacher, do you have access to an adequate supply of short stories/ novels?
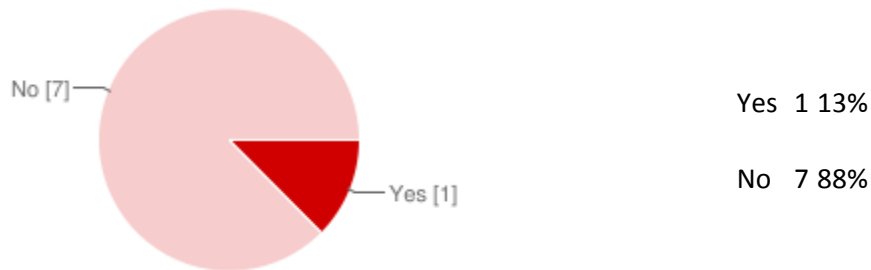
Yes 1 13%

No   7 88%

As an ELA teacher, do you have access to a research-based program for struggling writers?

No [5]

Yes [3]

Yes 3 38%

No   5 63%

As an ELA teacher, do you have access to instructional technology applications for struggling writers?

No [6]

Yes [2]

Yes 2 25%

No   6 75%

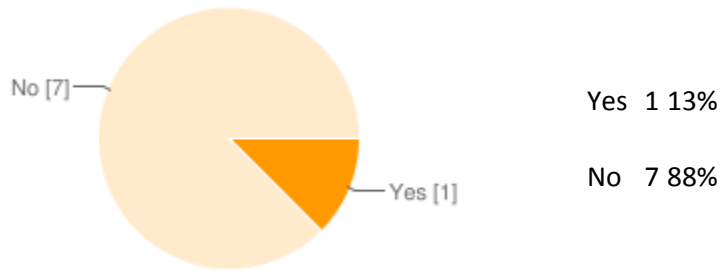As an ELA teacher, do you have access to a research-based program for challenged readers?

No [5]

Yes [3]

Yes 3 38%

No   5 63%

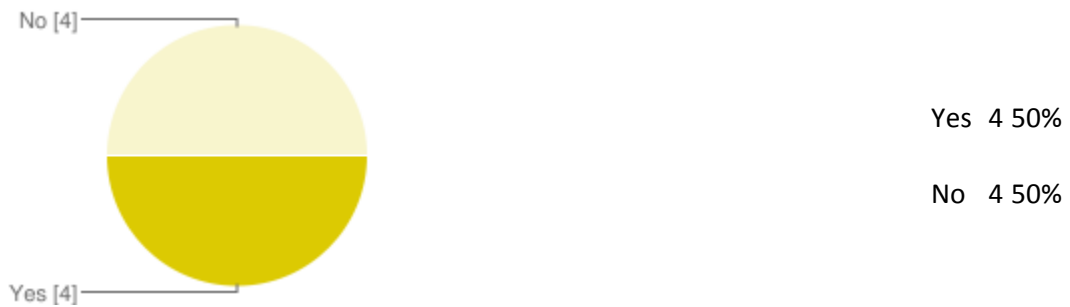As an ELA teacher, do you have access to instructional technology applications for challenged readers?

No [7]
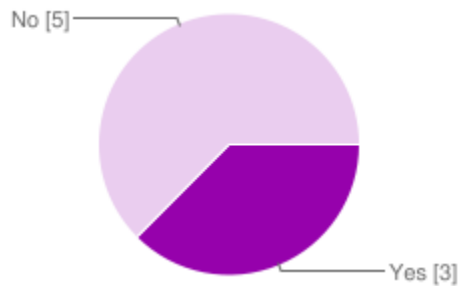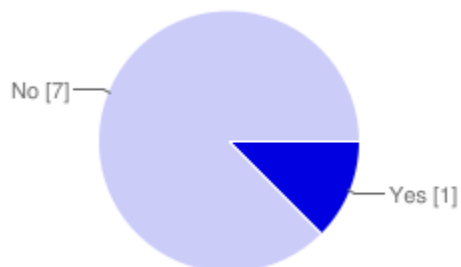
Yes [1]

Yes 1 13%

No   7 88%

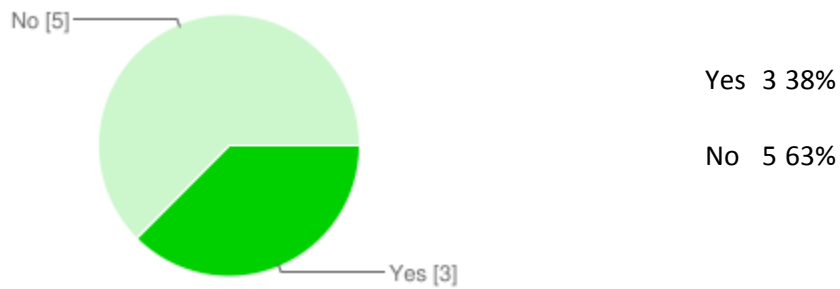As an ELA teacher, do you have access to an adequate book room?

