School Profile

Created Friday, November 21, 2014

Page 1

School Information

System Name:	Johnson County
School or Center Name:	Johnson County High
System ID	683
School ID	0201

Level of School

High (9-12)

Principal

Name:	Gary Price
Position:	Principal
Phone:	(478) 864-2222
Email:	gary_price@johnson.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Rebecca Thomas
Position:	Superintendent
Phone:	(478) 864-3302
Email:	rebecca_thomas@johnson.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

27

FTE Enrollment

333

Grant Assurances

Created Wednesday, December 03, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Friday, November 21, 2014

Page 1

Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 4

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

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 4

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

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest.**

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

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

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

       iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

          1. Disqualify the Applicant, or

          2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

       iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

       i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

          1. The names of all Subject Individuals who:

             a. Participated in preparation of proposals for award; or

             b. Are planned to be used during performance; or

             c. Are used during performance; and

       ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

          1. The award; or

          2. Their retention by the Applicant; and

          3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

          4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

       iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III.   **Incorporation of Clauses**

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

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

_Rebecca Thomas, Superintendent_____
Typed Name of Fiscal Agency Head and Position Title

_12/3/14_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

_Gary Price, JCHS Principal_____
Typed Name of Applicant's Authorized Agency Head and Position Title

_12/3/14_____
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _Rebecca Thomas_

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

Address: _P.O. Box 110, 150 Lee St._

City: _Wrightsville, GA_   Zip: _31096_

Telephone: (_478_) _864-3302_ Fax: (_478_) _864-4053_

E-mail: _rebecca_thomas@johnson.k12.ga.us_

Rebecca Thomas (signature)

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

Rebecca Thomas

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

_11/21/14_

Date (required)

Johnson County Schools
District Narrative

The mission of the Johnson County School System is to prepare students to meet or exceed standards in order to graduate on time and pursue post-secondary and career options. This mission is hampered by the socioeconomic conditions in which our students live. According to the 2010 Georgia County Guide, over one-third of children live in impoverished homes, and almost half of the county's African-American children do so as well. Of the 9,550 residents of Johnson County, over one-fourth are living in poverty, and almost 1 out of every 3 of our children ages 0-17 and more than 1 out of every 2 female-headed households with children under age 18 are living below the poverty level. In 2007, 16 of the 62 live births (25.8%) were to unwed teen mothers. More than 1 out of every 3 county residents age 25 or older did not graduate from high school. Nearly one-third of our county's residents receive Medicaid, compared to the state's rate of 21.4%. Seventy-six percent of students in Johnson County Schools are eligible for free/reduced lunch.

All schools in the Johnson County School System are Title I schools, enabling us to maintain relatively small classes and focus on students who struggle. While both the elementary and middle schools have demonstrated success with targeted assistance in areas of weakness (Reading First at the elementary school and state direction at the middle school), the high school continues to struggle, and we must not assume that the other two will continue to perform as well with the conversion to CCGPS and other mandates. It is our belief that an increased focus on literacy instruction will impact student performance in all subject areas and increase our graduation rate by allowing students to experience success in school.

The percentage of students classified as special needs has decreased, but 12% of the system population is still classified as SWD. In all grades, the SWD population consistently scores lower than other subgroups on standardized tests, indicating a need for increased literacy instruction. The majority of SWD are now transitioning through the middle/ high school.

System Percentage of Students with Disabilities (SWD)

	Total Number of SWD	Total Percentage of SWD	Percentage of Total School Enrollment
Pre-K & Head Start	7	6%	12%
Johnson County Elementary	53	11%	11%
Johnson County Middle	39	14%	14%
Johnson County High	43	13%	13%

Other priorities include: (1) Increasing the literacy skills so students are ready for college or career upon graduation; (2) Increasing the literacy skills of teachers so they can better assist our students who struggle with reading; (3) Developing a system-wide literacy plan, including components for all grade levels and collaborative decision-making; (4) Fully implementing the CCGPS and vertical alignment of curriculum and materials used; (5) Increasing the level of active engagement of all students and ensuring that all students are reading and being rigorously instructed using appropriately leveled materials and technology; (6)Enhancing technology available to teachers, students, and parents, and using new technology to engage students; (7) Maximizing the effectiveness of the new technology through professional learning; and, (8) Providing up-to-date and accurate print materials for teachers, students, and parents.

Because our school system is small, most employees have several job responsibilities. Our Central Office staff is comprised of the Superintendent, a Director of Curriculum/Professional Learning/Title I, a Special Education Director, a Director of Technology/Facilities/Maintenance/Transportation, a bookkeeper, a transportation secretary, and a receptionist. The middle and high schools share an administrative team of one principal and two assistant principals. The elementary school administrative team is comprised of a principal and an assistant principal. The high school has one academic coach, the middle school has one coach and the elementary school has two. Our Family Connection Coordinator also serves as co-applicant with the 21st Century CCLC program director and must attend and initiate services for many grants. The superintendent works closely with the system administrative team, which is comprised of the building principals and all

program directors. The team works to ensure that all initiatives are based on the system and school improvement plans and are working smoothly.

Instructional initiatives have focused on improving student achievement and implementation of the GPS. The elementary school received a Reading First grant to focus on reading improvement. The professional learning provided through this grant was beneficial for students in grades K-3, but additional assistance is needed for all other grade levels. The elementary and middle school began benchmark testing students three times per year using the Georgia Online Assessment System (OAS). Data is analyzed to determine students in need of additional support, gaps in curriculum, and overall areas of strength and weakness. The middle school also began using the state-provided Framework Tests that measure student achievement over specific units. This data is used for flexible grouping of students for intervention or enrichment. All three schools have worked on implementing the use of formative assessments to form flexible learning groups, increasing rigor in the curriculum, and implementing the GPS and CCGPS.

The system level literacy team is developing a plan to encompass students from birth through 12th grade, with a goal of aligning literacy expectations from Birth through grade 12 to ensure academic and instructional consistency for all students.

Our elementary school is in need of more social studies, science, and math materials to support literacy and fully implement reading and writing in these areas. The teaching of grammar through writing is needed at all levels, as indicated by writing scores. Updated classroom libraries are needed and teachers need time to study materials using assessments such as the Text Complexity Rubric provided by the state to ensure that materials meet the criteria established by the CCGPS. Updated technology such as Interactive SMART Boards and accompanying response systems to enhance engagement and formative assessments would be beneficial as well. Our middle and high schools have many of the same needs as the elementary school plus additional needs in the area of ELA that are less prevalent at the elementary level. These are indicated in the school narratives.

The assessment plans at both schools align with the State Literacy Assessment model found in the "What" document. These plans are detailed in the school SRCL grant applications. In order to ensure our system is providing ongoing formative and summative assessment to inform instructional decisions regarding the need for and intensity of interventions, and to evaluate the effectiveness of instruction, our schools use the following types of assessment. Screening is done three times per year on all students at the elementary level. The middle and high schools will implement screeners after training from SRCL. Formative and summative assessments are part of the instruction in all subjects.

As stated above, the primary need for a Striving Reader Project is improvement of instruction at the high school level. Secondary to this is the need to supplement the instruction in elementary and middle school in order to sustain the improvement system-wide and effectively implement the CCGPS. Professional learning afforded us by SRCL funding will have a positive impact on implementation success by allowing us to tweak and improve our Literacy Plan. Updated technology and appropriate materials will ensure success for all students by increasing student engagement. We want to continue our growth through these difficult economic times, and the SRCL will enable us to provide our students with vital literacy skills.

Management Plan & Key Personnel

      As illustrated in the chart below, our system administrative team is compact, and responsibilities are shared among a small number of individuals, which lends itself to teamwork. All personnel listed below are experienced with grant funding and understand the goals and objectives and the grant implementation plan, since they have been instrumental in planning sessions, reviewing needs assessment results, and planning for implementation. The superintendent will be the overall SRCL Coordinator. Building principals are expected to be heavily involved with the project, but the Site-Level Coordinators will oversee the day-to day operations of the project.

System Management Plan and Key Personnel
SRLC Grant

	Individual Responsible	Supervisor
System Coordinator	Superintendent Rebecca Thomas	NA
Purchasing	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Patrice Tanner System Bookkeeper
Site-Level Coordinators	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Elementary: Charles Howard, Principal Middle/High: Gary Price, Principal
Professional Learning Coordinator	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	System: Tecia McKay Director of Curriculum/Professional Learning
Technology Coordinator	Elementary, Middle, & High: Charlie Lindsey Director of Technology, Facilities, & Transportation	All: Rebecca Thomas Superintendent
Assessment Coordinator	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Elementary: Charles Howard, Principal Middle/High: Gary Price, Principal

The system coordinator will meet weekly with the site-level coordinators (and include the technology coordinator when appropriate) to discuss and plan for purchases, professional learning, and assessment to ensure that all schools have a uniform process for implementation. Site and system coordinators will update the District Curriculum Team and get input from them at regular monthly meetings. The system coordinator will take responsibility for ensuring that all requirements of the grant are communicated to the schools and that all are in compliance. The system and site coordinators will conduct walkthroughs, review PO's, review assessment information, and conduct any other inspection necessary to ensure that the goals of the grant are carried out with fidelity.

Development of the Budget and Performance Plans

Each stakeholder in the grant will have input into the development of the budget and performance plans through participation in regular meetings, reading progress reports through email, conducting walkthroughs and reviewing walkthrough data to monitor progress of students, and following the sign-off process for purchasing.

Evidence of Ongoing Meetings with Grant Recipients:

Two meetings were held with the literacy team from each school (Johnson County High, Middle, and Elementary) to discuss the possibility of applying for the grant and to work on the grant application itself. At each school the leadership team (one teacher per grade, instructional coaches, administration, and counselor) doubles as the Literacy Team. The team meets monthly to focus on curriculum and instructional issues, and the SR grant will be reviewed at these meetings.

Johnson County Schools
Experience of the Applicant

Table Describing other Initiatives with which the LEA has been Involved:

	Project Title	Funding Received	Is there an audit?	Audit results
LEA				
	Family Connection FY04 – FY14	$ 473,750	Yes	Clear
	Community Based Abstinence Education (CBAE) FY04 – FY10	$ 353,663	Yes	Clear
	Children & Youth Coordinating Council FY04 – FY07	$ 218,416	Yes	Clear
	Mental Health Developmental Disabilities and Addictive Diseases FY04 – FY11	$ 293,947	Yes	Clear
	Federal Mentor Grant FY09 – FY10	$ 40,023	Yes	Clear
	Drug Free Communities FY08 – FY 12	$ 48,263	Yes	Clear
	21st Century Grant FY05 – FY09 & FY12 – FY13	$1,488,552	Yes	Clear
	Safe Schools Healthy Students Initiative FY09 – FY14	$1,151,577	Yes	Clear
Schools				
Johnson County Elementary School	Reading First FY04-FY10	$1,804,782	Yes	Clear

Description of the LEA's capacity to coordinate resources in the past:

Because of the small size and the poverty level of the school district, Johnson County Schools have always had to coordinate resources and personnel carefully. With only three administrators in the central office, all have to oversee multiple programs. This obviously leads to close coordination and understanding of how various programs work together. For example, Title 1 and Title III work together

each year to sponsor family night activities. They share the agenda and provide workshops to meet the needs of all parents and to meet their guidelines for parental involvement. Materials and other resources are shared among programs as regulations allow. Johnson County has several key instructional personnel who are split funded as well.

Description of the sustainability of past initiatives implemented by the LEA:

The Johnson County Board of Education values the benefits of the various initiatives that have been implemented in the system. Grant funding has allowed the system to provide students with assistance that would have been impossible if only state and local funding were available. Therefore, the system makes every possible effort to ensure that various initiatives are sustained past the grant funding period. For example, after the Reading First Grant ended, the need for sustaining the position of literacy coach was so great that a major reorganization of personnel was implemented at JCES in order to be able to continue funding this position. Once a great benefit from a grant program is identified, system personnel are committed to finding ways to continue with the initiative past the grant period.

Description of initiatives the LEA has implemented internally with no outside funding support:

Because of the small size and the poverty level of the school district, Johnson County has very few initiatives that have been funded without support. However, the district has been able to update technology in some areas. A few years ago, a major personnel shift was implemented in order to make it possible to fund an additional instructional coach. Administration was committed to having this additional coach and had to work with existing staff and the community to ensure that all stakeholders realized that the changes were necessary to improve instruction.

Johnson County High School

School Narrative

Johnson County High School is a small high school in a rural area. According to the most recent census, there are 9,550 residents in Johnson County. Of these, almost 1 out of every 3 (32.1%) children ages 0-17 and more than 1 out of every 2 (53.3%) female-headed households with children under 18 are living below the poverty level. More than one-third of our county's residents (39.7%) are African American. Our county's per capita income in 2007 was $19,430 (compared to the state's $33,499 and the nation's $38,615 average), and ranks 154th out of 159 Georgia counties (2010 Georgia County Guide). More than 1 out of every 3 county residents (37.6%) ages 25 and older did not graduate from high school. Nearly one-third (31.1%) of our county's residents receive Medicaid, compared to the state's rate of 21.4%, and 18.2% receive Food Stamp assistance (127th out of 159 counties). Additionally, there are currently 1,049 local youth, ages 10-16, who are at-risk of being involved with the juvenile court. In 2009, 19 individuals were detained in the Regional Youth Development Center (RYDC), one was institutionalized in the Youth Development Center (YDC), and five were in the YDC's short-term program (2010 Georgia County Guide).

Johnson County High School was classified as an NI2 school due to its failure to meet Adequate Yearly Progress (AYP) expectations under No Child Left Behind. Under the ESEA Flexibility Waiver granted to the Georgia Department of Education, however, this classification was removed and the school is not in any restrictive category. JCHS was recognized last year before last for improvements in graduation rate, although many areas in need of improvement still exist.

Administrative and Teacher Leadership Team

The Administrative Team at Johnson County High School includes one Principal, one Assistant Principal for Curriculum, and an Assistant Principal for Student Affairs. Johnson County Middle School and Johnson County High School are housed in the same building, although they function as two separate schools, and the administrative team shares responsibility for both. This team has a wealth of experience behind them, which is tremendously beneficial as this team was formed earlier this year.

The Administrative Team has worked diligently to develop shared leadership through the use of both middle and high school cabinets. The JCHS cabinet is comprised of the chair of each department, the school Guidance Counselor, a special education teacher, the principal, and both assistant principals. These members represent their departments and help with the development, implementation, and monitoring of the school improvement plan and other initiatives. They also serve as liaisons between the administrators and the teachers by redelivering information from the Cabinet to all members of their respective departments.

Past Instructional Initiatives

Johnson County High School has been involved in a number of instructional initiatives over the past decade. Consistent and pervasive implementation of new initiatives has been difficult to attain. Johnson County High School has had four principals in five years and this has compounded the difficulty of implementing consistent expectations and programs and carrying out what has been started. Fortunately, the entire administrative team has remained the same for the past two years. Further difficulties have been created by the changes in the state curriculum and the move to standards-based education, which have not been easy for our experienced

teachers. Thus, while many of the initiatives that JCHS has begun are still being implemented and developed, many have not been carried to fruition. Examples of initiatives that have been implemented over the past few years include *High Schools That Work*, standards-based classrooms, instructional frameworks, unit planning, collaborative planning, and co-teaching in Mathematics and ELA classes.

Current Instructional Initiatives

Johnson County High School uses the Implementation Resource Guide and the School Keys as resources when planning improvement initiatives. With the guidance of the Administrative and Design Teams, the Design Team analyzes data to identify areas in which the school has room for significant improvement and includes them in the School Improvement Plan. The School Improvement Plan is reviewed by each department and written feedback multiple times to ensure that all stakeholders have input. The final school improvement plan is developed at the end of this process but remains a living document under constant revision. Learning style and interest surveys are also administered to students to determine which activities would best promote student engagement.

One need that was identified was the need for additional assistance with full-implementation of the standards-based classroom. To assist in this process, an Instructional Coach was hired to work with teachers and students in grades 6-12.

Another need that was identified last year was more consistent implementation of the Instructional Framework as outlined by the Georgia Department of Education (GADOE) with a consistent opening, work session, and closing in order to provide systematic, explicit instruction in all content areas.

In addition, all teachers have been taught to use Thinking Maps as a part of daily instruction to help students organize their thinking, assist with the writing process and develop critical thinking skills. Students use these for note-taking, as a way to map thoughts for writing papers and essays, and for summarization and classification.

Professional Learning Needs

The foci of our job-embedded professional learning this year are (1) active engagement; (2) writing across the curriculum; (3) use of formative assessment to differentiate instruction.

An expectation has been established that students will write every day, in every class. Teachers have expressed a need for more training on using writing in the classroom, especially in the area of mathematics. Our HSWT scores this year showed 98% meets, 2% does not meet, 0% exceeds, which indicates that sound instruction is taking place but there is room for improvement, especially with students exceeding the standard.

Teachers continue to study and practice the Five-Step Protocol. The process of breaking down the vocabulary into "student-friendly" terminology and developing "I can" statements has helped students understand what they are expected to learn and provided them with a way to measure their growth against expectations.

The use of co-teaching has been expanded to include not only ELA and math but also science. Our students struggle in these areas on the GHSGT and the EOCT, and we expect to see improvement from the additional assistance allowed by having not one but two teachers in the classroom to serve students. The expectation is that all of our students will benefit from the added assistance, not just our Students with Disabilities.

Need for a Striving Reader Project

Our students struggle with reading and either do not recognize the extent of their reading deficits or see little value in improving their reading, and our GHSGT and EOCT scores clearly demonstrate this. In 2011 and 2012, our students did not meet the AMO for AYP in English/Language Arts and were barely over the required percentage in mathematics. Scores in 2013 and 2014 were equally low in ELA and even worse in math. This lack of achievement, especially among our Black and SWD populations, is largely a result of an inability to comprehend what is read. Our teachers have expressed a concern about their lack of expertise in addressing comprehension strategies as well as methods for engaging students and motivating them to read. Teachers also expressed a need for additional professional learning regarding the CCGPS and a need for more diverse media and technology in the Media Center and in classrooms.

Description of the Materials Used in the Needs Assessment & the Needs Assessment Process

The school's literacy needs were determined by faculty input and by administration of the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. This instrument was provided by the Georgia Department of Education as part of the grant application process. The survey was added to Survey Monkey, making data collection simple. The 2013-2014 AdvancEd stakeholder feedback surveys for parents, students, and teachers were also used to determine school needs in various areas.

All teachers participated in the survey, along with media specialists, English learner and special education teachers, the academic coach, and paraprofessionals. The results for the Georgia Literacy Plan Needs Assessment survey were tabulated by Survey Monkey. AdvancEd survey data were tabulated by the AdvancEd survey system, and quantitative and qualitative data were further reviewed by school better-seeking teams. After the data were reviewed by administrators, the findings were presented and discussed with the entire faculty. Specific strengths and weaknesses were identified and became the basis for the Striving Readers Comprehensive Literacy Grant proposal.

Areas of Concern as related to the research-based practices found in the "What" document

Engaged Leadership:

- The literacy team has not yet begun effecting change in the course of literacy instruction.

- Daily schedules do not allow 90-120 minutes for a literacy block or a set time for intervention.

- Not all teachers have received professional learning in disciplinary literacy.

- Content area teachers may incorporate one of the following into instruction, but not all: academic vocabulary; narrative, informational, and argumentative writing; or use of discipline-specific text structures.