Yes   1 13%

No   7 88%

As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?

Yes   1 13%

No   7 88%

As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc..?

Yes   4 50%

No   4 50%

Does the media center have current resources to support literacy instruction for all ability levels?
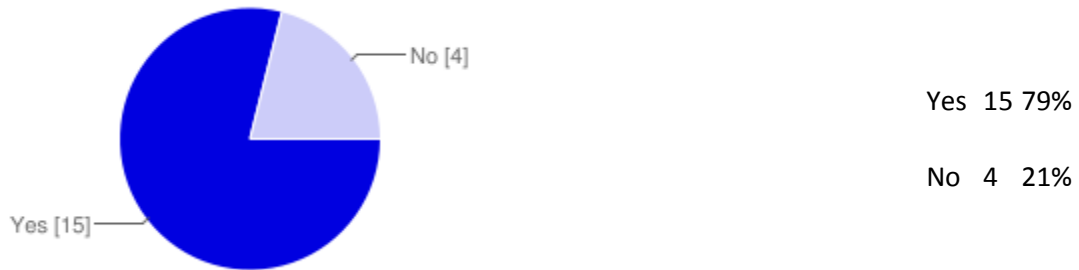

Yes   3 38%

No   5 63%

If money were not an issue, what resources would help you more effectively increase students' literacy?
Would love to have class sets of novels for students of different reading levels. We also need a class set of AP textbooks.
Textbooks for every student. Novels for in class and out of class reading…
I feel we need to reach more of our advanced learners and gifted students. I would love a whole section of material devoted to classic novels and increasingly popular material that would assist students to be prepared for college level material. Our media specialist has the passion to implement many programs and ideas if funds were allocated to his ideas.
More books!
I don't know what's available because nothing's ever been available.
A wider variety of classroom sets of novels, more up-to-date computers and labs
Technology based reading (iPads, kindle, etc…)
More resources to encourage student reading. Our incentive program needs to be beefed up.

Appendix C

BCHS Literacy Needs Assessment – Content area teachers

In your classroom, do you use any additional resources to support or promote literacy such as trade books, technology (presentation tools/ research tools)?


Yes 15 79%

No   4   21%

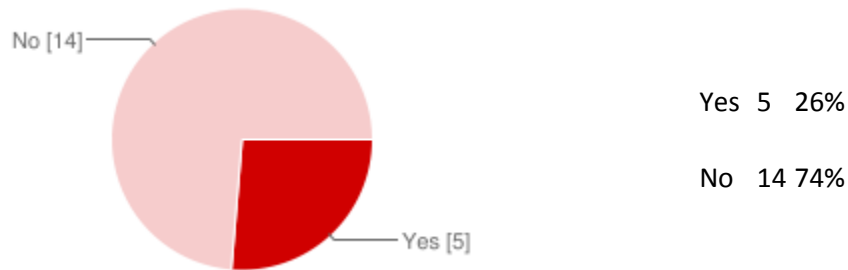If #1 is yes, then what do you use?

ENO board
LCD projector, presentation tools
Primary sources, photographs, maps, charts/graphs, music
PowerPoints, trade books, online resources (USA TestPrep, etc.)
We use the A+ curriculum, Grammar Gorilla, and Free Rice, all with overhead projector and screen.
Tools - flex-cam, internet websites (E-textbook - CDX), Today's Class, Identifix, and a few more automotive websites plus Auto parts store websites. Hot Rod Magazine, Motor trend, Popular mechanics
Web based materials only.
Chemistry trade books, smart board, internet
Adapted books on CD's
CPS System
PowerPoint, Internet Research, United Streaming

| |
|---|
| Internet, spreadsheets, power points |
| PowerPoint, Study Island, EOCT Review, GHSGT Review |
| In my classroom we have a PALS reading program to promote literacy. |
| Projector for PowerPoint presentations, online research using computers, Diversified Health Occupations, Exploring Medical Language-understand/be understood, Nutrition and Diet Therapy, Nursing Assistant Care |
| the library |
| Grasp |