- A community literacy council has not yet begun to take shape.

Continuity of Instruction:

- Not all teachers have assumed responsibility for achieving literacy goals.

- Literacy instruction does not consistently occur in other classrooms besides language arts.

- There is no system of learning supports available in the community.

- Faculty is concerned there is a weakness in providing equity for all students in the development of learning, thinking, and life skills through challenging curriculum and learning experiences.

Ongoing Formative & Summative Assessments:

- There is agreement that a system of common mid-course assessments across classrooms is needed, but these have not been developed or located yet.

- Literacy screenings are not being used and there is no diagnostic testing plan in place for when problems are discovered. JCHS has implemented iStation for struggling readers; however, due to laws, a Lexile measure cannot be given. iStation is primarily geared toward the middle school student. JCHS has plans to implement Scholastic Reading Inventory (SRI) as a literacy measure within the next few weeks.

- Summative data is not consistently analyzed to monitor student progress or make programmatic decisions.

- Parents are concerned that not all teachers meet learning needs by individualizing instruction based on data.

Best Practices in Literacy Instruction:

- iStation has been implemented for struggling readers, but due to law, *Lexile* scores cannot be given.

- ELA teachers participate in all aspects of explicit literacy instruction, but not all faculty members do.

- Extended time is not provided for literacy instruction, and specific time is not allocated for intervention, disciplinary literacy in content, and time for collaborative planning.

- A consistent, pervasive plan for writing instruction across the curriculum is not yet in place and implemented.

System of Tiered Intervention (RTI):

- JCHS has recently formed an RTI team, and the team is participating in formal training to increase efforts to implement the RTI process; however, it is not being formally implemented across the school.

- When interventions do take place, they are provided by the classroom teacher during the school day.

- SST is not used appropriately in the RTI process.

Improved Instruction through Professional Learning:

- Professional learning in literacy instruction has begun but is being inconsistently implemented in classrooms.

Specific age, grade levels, or content areas in which the concern originates:

The concerns uncovered through the use of the Needs Assessment and through conversations with faculty and staff are pervasive and impact all grade levels (9-12) and content areas. It is clear that mostly only ELA teachers are consistently addressing student's literacy needs. The high failure rates in science and social studies on the EOCT are clear indicators that our students are not fully literate in these areas and that the literacy skills they do have are not sufficient to assist with understanding this rigorous material. With the increased rigor of the Georgia Milestone Assessments, the implementation of SLO assessments, and the need to prepare students to become competitive global citizens, it is imperative JCHS address the literacy needs of all students.

Steps the school has taken to address the problem:

JCHS has been involved in a number of initiatives, but consistent and pervasive implementation has been difficult to attain. JCHS has had five principals in the past five years, and this has only compounded the difficulty. Specific steps that have been taken include:

Professional Learning:

- Standards-based classrooms/instruction

- Depth of Knowledge and Bloom's Taxonomy (rigor)

- Effective feedback and commentary

- Literature Based Questions/Document Based Questions

- Thinking Maps

- *Seven Strategies of Assessment for Learning* (Jan Chappuis)

- *Grading Smarter, Not Harder* (Myron Dueck)

- Co-teaching (for co-teaching pairs)

- Five-Step Protocol

Implementation of:

- Instructional Framework (Opening, Work Session, Closing)

- Literature Circles

- Individual tutoring before, during, and after school, and during lunch breaks

- Weekly teacher collaborations

- Formative Instructional Practices (FIP) Modules

- Anchor Activities that Encourage Use of Literacy Strategies

- Targeted walk-throughs using eWalk

- District-wide focus on differentiated instruction and active engagement

- Georgia Online Assessment System (OAS) and USA Test Prep

- Writing in every class

Despite these efforts, we still have a need for a systematic, comprehensive, sustainable literacy plan, to include implementation of a reading diagnostic, which we hope to be able to fully implement through the Striving Readers grant.

Root Cause Analysis:

Our data clearly indicate that students are struggling with reading and literacy skills, as many of those who "passed" the EOCT did so with the bare minimum score. Considering that many of our students come to us several grade levels behind, it is important to examine our own beliefs and practices to ensure that we are providing the time and support they need to catch up to grade level peers and to ensure that we are doing everything in our power to encourage a rich culture of literacy. We also must develop strategies to help students who are suffering from literacy deficits make strides toward full literacy while mastering grade level content. After careful study of the areas of concern uncovered by the Needs Assessment, we have determined that literacy, media, appropriate technology, professional learning, and a lack of a literacy rich environment at home and at school are root causes of our student's lack of literacy progress.

LITERACY

Johnson County has a poverty rate of 30.5%, and this is reflected in the literacy levels of our children. Many of our students start off behind because of deficits in the home environment and stay behind because they are not provided adequate time and support. As our data reflect, our students struggle greatly in science and social studies content, largely due to deficiencies in reading comprehension.

MEDIA

Each book in our Media Center has been labeled with the appropriate Lexile score, and our media software has also been updated to reflect this information. We have discovered an additional need for books that meet the text-complexity requirements of the CCGPS but also create high interest for students. We also need additional fiction at all levels, including beginning reader, current periodicals, and up-to-date or online encyclopedias. We would like to include e-Books and e-Readers as options to increase student engagement with reading. We would also like to keep current on new literature, especially all award-winning books and those nominated for awards.

PROFESSIONAL LEARNING

JCHS teachers need additional professional learning in several areas, as indicated by our Needs Assessment results. These areas include school-wide literacy instruction (reading and writing) and

effective, engaging interventions. Training is also needed to make the RTI process active and effective at JCHS.

TECHNOLOGY

JCHS is aware that we are deficient in exposing our students to current technologies. Additional classroom computers will allow teachers to provide additional opportunities to research in all content areas (Why, p. 32). This will also allow students to access, use, and produce multiple forms of media, developing additional skills (Why, p. 26). We also need additional technology in order to enable our students to be fluent in different forms of communication – email, video conferencing, video chat, blogs, etc. (Why, p. 29). In addition, additional technology such as various software programs would increase student engagement due to the natural interest students share in technology (Why, p. 54).

JOHNSON COUNTY HIGH SCHOOL

LITERACY PLAN

The Johnson County Schools District Literacy Team, made up of members from the elementary, middle, and high school, collaborated to determine the scope of the Striving Readers Comprehensive Literacy Grant and its potential positive impact on all three schools in the district. Whereas Johnson County High School has several research-based practices, programs, and initiatives in place to support literacy instruction, there is still much room for improvement to ensure we are effectively supporting our students in their efforts to read, write, speak, and listen well. Johnson County High School supports the Georgia Department of Education and the six major goals in the Georgia Strategic Literacy Plan:

Goal 1: Increase high school graduation rate, decrease high school dropout rate, and increase post-secondary enrollment rate.

Goal 2: Strengthen teacher quality, recruitment, and retention.

Goal 3: Improve workforce readiness skills.

Goal 4: Develop strong education leaders, particularly at the building level.

Goal 5: Improve the SAT, ACT, and achievement scores for Georgia students.

Goal 6: Make policies that ensure maximum academic and financial accountability.

Johnson County High School understands the importance of such goals and the importance of having a plan in place to ensure these goals are achieved. Ultimately, Johnson County High School is committed to ensuring all students are college or career ready. The school strives to effectively build capacity with students and their parents, teachers, administrators, support staff, and community stakeholders.

Among several literacy reform initiatives, Johnson County High School administrators, instructional support staff, and teachers participate in job-embedded professional learning to implement Thinking Maps, Webb's Depth of Knowledge, Seven Habits of an Effective Reader, Literacy

Design Collaborative (LDC), Planet Literacy, and CCGPS Literacy Standards. Professional learning community assignments serve to increase knowledge of all involved. Teachers also conduct monthly peer observations to monitor the implementation of best practices.

Although many successful practices are in place at Johnson County High School, formative and summative benchmark data and state tests indicate there is still a need for increased literacy for all subgroups across all content areas. The Striving Reader Grant would allow the school to purchase various materials, technology, and programs such as tablets, eReaders, software to increase instructional skills in literacy, universal screener software, document cameras, laptops and additional computers, and interactive board response systems, which would not only assist teachers with instruction but would engage students in the classroom. Such resources would allow new teachers to reach a higher proficiency with instruction, and veteran teachers could continue implementing best practices. Ultimately, the students of Johnson County High School would benefit the most, as they will be more motivated to learn, which will in turn support them in the effort to learn to read, write, speak, and listen effectively.

Johnson County High School
Literacy Plan
2013-2014

Johnson County School System recognizes the importance of appropriate, direct, explicit instruction in literacy on student achievement. Based on our work in the Fall of 2011 in applying for the Striving Reader Literacy Grant, we established goals and objectives for 2012-2013 and 2013-2014. We were not fortunate to receive funding from the SR grant for either of these years, but we plan to apply again in the fall of 2014 for the following year.

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Administrators will participate in state-sponsored Webinars and face-to-face sessions continue to stay abreast of revisions to CCGPS. (What, 1A;How, 1A;Why pp31-32, #4, Why 156-157)	Prof. Learning/ Literacy	August 2011 – May 2014	Access to DOE training webinars	Principal Asst. Principal Inst. Coaches	Sign in sheet State Webinar Schedule Johnson County High School Agendas and Professional Learning Schedule	ONGOING
Engaged Leadership	Administrators will seek out and participate in professional learning in literacy with the faculty. (What, 1A;How, 1A;Why pp31-32, #4, 156-157, 158-168))	Prof. Learning/ Literacy	August 2011 – May 2014	N/A	Principal Asst. Principal	*Scheduled professional learning based on planned walk-throughs to gather data. Sign-in sheets from professional learning. *Implement Coaches cycle for coaches to practice strategies in model classroom, explicitly teach those strategies identified using assessment data and walk-through data. *Allow teachers time to practice literacy strategies with support. *Schedule a follow-up walk-through to gather data. *Analyze walk-through data and assessment data to determine success of implementation of literacy strategy. *Determine those teachers who need more modeling, instruction, etc. and those who can move on to other literacy strategies or CCGPS training.	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Administrators will establish a literacy leadership team that meets regularly and provides substantive direction for the school and community. (What, 1B;How, 1B, Why 156-157)	Literacy	August 2014	N/A	Principal Asst. principal	Sign-in sheets Minutes from meetings Team will analyze data, conduct walk-throughs, and determine next steps.	YES – team is same as SCT
Engaged Leadership	Administrators will ensure that daily schedules include 2-4 hours across content areas in grades 9-12 in literacy and ALL of the following: set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning. (What, 1C; How 1C; Why, p. 58, 156-157)	Literacy	August 2014	N/A	Principal Asst. Principal-Scheduler	Master Schedule, Intervention schedules, Data to determine if intervention was successful.	YES – may still need to tweak times for intervention and disciplinary literacy
Engaged Leadership	Study evidence-based literacy instruction in our school. (Why 156-157, What 9-11)	Prof. Learning/ Literacy	August 2014-Ongoing	What, How, Why Striving Reader Documents, Access to DOE training, other training sources.	Principal Assistant Principal Inst. Coaches/ SCT/LT	Study Group schedule, sign-in sheets. Study groups with Inst. coaches and teachers. Scheduled literacy walk-throughs to monitor use of literacy strategies, student engagement and effective literacy practices.	ONGOING
Engaged Leadership	Faculty and staff participate in targeted, sustained professional learning on literacy strategies in the content areas. (What, 1D;How,1D,E, Why 156-157)	Prof. Learning/ Literacy	August 2014 – Ongoing	Access to DOE training, other training sources	Principal Assistant Principal Inst. Coaches SCT/LT	Collaborative planning minutes Lesson plans	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Ensure that faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas. (What, 2B;How,1E,2B;Why,pp.48-49, 156-157)	Prof. Learning/ Literacy	August 2014 – Ongoing	Access to DOE training, other training sources	Principal Asst. Principal Inst. Coaches	Observations/walkthroughs Anecdotal evidence Student work samples Collaborative planning minutes	ONGOING
Engaged Leadership	Ensure that content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures. (What, 1E;How, 1E,2B;Why p. 44, 156-157)	Prof. Learning/ Literacy	August 2014-Ongoing	Access to DOE training, other training sources	Principal Asst. Principal Inst. Coaches Teachers	Observations/walkthroughs Student work samples Lesson plans	ONGOING
Continuity of Instruction	Allocate time and resources for cross-disciplinary teams to meet regularly to examine student work and to collaborate on the achievement of literacy goals. (What, 2A;How, 1C)	Prof. Learning/ Literacy	August 2014 – Ongoing	N/A	Principal	Sign-in sheets Collaborative planning minutes Student work samples Common assessments	ONGOING
Continuity of Instruction	Ensure that literacy instruction is supported by a systematic, comprehensive core language arts program and also occurs in all content areas. (What, 2B;How, 2B,4A)	Literacy	August 2014 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Lesson plans aligned to CCGPS Frameworks	ONGOING – CCGPS Frameworks adopted as core program
Continuity of Instruction	Out-of-school agencies and organizations collaborate to support literacy within the community. (How p. 29-33, What p.7)	Literacy	August 2014-Ongoing	N/A	Family Collaborative Director, Principal, School Council Members	Family Connection Collaborative meeting schedules, agendas, minutes and sign-in sheets. School Council meeting schedules, agendas, minutes and sign-in sheets. Schedules of events and collaboration.	Ongoing-Family Connection Collaborative meets once a quarter to discuss

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative & Summative Assessments	Ensure that a universal literacy screener is utilized system-wide to identify strengths and weaknesses so that appropriate interventions can be prescribed. Develop a plan to ensure those students at-risk from the literacy screener receive diagnostic assessment. (Why p. 95-123)	Literacy	Ongoing	*SRI: local funding already in place *Intervention programs	Principal Asst. Principal Inst. Coaches	Student and school data from the screener(s) utilized to ensure success of interventions/strategies in place. Evidence in lesson plans and on student at-risk lists that data is reviewed and used. Assessment schedule for universal screener. Diagnostic schedule for those students who were identified as struggling on the screener. Placement assessment for Intervention program that has multiple-entry points to avoid a one-size-fits-all approach.	ONGOING – this is being adjusted as we gather data to determine school and student needs

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative & Summative Assessments	Ensure that a full range of formative and summative assessments are administered regularly and are used to guide direct and intervention instruction. (What, 3B;How, 3A,B, Why, p. 95-123)	Literacy	August 2014 – Ongoing	Access to DOE training (to include FIP), other training sources, MDC/LDC resources Technology infrastructure to support administration and storage of assessments and dissemination of resultsw.	Principal Asst. Principal Inst. Coaches	Common grade level assessments-to include a variety of formats to identify classes needing support. Common lesson plans Walk-throughs to ensure teachers are implementing formative as well as summative assessments. Benchmark/OAS results Framework results EOCT results SRI/LEXILE Results) TKES observation tool Disaggregated data from all tests Intervention lab results Assessment calendar(formative, summative, diagnostic)	ONGOING – this is being adjusted as we gather data to determine school and student needs
Ongoing Formative & Summative Assessments	Ensure that time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments. (What, 3D;How, 3E, Why p. 95-123)	Prof. Learning/ Literacy	August 2014- Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Collaborative planning meetings Data analysis reports	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative and Summative Assessments	Ensure that all appropriate staff members have access to data and follow established protocol for making decisions to identify the instructional needs of students. (What, 3E; How, 3E; Why, p.68, #8, p. 95-123)	Prof. Learning/ Literacy	August 2014 – Ongoing	N/A	Principal Asst. Principal	Collaborative planning meetings Data analysis reports	ONGOING
Ongoing Formative & Summative Assessments	Ensure that all faculty participates in ongoing professional learning in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling; guided and independent practice; and, analysis of data). (What, 4A; How, 4C; Why, p.68, #8, p. 95-123)	Prof. Learning/ Literacy	August 2014 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches	Professional Learning plan Schedule Sign-in sheets Professional learning agendas Collaborative meeting minutes/agendas	ONGOING
Ongoing Formative & Summative Assessments	Ensure that the effectiveness of instruction is monitored regularly by analysis of student and teacher data derived from administrative walkthroughs and observations. (What, 4A; How, 2B; Why, p.68, #8)(Why pg. 95-123)	Prof. Learning	August 2014 – Ongoing	eWalk/ tablets	Principal Asst. Principal Inst. Coaches Peer observations (Teachers)	eWalk reports Data analysis reports Disaggregated data	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Ensure that the faculty is thoroughly trained to use the core program (CCGPS Frameworks) (use of novels and supplemental materials) which provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. Teachers are trained to use a CCGPS checklist of standards to ensure all standards are being taught and mastered by students. Teachers also develop pacing guides and curriculum maps to ensure scope and sequence of skills that are integrated into a rich curriculum of literacy and informational tests. (What, 4A; How 4A; Why, pp. 41-59, 95-123)	Prof. Learning	August 2014 – Ongoing	Books suggested by Frameworks $5,000.00 (SPLOST)	Principal Asst. Principal Inst. Coaches	Professional Learning Plan Schedule Collaborative planning minutes Professional learning minutes Unit study day minutes Lesson plans Curriculum maps Pacing Guides CCGPS Standards checklist Student data analyzed to determine effectiveness of core instruction.	ONGOING
Best Practices in Literacy Instruction	Incorporate the Seven Habits of an Effective Reader into all literacy instruction. Ensure Text Complexity measures are used to select materials for students. Using information from a variety of sources. Ensure students work allows them to experience success, (What 9-11) (Why page 41, 46, 49, 59,65-67)	Literacy and prof. Learning	August 2013- Ongoing	N/A	Principal Asst. Principal Inst. Coaches	Walk-throughs Observations-TKES Lesson Plans-reference of strategies SRI (Scholastic Reading Inventory) Lexile Scores GALILEO, LDC, MDC Continuance of Thinking Maps Initiative Professional Learning Agendas, Schedules to include PL's on selecting appropriate materials, lessons for diverse student needs. PL to understand the struggling reader in grades 6-12)	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Develop and implement a coordinated plan for writing instruction across all subject areas. Plan will include explicit instruction, guided practice, and independent practice. (What, 4B; How 4C; Why, pp. 41-59)	Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Professional Learning plan schedule Writing Samples Writing Instruction plan-included in pacing guides. Pacing guides Curriculum Map Lesson plans Student work samples Observations/Walkthroughs	ONGOING
Best Practices in Literacy Instruction	Ensure that at least one day per week, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics. This is to help the EXCEEDS category of the GHSWT(What, 4B; How 4C; Why, pp. 41-59)	Literacy	August 2012 – Ongoing	N/A	Principal Assistant Principal Inst. Coaches Teachers Writing Specialist	Lesson plans Student work samples Observations/walkthroughs TEST DATA-GHSWT	ONGOING
Best Practices in Literacy Instruction	SAT Prep Classes to help improve SAT scores.	Literacy	January 2014- Ongoing	SAT Prep Materials- USA TEST PREP	Principal, Scheduler, Teachers, Asst. Principal	Lesson Plans Observations/Walkthroughs Class data-pre-post test	Ongoing