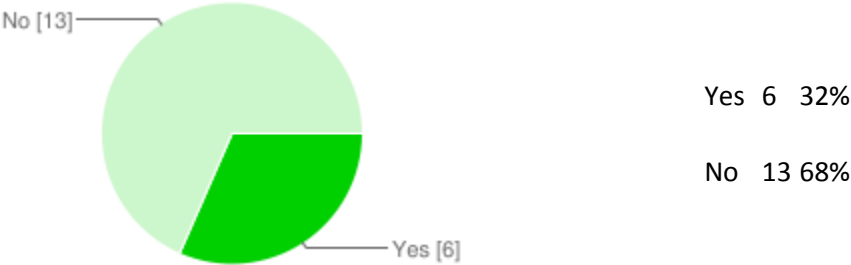Do you have access to a research-based program for struggling writers?
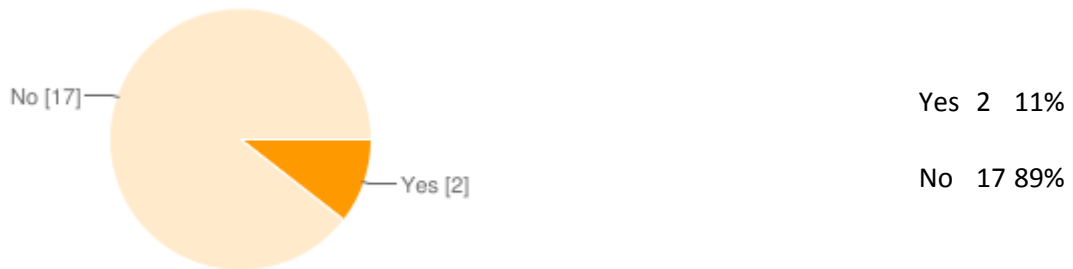
Yes 2   11%

No   17 89%

Do you have access to instructional technology applications for struggling writers?

Yes 5   26%

No   14 74%

Do you have access to a research-based program for challenged readers?

No [13]

Yes 6   32%

No   13 68%

Yes [6]

Do you have access to instructional technology applications for challenged readers?
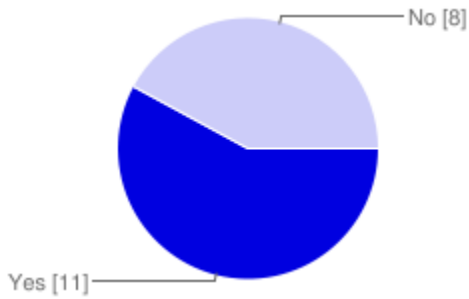
No [13]

Yes 6   32%

No   13 68%

Yes [6]
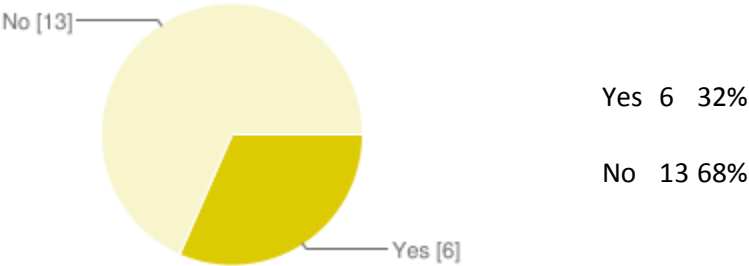
Do you have access to adequate resources for high achievers/gifted students?

Yes 11 58%

No   8   42%

Does the media center have current resources to support literacy instruction for all ability levels?

Yes 11 58%

No   8   42%

If money were not an issue, what resources would help you more effectively increase students' literacy in your content area?