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Ensure that teachers regularly implement strategies for developing and maintaining interest and engagement (active engagement) appropriate to their grade level. Ensure students are motivated and actively engaged. Ensure that all classrooms have rich classroom libraries. (What, 5A; How, 4A;Why, pp. 41-59)	Prof. Learning/ Literacy	August 2012-Ongoing	Media center books, E-books, E-readers Classroom libraries (500 per classroom)	Principal Asst. Principal Inst. Coaches Teachers	Walkthroughs-data Lesson plans-evidence of planning for TKES observations-data Interest Inventory results from students-to enable media specialist to order e-books and hard back books that interest students. Student surveys to determine baseline of motivation and improvement. (Why page 51) Classroom libraries that are rich with interest choices, Level, and content	ONGOING
Best Practices in Literacy Instruction	Establish a media committee at the middle/high level to expand the culture of reading at both schools and ensure that appropriate materials and technology are selected for use in the school. (Why, p. 58)	Media/ Literacy/ Technolog y	August 2014 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Meeting Minutes Materials inventory Interest Inventory results from students Walkthroughs/observations to evaluate the reading culture of the schools	ONGOING
Best Practices in Literacy Instruction	Ensure that all ELL students receive appropriate instruction and are closely monitored. (What page 9-11) (Why p. 90-94)	Literacy	Ongoing	N/A	ELL Coord. Principal, Asst. Principal Inst. Coaches	Professional Learning Plan Schedule PL minutes, agendas Assessment data on ELL students Collaborative meetings for teachers of ELL students. WIDA Standards	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
RTI for all Students	Ensure that data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective. Development of a more effective RTI process in our school—ensuring students are matched to appropriate intervention-Tiers 1-4. (What, 5;How, 5, Why 123-140)	Literacy	August 2012 – Ongoing	N/A Subs for teachers in collaborative groups to develop a more effective RTI system	Principal Asst. Principal Inst. Coaches Teachers Intervention teachers	Data analysis reports RTI analysis-identification of students at each RTI level.—Ensuring students are matched to appropriate intervention-data study/collaborative teams. Observations/walkthroughs Results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match needs. Tiers 1-4 At-Risk lists Data study groups. Schedule of RTI meetings Schedule for RTI collaborative meetings. (discussion of placement of students-those who succeed in the tiers and those who fail.) School Schedules	ONGOING
RTI for all Students	Analyze student and classroom data to determine the instructional areas and classrooms in greatest need of support. (What, 5B;How,5, Why p. 123-140)	Literacy	August 2014 – ongoing	N/A	Principal Asst. Principal Inst. Coaches	Disaggregated data Instructional coach logs Walk-throughs and Observations	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
RTI for all students	Ensure that school schedules ensure Least Restrictive Environment (LRE) (Why p. 123-140, What pg. 11-13)	Literacy	August 2010-On-going	Ensuring administrators are familiar with funding formulas affecting students in special programming	Principal Asst. Principal SPED Director	School Schedule List of SPED students and placements	ONGOING
Improved Instruction through Professional Learning	In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (CCGPS, core and supplemental and strategy instruction) (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides	ONGOING
Improved Instruction through Professional Learning	Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation. (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches Intervention providers	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Improved Instruction through Professional Learning	Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy. (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs for Data Days	Principal, Asst. Principal, Instructional Coaches RESA	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides DATA spread sheets SLDS data	ONGOING
Improved Instruction through Professional Learning	Paraprofessionals, support staff, Interventionists, Substitute teachers, pre-service teachers working at the school, Administrators, and all faculty will be included in professional learning opportunities as applicable. (What 6 pg. 13-14, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches RESA	Professional Learning Plan Schedule Sign-In sheet to ensure all faculty are included as appropriate	ONGOING
Improved Instruction through Professional Learning	Teachers will ensure students examine their own data and set learning goals, Teachers also set their own learning goals (What p.9-11 ,Why pg 120, 140-155)	Professional Learning/ Literacy	August 2014-Ongoing	N/A	Principal, Asst. Principal, Instructional Coaches	Professional Learning Plan Schedule Sign-in sheet to ensure all faculty are included as appropriate. Walk-through data	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Improved Instruction through Professional Learning	New Teachers will receive professional learning as needed to ensure the stability of Best Instructional Practices. (How 1A,D)(Why 141-148)	Professional Learning	July of Each year and ongoing	Stipends to pay new teachers to come during the summer to receive training	Principal, Ins. Coaches	Professional Learning Plan Schedule, Walk-through data on new teachers Data from classes of New teachers.	ONGOING
Improved Instruction through Professional Learning	Initiative: Planet Literacy through GLRS . This initiative ensures usage of research based literacy strategies with a focus on students with disabilities. Eventually all students will benefit from this initiative (WHAT p. 9-11) (Why p. 59-65)	Professional Learning	August 2013-ongoing	Substitutes Travel. No cost for GLRS training 2013-ongoing	Principal, Inst. Coaches, Teachers	GLRS Training	ONGOING

Johnson County High School
Student and Teacher Data

Johnson County High School was considered a "Needs Improvement" School under No Child Left Behind but is no longer in any restrictive category based on the ESEA Flexibility Waiver. We were recognized last year for improvements in our graduation rate, but there are many areas in which improvements are needed.

As we transition from a focus on the GHSGT to a focus on the EOCT as a measure of student achievement, the literacy deficits of our students become more evident. Additionally, the school has had five principals over the past six years, and the instructional focus has changed with each administrator, making consistency difficult to achieve. All content areas and subgroups have significant percentages of students who are unsuccessful, indicating a definite need for a Striving Reader project. Our students with disabilities are of special concern because of the numbers who do not pass the test.

EOCT
DID NOT MEET – All Students

	2014	2013	2012
American Literature & Composition	14	20.7	56.8
Biology	32	29.6	31.3
Economics/Business/Free Enterprise	40	37.9	53.6
Mathematics II	N/A	61.4	55.0
9th Grade Literature & Composition	28	29.0	23.9
Physical Science	28	14.8	16.7
U.S. History	60	55.2	68.8
CCGPS Coordinate Algebra	74	79.1	

EOCT
DID NOT MEET by GENDER

	FEMALE				MALE		
	2014	**2013**	**2012**		**2014**	**2013**	**2012**
American Literature & Composition	17.6	9.8	40.0		22.9	30.4	76.5
Biology	43.5	25.9	26.5		52.9	30.0	50.0
Economics/Business/Free Enterprise	46.3	32.6	57.7		57.7	47.8	50.0
Mathematics II	NA	58.7	56.0		NA	63.6	54.0
9th Grade Literature & Composition	47.9	27.3	12.2		31.9	31.1	33.3
Physical Science	38.5	17.5	7.9		41.9	12.5	0
U.S. History	72.2	65.9	66.7		70.2	44.2	71.4
CCGPS Algebra	83.6	75.9			73.3	83.8	
Analytic Geometry	73.0				91.0		

EOCT
DID NOT MEET by RACE/ETHNICITY

	BLACK				WHITE		
	2014	**2013**	**2012**		**2014**	**2013**	**2012**
American Literature & Composition	25	28.9	63.0		15	12.2	33.3
Biology	60	50.0	39.0		30	6.4	24.5
Economics/Business/Free Enterprise	61.7	61.8	90.0		32.9	12.9	29.0
Mathematics II	NA	71.4	70.0		NA	48.8	42.6
9th Grade Literature & Composition	60.4	46.0	30.4		6.5	10.6	18.2
Physical Science	59.5	20.0	30.0		0	9.5	2.7
U.S. History	85.8	72.3	87.5		51.7	35.9	48.7
CCGPS Algebra	89.9	95.5			87.4	65.9	

EOCT
DID NOT MEET by SWD and NON-SWD

	2014		2013		2012	
	SWD	**NON-SWD**	**SWD**	**NON-SWD**	**SWD**	**NON-SWD**
American Literature & Composition	**57.1**	15.6	**60.0**	12.5	**90.9**	42.3
Biology	**100**	39.6	**90.0**	20.5	**89.5**	19.8
Economics	**100**	41.6	**88.9**	29.6	**100.0**	48.0
Mathematics II	**NA**	NA	**84.6**	58.0	**76.5**	50.6
9th Grade Literature & Composition	**86.7**	37.8	**83.3**	25.5	**100.0**	17.6
Physical Science	**71.4**	36	**50.0**	12.2	**41.7**	12.1
U.S. History	**100**	75.5	**71.4**	52.1	**100**	62.7
CCGPS Coordinate Algebra	**100**	74.8	**78.6**	78.6		
Analytic Geometry	**83.3**	81.8				

GHSWT
DID NOT MEET – By Subgroup

	2014	2013	2012	2011
ALL STUDENTS:				
Did Not Meet	10	14.8	18.7	17.2
GENDER:				
Female	2.8	4.9	7.1	10.3
Male	15.6	23.4	33.3	22.9
Black	16.7	22.2	29.7	32.1
White	2.6	7.7	8.1	3.1
SWD:				
SWD	66.7	58.8	50.0	50.0
ED	10	32.2	27.8	14.3

CTAE PATHWAY EXAM
Passing Scores – by test

TEST	TESTING AGENCY	% Passing 2013	% Passing 2014
Agricultural Mechanics	NOCTI	80	39
ServSafe Food Safety Manager Certification	National Restaurant Assoc. Solutions	80	40
Microsoft Office Specialist	Certiport	4	9

CTAE data indicate students exhibit relative strengths in the areas of agricultural mechanics and nutrition and food science. Students need continued additional support in administrative/information support.

Teacher Data
Comparison of 2011-12 and 2012-13 School Years

	2012-13	2013-2014
Highly Qualified Teachers	97.8%	92.8%
Annual Teacher Retention Rate	73.1%	81%

Goals Established:

Along with school-created benchmarks, absolute performance levels are used to determine at-risk status. Teachers are incorporating the Curriculum-based Measurement (CBM) in order to screen at-risk students in reading, writing, and mathematics. JCHS would like to use the grant money to purchase a diagnostic testing program to identify and provide reading intervention to *all* students.

Based on formative and summative benchmark data and End of Course Tests (EOCTs), which indicate student weakness in mathematics, social studies, and literacy, JCHS has established a plan to increase support of these subjects. The mathematics department will implement formative assessment lessons (FALs) as part of the mathematics design collaborative (MDC) to increase achievement in coordinate algebra and analytic geometry, and the district math team will receive training to provide support for teachers and parents.

Social studies teachers will receive support through local RESA representatives, the academic coach, and professional learning communities (PLCs) to increase "meets" scores for EOCTs in U.S. history and economics.

Data from mock writing assessments, the Georgia High School Writing Test (GHSWT), and American literature EOCT indicate a need to increase students' literacy and "exceeds" scores. Support from the writing specialist, collaboration with teachers, and interventions through student conferencing exist to ensure student success. Literacy support includes training for teachers for the Literacy Design Collaborative (LDC). All teachers are receiving training for Planet Literacy, a program devoted to the implementation of highly engaging, research-based literacy strategies for all content areas.

Data for content areas except physical science and U.S. history indicate the male subgroup is a priority. The black subgroup and students with disabilities are priorities across all content areas. Students will be targeted by providing differentiation and opportunities for mentorships, implementing data-driven instruction, and ensuring all teachers receive support through job-embedded professional learning and external support through RESA, GLRS, and Georgia DOE. Data from JCHS prescribed assessments indicate science is an area of strength. Science teachers, however, will implement LDC to ensure CCGPS literacy standards are being incorporated into daily lessons.

Professional Learning at JCHS:

Teachers participate in professional learning weekly and meet with the academic coach to plan instruction based on Instructional Frameworks provided by the Georgia DOE and receive a

half day of unit study release time prior to the beginning of each new unit where they collaborate to plan for the upcoming unit and analyze the CCGPS.

Teachers are supported through an academic coach who models best practices according to needs determined by student data. The coach participates in external, rigorous professional learning through RESA, GLRS, and the Georgia DOE. Teachers participate in external professional learning opportunities by attending training in their content area.

Project Goals Directly related to Identified Needs:

GOAL 1: Students will read independently at or above grade level before exiting 10th grade.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Increase Lexile score at each grade level so that 80% of students reach a score of 1050 by 10th grade and/or 1185 by graduation.	Administrators Vertical Teams Instructional Coaches Teachers	Professional learning regarding effective use of Lexile scores in instruction (What, 1A)	SRCL LF PL
		Purchase software to enable creation of formative and summative assessments and to progress monitor	SRCL SPLOST TECH
		Develop grade level and formative assessments that will be administered to all students (What, 3A & 3B; Why, 5A3)	PL LF
	Media Specialist Literacy Team Media Committee Teachers Administrators Parents	Expose students to as many print materials as possible at home and at school	SRCL LF SPLOST TECH
		Establish literacy night	SRCL LF
		Strengthen classroom libraries	SRCL SPLOST LF
		Acquire e-readers and e-books	SRCL SPLOST
		Partner with community groups to provide print materials in the	SRCL LF

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
		home (What 2C & 3E)	
Use tiered instruction to help struggling and at-risk students meet grade-level standards as measured by an increase in the JCHS graduation rate by 10 percentage points each year.	Administration Vertical teams Literacy team All certified staff Paraprofessionals Instructional Coaches	Develop a schedule that clearly addresses all literacy needs: intervention, direct explicit instruction, and collaborative planning.	SRCL LF PL
		Develop a workable tiered instruction plan with suggested strategies in place (What, p. 8 & 9)	SRCL LF PL
		Provide professional learning on the use of universal literacy screeners	SRCL LF PL
		Use literacy screeners regularly to determine students in need of intervention	SRCL PL LF
		Provide professional learning on the use of diagnostic tests for prescribed purpose	SRCL PL LF
		Develop or purchase diagnostic test materials to diagnose problems noted in screening (may be part of software discussed earlier)	TECH (if appropriate) PL LF SRCL
		Implement effective use of SST and Data Teams to assist with determining needed interventions	SRCL PL LF
		Purchase software for reading	

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
		intervention based on SBRR	
		Focus improvement efforts on specific subgroups and individuals (What, p. 8)	

GOAL 2: Students will write at proficient or exceeds standard level before exiting12th grade.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Increase the percentage of students who meet or exceed standards on the GHSWT by 5% each year.(What, 3D)	Administration Vertical Teams All certified teachers Paraprofessionals Instructional Coaches	Study the CCGPS writing standards for all content areas.	PL
		Develop formative assessments to measure writing progress during the 2012-2013 year and implement in 2013-2014 (What, 3B & 3C)	SRCL PL LF
		Ensure consistent and pervasive use of the state writing rubric to familiarize students with expectations	N/A
		Develop an interventions program specific to writing and based on tiered instruction	SRCL PL LF
	Administrators Literacy Team Content Teachers Instructional Coaches Paraprofessionals	Write in all content areas daily (at minimum, twice per week)(Why, 3.C.1. #7)	
		Conduct professional	SRCL LF

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
		learning on effective writing instruction in all content areas	PL
		Establish a protocol for writing in all content areas at least twice per week.	
		Ensure that all teachers are evaluating writing by using the state writing rubric.	
		Conduct administrative walkthroughs to ensure consistency of effective instructional practices in all content areas (What 1D)	PL LF

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Optimize literacy instruction in all content areas	Administrators Literacy Team Content Teachers Instructional Coaches Paraprofessionals Consultants	Develop a plan to integrate literacy in all subjects based on CCGPS (What, 1E) Adopt a systematic procedure for teaching academic vocabulary in all subjects (What, 1E) Prof. Learning: Incorporating literary texts in content areas Using informational text in ELA classes Incorporating writing instruction (narrative, argument, and informational) in all subject areas Selecting texts of appropriate complexity Adjusting text complexity to the needs of individual students	SRCL PL LF

GOAL 3: Provide interventions at the core level.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Improve student achievement in grade level skills, including word recognition, phonics, and decoding (What, 5C; Why, 5B)	Administrators Teachers Paraprofessionals Instructional coaches	Appropriate screeners, and diagnostic, formative, and summative assessments will be developed or purchased and used to reinforce goals for reading Students will receive strategic tutoring (Why, 3.C.1.#5) Students will receive direct explicit instruction Extended time will be provided for literacy (continuation of current practice) Professional learning in interventions for all staff members using the research-based strategies as outlined in the "What" and "Why" documents	SRCL LF PL

GOAL 4: Integrate literacy and comprehension skills into content areas.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Increase science and social studies EOCT scores by 10% by integrating reading strategies and skills into science and social studies instruction. (What, 4B & 4E)	Administrators Instructional Coaches Teachers Consultants	Formative: Scientifically evidence-based core unit and benchmark assessments will be developed. Summative: Improved CRCT scores in all content areas (What, 3D)	SRCL PL LF
Provide classroom libraries with multiple copies of nonfiction texts and increase the number of these books available in the Media Center (What, 4D; Why, 2E1, 2E2, 2E3)	Media Specialist Media Committee Literacy Team Content Teachers Instructional Coaches	Purchase books and periodicals that align to the CCGPS for each classroom and for the Media Center.	SRCL PL LF
Provide extensive professional learning on direct explicit literacy instruction for all teachers	Consultants Administrators Instructional Coaches	Professional learning for all staff members in literacy	SRCL PL LF

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Optimize literacy instruction in all content areas	Administrators Literacy Team Content Teachers Instructional Coaches Paraprofessionals Consultants	Develop a plan to integrate literacy in all subjects based on CCGPS (What, 1E) Adopt a systematic procedure for teaching academic vocabulary in all subjects (What, 1E) Prof. Learning: 1)Incorporating literary texts in content areas 2)Using informational text in ELA classes 3)Incorporating writing instruction (narrative, argument, and informational) in all subject areas 4)Selecting texts of appropriate complexity (Why,3.C.3) 5)Adjusting text complexity to the needs of individual students (Why,3.C.3)	SRCL PL LF

GOAL 5: Integrate technology more fully into instruction.

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
Increase student access to technology (What, 4D) (Why,3.C.1)	Director of Technology Technology Committee Administrators Instructional Coaches Content Teachers	Provide modern, updated classroom computers for student use in meeting CCGPS expectations	SRCL TECH
		Make resources available to students and parents by extending media center/lab hours	LF
Provide technology for instructional use (Why,3.C.1)	Director of Technology Technology Committee Johnson County BOE Technology Committee	Purchase advanced technology for classroom use (tablets, netbooks, etc)	
		Ongoing, job-embedded professional learning on the use of technology in instruction	

Current Instructional Schedule:

The current instructional schedule for JCHS provides time for specific literacy instruction through the core program by providing 100 minutes of instructional time for ELA classes. Math also has a 100 minute block of instructional time. Other courses (science, social studies, and connections) are allotted 50 minutes each.

<h1 style="text-align:center">JCHS Current Instructional Schedule</h1>

Our current instructional schedule allocates 50 minutes per subject in a seven-period day format. We offer both honors and regular versions of our classes. For example, we offer 9th Grade Literature but we also offer CPA 9th Grade Literature as an honors course. We also offer a variety of elective classes from the fields of agriculture, family and consumer sciences, art, band, and physical education. Due to limitations in space, we are unable to outline our entire schedule here.