I'm not really sure.
individual tablets/iPads where students could view "up close and personal" the images as opposed to using an overhead projector or smart board
Enough computers for each child to use would streamline lessons and activities and give my students more options for their learning. English Language Learners would still be able to comprehend the content for their standards while acquiring a new language because the use of computers would allow instant interpretations.
I need a more age appropriate, comprehensive, computer based writing program. I also need the same type of reading program. What we have is geared toward younger students, not high school students and I can't amp it up enough to make them feel as if it's not teaching down to them.
Added teachers in all classes, more time in class, updated DVD videos, updated software, technical trainers in the shop and classroom, updated equipment in the classroom, smart-board, more computers so that all students would be able to access automotive websites at the same time.
A technology program that builds visual and auditory skills through phonics

Classroom sets of high interest books (nonfiction).
not sure
Edmark Reading and SRA Direct instruction
SAT Type or Reading Comprehension Computer Software Tool that could immediately give feedback to students on reading level and comprehension level
I really don't know. We use computers a lot but don't do a lot of reading. Since it is Early Childhood, we would love more of a selection of children's books.
computer management system
Math Content related movies
Smart Board and classroom set of computerized version of interactive textbooks
TV PBS channel and many other
Computer software
I am not familiar with the resources at all.

Appendix D

Literacy Team Sample Minutes

Brantley County High School

Committee/Department Meeting Minutes

Committee/Department: Literacy Team + ELA   Date: November 8, 2011

Attendance: Carole Ann Gill, Frank Bullard, Rhonda Thomas, Brenda Jowers, Jennifer Scruggs, Phil Lott, Claudia Waldron, Karen Niece, Crystal Ware, Tony Gibson, Sheron Brooker, James Bell, Monica Gowen

Agenda: 8th Grade Writing – Kinds of topics to send to them that would be beneficial to BCHS?

9th – 12th Grade Writing –MY Access! is being utilized by 10th grade teachers to prepare students for next year's writing test. What else can we do?

A.R. –Cutoffs and additional AR incentives – administration would like to see students do projects for books with no AR test

CCGPS training upcoming

Vocabulary and Reading Comprehension – work on these more in class

AYP – Most likely we are in a holding status

Please provide student work with written feedback for current PL

Nonlinguistic Representations in the classroom – graphic organizers, physical models, mental pictures, drawing pictures and pictographs, kinesthetic activities

Brantley County High School

Committee/Department Meeting Minutes

Committee/Department: Literacy Team   Date: November 18, 2011

Attendance: Carole Ann Gill, Frank Bullard, Rhonda Thomas, Brenda Jowers, Randy Yonz

Agenda: Possible $200,000-$500,000 grant

Kuno – It's like an iPad except it will show videos.

$349.00-keyboard and tablet

$450.00-plus with lock so students cannot access "inappropriate" material

$10,000.00-set up

$1,000.00-per school

Subscriptions Service

E books (for media center)

Textbooks

Literacy Team-(need)

1. Function
2. Minutes

3. How do we communicate to the rest of the school

Literacy-

 Reading

 Writing

 Speaking

Literacy Grant-

 Due→Dec. 16 4:00 P.M. Delivered by hand to Atlanta

Brantley County High School

Committee/Department Meeting Minutes

Committee/Department: Literacy Team   Date: December 8, 2011

Attendance: Frank Bullard, Rhonda Thomas, Brenda Jowers

Agenda: Discuss explicit goals and initiatives undertaken by the team

Writing across the curriculum – how can we help promote this?

  One discussion question or essay per assessment (unit test)? – the proper administrator will verify this information

Reading across the curriculum – can this include from textbooks?

MY Access! – if we can't get it for all grades, what are our options?

  Get it for the highest and lowest students?

  Swap grades as needed (i. e. 11th graders at the beginning of the year; take them out after the test and add 9th graders)?

PLU training – definite necessity for literacy across the curriculum

Technology (Is this one of our initiatives?) – MY Access!, Kunos

Teacher teams – are these feasible? Would require planning with department members and across the grade as well.

How do we communicate with the faculty? Essentially, we brainstorm and present the information to the principal and leadership team

Appendix E

Tech Inventory Chart

			BCHS
Student Population			931
Total Classrooms			68
Regular Education Classrooms			48
Vocational Education Classrooms			15
Special Education Classrooms			5
Number of Modern Instructional Computers	Regular Classrooms	Desktops	102
		Laptops/Notebooks	66
	Vocational Classrooms	Desktops	84
		Laptops/Notebooks	5
		Netbooks	2
	Special Ed Classrooms	Desktops	11
		Laptops/Notebooks	6
	All School Stationary Labs	Desktops	29
		Laptops/Notebooks	0
	Media Center	Desktops	35