Plan for Tiered Literacy Instruction:

TIER	TIME	PERSONNEL	STRATEGIES
I	Daily	Teachers Paraprofessionals	Daily standards-based, explicit instruction in literacy and content
II	**30 min daily** in ELA & Math 1 day per week in Science & Social Studies	Teachers School Counselor	Tier I PLUS: • Scaffolding • Differentiation • Formative Assessments • Flexible groups • Small group instruction • Adjusting for learning style • Self-reflection • Teacher commentary • Conferencing • Progress monitoring • Specific skill programs
III	After 12 weeks of interventions	Teachers School Counselor Specialists Administrators Parents	Tiers I and II PLUS: • Begin the SST process • Implement interventions suggested by SST Committee • Continue progress monitoring
IV	When student is unsuccessful after Tiers I, II, & III	Teachers School Counselor Specialists Administrators Parents	Continue Tiers I, II, & III, EXCEPT: • Student is removed from SST process if testing proves him/her eligible for special education services PLUS: • Develop IEP to serve student's specific needs • Implement accommodations • Continue progress monitoring

JCHS Assessment Protocol
2013-2014

Assessment	Grades	Frequency	Type	Purpose	Administered by?
EOCT	Various	Yearly	Summative	Given to measure mastery of standards in a specific course of study	Classroom teachers under supervision of system level and building level testing coordinators
GHSGT	11th & 12th	Yearly	Summative	Given to measure mastery of standards in areas where students have not previously passed an EOCT	Classroom teachers under supervision of building level and system level testing coordinators
Summative Assessments	9-12	At end of specific units or segments of study	Summative	Measure mastery of skills in specific units or segments of units	Classroom teachers
Formative Assessments	9-12	Frequently in classrooms	Formative	Measure progress and adjust instruction based on results	Classroom teachers

Comparison of Current JCHS Protocol to SRCL Assessment Plan

SRCL Assessment	JCHS Assessment	In Place at JCHS?	Willing to implement?	How will we implement?	Who will administer?
EOCT	EOCT	YES	N/A	We will continue to administer the EOCT once per year, as mandated by the Georgia DOE.	Classroom teachers under supervision of building level and system level testing coordinators
SRI		NO	YES	The Scholastic Reading Inventory (SRI) program has been purchased for use at the middle and high school, but has not been implemented yet at JCHS. It will be used after teachers are trained. We will give the assessment three times per year to	Classroom teachers under supervision of building level testing coordinator

				measure progress.	
Literacy Assessment (to be determined)		No	Yes	Research will be conducted to determine the best assessment for JCHS. The SRI will serve as the universal screener. Students who score at low levels on the SRI will then be given the literacy assessment to determine needs for intervention.	Classroom teachers under supervision of building level testing coordinator

Assessments that might be Discontinued as a Result of SRCL:

At this time, there are no plans to discontinue any assessments currently in place at JCHS. We foresee no conflicts between what is currently in place and what is required by the SRCL grant.

Professional Learning that Teachers will Need to Implement New Assessments:

Teachers will need professional learning in/on:

- Use of the Scholastic Reading Inventory Program (SRI) (actual testing process)

- Use of data from the SRI to guide instruction

- Use of the literacy assessment that is chosen for JCHS

- Use of data from the literacy assessment

- Administration of the EOCT

- Administration of the GHSWT

Data Presented to Parents and Stakeholders:

Data is made available to parents in several ways:

- Newspaper articles containing general information

- Parent meetings on relevant topics such as how to access the Parent Portal, how to interpret test scores, etc.

- Parent conferences (Johnson County has three built-in parent conference days yearly to help give parents more opportunities for conferencing with teachers)

- Score reports sent home to parents at the end of the year for EOCT

- Score reports sent home upon receipt for GHSWT

- Updates on the JCHS website

- Infinite Campus Parent Portal access

Explanation of Current Data Analysis Protocol:

At JCHS, we have a specific protocol for analyzing assessment data. Guiding questions are organized into the categories of analyzing strengths, analyzing challenges, and action planning. The guiding questions include:

- How did our students perform on the assessment?

- How many students are above the target score?

- In what areas were our students successful and why?

- What are the root causes of student success?

- In what areas were our students not successful and why?

- What are the root causes of these challenges?

- Based on student performance data, what are some patterns or trends that are emerging?

- What additional resources are needed to help our students be more successful?

- What challenges need to be addressed through RTI?

- What changes will we make to impact the success of our striving learners?

- How should we target professional learning for these areas?

Johnson County High School
Resources, Strategies, and Materials to Support the Literacy Plan

Resources Needed to Implement the Literacy Plan:

Resource	Purpose	Funding Source	Sustained Funding Source
Specific classroom and Media Center books chosen by student interest	Using the results of a school-wise survey (to be determined by research) to ensure that the Media Center and classroom libraries are updated with books that target student interests and encourage reading.	Striving Reader (SR) SPLOST Local Funds (LF)	SPLOST LF
Non-fiction trade books aligned with new CCPGS in all content areas, especially science and social studies.	To promote more reading of non-fiction; to help students gain the skills needed to meet or exceed in other content areas	SR SPLOST LF	SPLOST LF
Student response systems	To promote student engagement, provide immediate feedback, and assist with small group differentiation	SR SPLOST LF	SPLOST LF Technology (TECH)
Tablets for teacher use in instruction	To promote student engagement, provide immediate feedback	SR SPLOST LF	SPLOST LF TECH (Units will be purchased in staggered years to help with per year sustainability costs)
Tablets for student use in classrooms	To promote student engagement, provide immediate feedback	SR SPLOST LF	SPLOST LF TECH
Wireless or Bluetooth keyboards	For use with tablets	SR SPLOST LF	SPLOST LF TECH
Charging stations for tablets and other technology	Facilitate ease of use	SR SPLOST LF	SPLOST LF TECH
Ebooks	To promote student engagement, provide privacy regarding reading level for struggling readers	SR SPLOST LF	SPLOST LF TECH
Modern classroom computers (possibly sets of laptops)	To enable students to use digital resources for research and engagement	SR SPLOST LF	SPLOST LF TECH

Resource	Purpose	Funding Source	Sustained Funding Source
Periodicals subscriptions	Age-appropriate reading material with high interest to promote student engagement	SR SPLOST LF	SPLOST LF Fundraisers
Headphones & Speakers	To allow students to full engage with digital media	SR SPLOST LF	SPLOST LF
Scanners	To all creation of digital portfolios	SR SPLOST LF	SPLOST LF
Scholastic Reading Inventory w/site license	Monitor literacy skills and track Lexile scores	SR SPLOST LF	SPLOST LF
Laser printers for classrooms	Allow students to publish work in hard copy format	SR SPLOST TECH MEDIA	SPLOST TECH MEDIA
Color laser printer	To promote publication of student work and use with data displays (charts and graphs)	SR SPLOST TECH MEDIA	SPLOST TECH MEDIA
Up-to-date word processing, presentation, and spreadsheet software for all computers	To promote student understanding of current, 21st century technology and programs; to promote student engagement	SR SPLOST TECH	SR SPLOST TECH
Document cameras	To promote student engagement and facilitate timely feedback.	SR SPLOST TECH	SR SPLOST TECH
Substitutes for PL	To provide release time for teachers	SR	Local funds

Activities that Support Literacy Intervention Programs:

- Differentiated instruction

- Flexible grouping

- Direct, explicit instruction

- Scaffolding of the learning

- Text-based collaborative learning

- Consistent student feedback

- Explicit modeling of reading strategies

- Intensive focus on writing skills

- Progress monitoring

Shared Resources at JCHS:

Teachers share the resources which are available in our school media center (listed below). In addition teachers who co-teach or who teach common subjects share lesson plans to ensure consistency of instruction. Teachers also share classroom sets of novels and the resources available in the book room.

JCHS SHARED RESOURCES (LIBRARY)

- 2 TV/DVD/VCR combos
- Computer lab equipped with Microsoft Office 2010
- Books (critical need for updating exists)
- 35 magazine subscriptions
- 2 local newspaper subscriptions
- 2 digital cameras
- 12 student computers (equipped with Microsoft Office 2003)
- Small collection of DVD and VHS materials
- Poster maker
- Scantron machine

Classroom Practices that Support Literacy:

- Direct, explicit literacy instruction

- Computer programs that track student progress (OAS, USA TestPrep)

- Daily opening and summarizing strategies

- Following the instructional framework (opening, work session, closing)

- Differentiation activities

- Writing in every content area

- Consistent use of Thinking Maps

- Research projects aligned to the curriculum

- Visual literacy exercises

- Scaffolding learning tasks

- Five-Step Protocol

- Vocabulary strategies

- Use of diagnostic, formative, and summative assessments

Additional Strategies Needed to Support Student Success:

- Consistent implementation of the expectations of the standards-based classroom

- Monitoring to ensure that expectations are implemented (eWalk)

- Consistent and pervasive implementation of screeners, diagnostic, formative, and summative assessments

- Consistent use of data to plan for instruction

- Implementation of a structured, formalized intervention program using research-based instructional strategies

- Professional learning for teachers on how to provide direct, explicit literacy instruction, especially for content area teachers

- Use of diverse media to ensure student engagement and success

- Professional learning for teachers on active engagement strategies

- Self-directed learning

- Text-based collaborative learning

Current Classroom Resources:

All content area teachers have access to a SMART board and projector for instructional use. ELA and math teachers also have document cameras. Each classroom also has a teacher computer, but no student workstations. ELA classrooms each have a set of eight laptops that were purchased several years ago with grant funds. Each classroom has basic instructional resources and the beginnings of a classroom library. (There are very few volumes in the collection and those are in disrepair.)

Clear Alignment Plan for SRCL and all Other Funds

In addition to SRCL grant funding, JCHS will continue to invest in literacy efforts and quality professional learning for teachers and staff. Our plan is to work systematically to ensure that literacy

improvement efforts are both consistent and pervasive by aligning SRCL funding with other programs supported by federal funds, including Title I, Title II-A of the ESEA, the IDEA Act of 2006, SPLOST, and other federal, state, and local funds. Title I funds are used to reduce class size and provide support for interventions which will enhance the literacy efforts afforded by SRCL funds. We will also use erate, SPLOST, and technology funds to support the hardware, software, and non-print media that the SRCL funds will bring.