		Laptops/Notebooks	6
		Servers	4
	Thin/Virtual PC	Host PC	31
		Clients Served by the Host PC	164
	Total (excluding Servers)		541
Number of Classrooms with the Following Number of Modern Instructional Computers	1-2		30
	3-5		12
	6-9		12
	10+		13
Students per Modern Instructional Computers (excluding servers)			1.72
Wireless Access Points	Percentage of Instructional areas that currently have wireless		45%
	Number of mobile wireless labs		0

Appendix F

Department Head Surveys

Person asked	What materials does your department have that are shared by department members?	If money were no object, what technology would you like to see at BCHS?	What additional library resources do you think we need?	How does your department plan to incorporate the teaching of literacy in your classrooms?
Jennifer Srcuggs - ELA representative	Novels, play books, videos, One stop planner CD's for textbooks, test prep books	Laptops for each student; the ability to print easier as well	None come to mind	N/A
Marcia Chesser - Science department head	Science videos, Current Science, textbooks, lab equipment, computers/laptops, science labs and materials	Electronic lab equipment (Pasco) - a functioning set - they would allow us to do experiments, read the results, compile them, and write lab reports	More use of the Internet and recommended websites	Guided reading - going through and answering questions about a topic that has not been taught yet - Current Science magazines
Pamela Hammond - SS department head	Testbanks, supplementary materials (CDs, software), videos, map sets, atlases, books (primary sources, reference), transparencies, posters/pictures, "artifacts"	e-Books and e-Readers, tablet computers, a fully functioning lab with enough computes for all of the students in a class, training for all the new software we hope to get	Updated maps and atlases, or better access through the Internet	Primary resources - restating information - nonfiction - historical fiction novels - reading - continued use of information processing skills

Keena White - math department head	Calculators, class materials, CPS devices, Test preparation materials	Computer software and website subscriptions to beneficial sites - more calculators	Math related movies and videos	Have people help read students the test - additional support before and after school. Word problems
Leasa Fazio- Special education teacher	Too numerous to list them all	State-of-the-art interactive programs to keep student interest and apply what has been learned	Technology to play a game and/or interact with the text; to be able to view videos and do research; to increase vocabulary	The resources available help determine this.
Andrea Tanner - Business Teacher	We rarely share resources, as CTAE classes do not lend themselves easily to sharing them.	More up-to-date computer equipment	None	In Business Communications, for example, students read about careers and communications and present information to the class. Most CTAE classes involve presentations.

Appendix G

Ongoing Professional Learning Opportunities at BCHS

- Technology Training: Teachers were introduced to the newer technologies available to be used in the classroom, as well as being introduced to new shared tools such as the Google Calendar, Google Documents, and PowerSchool training.

- Prioritizing the curriculum: Identifying "Power Standards"

- Differentiation Training: Continuing to encourage and support the use of differentiation in the classroom.

- GRASP (Georgia RESA Assessment of Student Progress) program for all 9th and 10th grade students: Training in the use of this program for all teachers and staff affected by it.

- Peer-Assisted Learning Strategies (PALS) to remediate targeted at-risk 9th and 10th graders: Training for those teachers involved with the program

- Training and implementation of Marzano's nine research-based instructional strategies for all faculty members

- Participation in the Remedial Education Program

Appendix H

Budget Table

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	
611 - Technology Supplies	
612 - Computer Software	$ 29,000.00
615 - Expendable Equipment	$ 26,000.00
616 - Expendable Computer Equipment	$ 164,800.00
641 - Textbooks	
642 - Books and Periodicals	$ 2,000.00
Function Code 1000 - Instruction Narrative: User accounts for MY Access!; Destiny subscription to "Standards" and "Lexiles"; a Lexile-compatible program (SRI); 200 e-Readers; e-Books; interactive whiteboards for 10 classrooms; 30 projector bulbs; 200 Android-based tablet computers; 70 desktop computers and a server to run the new software; a laser printer for each of the 3 halls	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	

641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	$ 33,000.00
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	$ 22,000.00
580 - Travel	$ 3,000.00
610 - Supplies	
810 - Registration Fees for Workshops	
Function Code 2210 - Improvement of Instructional Services Narrative: Professional Learning and Training for ELA and content area teachers for writing and new programs; training for Literacy Team in Atlanta	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	
Function Code 2220 - Educational Media Services Narrative:	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted

148 - Accountant	$	500.00
200 - Benefits		
300 - Contracted Services		
580 - Travel		
880 - Federal Indirect Costs		
Function Code 2500 -Support Services - Business Narrative: Accountant costs for audit		
Total Budget for Year 1	$	280,300.00