Our plan, aligned with the system's overall plan, is to maximize the benefit of SRCL and other funding for teacher s and students; to communicate clearly that programs will be non-competitive with each other; to integrate programs to eliminate redundancy; and to maximize benefits to students while minimizing the costs per teacher and student, as is required of good stewards of taxpayer dollars. Our small size makes it easy for us to maintain clear lines of communication with all levels of involvement in this grant, and it is easier to guard against duplication and repetition. Our school improvement plan aligns closely with that of the system and focuses on improved academic achievement and assessment practices, targeted professional learning, and instructional technology planning and implementation. This systematic approach to school improvement has highlighted a need for a more systematic sustainability plan for the literacy goals, a key aspect of the Striving Reader activities.

Demonstration of how Proposed Technology Purchases Support Literacy

Our students have grown up in a world of technology. Even our youngest students are familiar with cell phones and can use them to locate information or to play games. To force these bright young minds into a classroom that does not adequately make use of technology is to not adequately prepare them for the world outside the classroom door. Students at all grade levels are required to create multimedia presentations, and the most current software and technology is needed to do this effectively and Much of the technology available to our students is outdated, and updated technology will inherently engage our students plus will make accomplishment of their tasks easier. Document cameras and projectors will allow students to share their work quickly and easily while E-readers will provide privacy for those not

reading on grade level. The use of technology requires students to demonstrate literacy, which is the this

grant's purpose.

Johnson County High School
Professional Learning Strategies Identified on the Basis of Documented Needs

JCHS Professional Learning Activities for Past Year:

Activity	Hours	% Participating
Code of Ethics	4	100%
CCGPS Webinars for Mathematics (Math Teachers Only)	6	100%
CCGPS Webinars for ELA (ELA Teachers Only)	6	100%
Math Strategies for SWD (Math Teachers Only)	16	100%
GEMA School Safety	2	100%
Student Work Analysis	1	100%
Assessment Analysis	1	100%
Coaching for Continuous Improvement (Inst. Coaches Only)	10	100%
Differentiated Instruction Using Assessment Data	10	100%
TKES/LKES Training	10	100%
Depth of Knowledge	1	100%
Five-Step Protocol (Review for New Teachers Only)	1	100%
Transact Training (based on need)	1	100%
Formative Instructional Practices (FIP) Modules	10	100%
Needs Based Study – Black Male Achievement	2	100%
Needs Based Study – *Grading Smarter Not Harder* Book Study	2	100%
SLDS/OAS/USA Test Prep Training	2	100%
Smart Board Training with Focus on Interactive Learning	2	100%
ELA Summer Academy (Redelivery)	16	100%
Math Summer Academy (Redelivery)	16	100%
Write to Read Training	4	100%
GCSS (GA Council Social Studies Redelivery)	1	100%
Literature Based Questions/Document Based Questions	8	100%
STEM Forum	8	100%
Paraprofessional Training (Laws/Responsibilities)	6	100%
Thinking Maps	2	100%
Substitute Training	2	100%
Using high-interest texts and film clips for active engagement	2	100%

Current Professional Learning for JCHS Staff (Ongoing):

Using formative assessments to differentiate instruction/Implementing FIP Modules
Utilizing Georgia OAS/USA Test Prep to Prepare for Milestone Assessments
Implementing Formative Assessment Lessons (FALS) through the Mathematics Design Collab.
Implementing Standards-Based Classroom Practices
Implementing the 5-step protocol to ensure students understand target goals
Using rubrics and checklists to analyze student work
Increasing active engagement in the classroom
Using effective classroom management strategies
Increasing efforts to use literacy strategies across content areas

Determining interventions for at-risk students based on formative and benchmark data
Utilizing technology for teaching and learning
Using SLDS to study student/class data and locate resources aligned to standards
CCGPS Unit Updates
Utilizing iStation for Students Struggling with Fluency/Comprehension

Programmatic Professional Learning Needs Identified in Needs Assessment

Specific Professional Learning Need	Evidence	How will we know it worked?
Development of a literacy council or community literacy team	Literacy council will be formed.	Literacy council will begin to influence literacy efforts in the community.
Teaching of literacy skills in content areas (all staff, focusing on content areas other than reading/ELA)	Professional learning surveys Lesson plans Walk-throughs	Evidence will exist of literacy instruction in all subject areas. All test scores will improve, especially in content areas
Full integration of technology into instruction	Walk-throughs Professional learning surveys Lesson plans Work samples	Evidence will exist of both teacher and student use of technology
Effective use of the Lexile framework to assist with instruction	Collaborative meeting notes Lesson plans detailing use of lower Lexile books to help students master grade level content	Students will show growth in Lexile scores from one assessment to the next.
Differentiated Instruction based on Pyramid of Interventions (Tiers)	Teachers will be able to explain where a student is on the Pyramid, why he/she is there, and what he/she must master to move to a lower tier.	Scores will improve on standardized tests as the result of individualized instruction
Training on materials and software purchased through SRCL	Teachers will be able to effectively use the materials purchased through SRCL	Evidence will exist of teacher use of all materials
Developing a schedule with a specific time allotted for intervention	A time will exist within the course of the school day to students to receive intervention.	Scores will improve on standardized tests and fewer students will be failing classes.

Specific Professional Learning Need	Evidence	How will we know it worked?
Effective instructional practices for disciplinary literacy	Lesson plans, walk-throughs, and other means will show that these practices are persistent and pervasive.	Scores will improve on standardized tests and fewer students will be failing classes.
Vocabulary and comprehension instruction	Lesson plans, walk-throughs and other means will show that these practices are persistent and pervasive.	Scores will improve on standardized tests and fewer students will be failing classes.
Teaching of narrative, informational, and argumentative writing across content areas	Lesson plans, walk-throughs, student work samples, and other means will show that these practices are persistent and pervasive.	Scores will improve on all writing assessments
Effective use of discipline-specific text structures	Lesson plans, walk-throughs and other means will show that these practices are persistent and pervasive.	Test scores will improve in the content areas
Development of a coordinated writing plan for writing instruction across all content areas	Formal writing plan will exist and evidence will be collected to show that writing is taking place in all subject areas.	Writing test scores will improve.

Process of Evaluation for Professional Learning:

Professional learning at JCHS is based on the coach's cycle, where instruction is explicitly taught and modeled during professional learning and in model classrooms, then taken into the classroom to practice, observed for feedback, and then practiced again until it is mastered. Therefore, walk-through observations by administrators and instructional coaches play a vital role in the evaluation of the effectiveness of any given professional learning session. JCHS subscribes to the philosophy that what is expected is accomplished if it is inspected, and E-walk is used to facilitate this process and to provide immediate feedback to teachers. In addition, teachers provide immediate feedback to coaches as to their perception of the effectiveness via a survey at the end of each session. Professional learning is adjusted based on both forms of feedback. Since all professional learning is based on literacy goals, measurement of our achievement will be determined through increased student achievement on both formative and summative

assessments and on performance on state-mandated tests (Georgia Milestone Assessments and Student

Learning Objectives (SLO) assessments.

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Johnson County High School
Sustainability Plan

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Plan for Extending Assessments Protocol beyond Grant Period

     JCHS should have no conflict with continuing the assessment protocol at the conclusion of the grant period. Technology and local funds will be used to continue our subscription to SRI and to any other assessment programs adopted through the grant.

Plan for Developing Community Partnerships and/or Other Sources of Funding

     Johnson County High School is in an impoverished community, and the few businesses that remain are struggling with the literacy deficits of our students as they enter the work force. We will approach our community leaders and civic organizations beginning in the spring of 2015 to assist with funding yearly costs. Potential supporters include Rotary Club, Pilot Club, Wrightsville-Johnson County Chamber of Commerce, Community Bank, Bank of Wrightsville, and the Johnson County Historical Society. Johnson County also has many active church congregations who have already provided funds to assist the schools with various student needs. We commit to working with all outside agencies to sustain the programs after funding ends and to seeking other grants to support these initiatives.

JCHS Sustainability Plan

     The Johnson County High School values job-embedded professional learning that provides opportunities for teachers to build content and pedagogical knowledge and to develop effective practices to impact student achievement and learning. Where writing was once the exclusive responsibility of the ELA teachers, other content specialists are beginning to accept responsibility for it as well. Whether or not we receive the SRCL grant, we will continue to seek ways to provide professional learning for our faculty and staff that is geared toward helping students learn. We are interested in looking into the Central Georgia Writing Project as a means for writing support.

     The Johnson County School System is committed to retention of our instructional coaches even if it means elimination in other areas of less impact on student achievement. We will use our professional

learning funds to pay for substitutes so that new teachers can be trained regarding expectations of the grant.

The technology component of this grant will be the most difficult to sustain, but we will make use of erate, SPLOST, and technology funds to repair/replace/update materials as necessary to ensure that valuable instructional tools are not lost at the end of the grant period. The Johnson County community recently renewed the SPLOST for another five years, which began in January of 2014, so this is an assured source of funding. We also plan to seek additional grant funding in years to come to assist with this process. Any site licenses purchased through SRCL will be retained through the funding sources previously discussed.

SPLOST can also help with replacement of certain print materials that can be considered texts for certain classes. Local funds are tight, but with CCGPS implementation, the system has moved away from formal textbooks to more materials that are based upon standards-based units. This will allow any funding for textbooks to be spent on appropriate literacy print materials and other consumables.

Plan for Including New Staff

New staff will receive training prior to the beginning of school as to the expectations of the Striving Reader project and JCHS literacy goals. These teachers will also be assigned experienced mentor teachers committed to the success of our literacy effort. These mentor-mentee teams will work along with the Instructional Coaches, to ensure that all efforts are aimed toward increasing student literacy. JCHS staff is also willing to share data with other schools in any way possible regarding our successes and our failures in implementing the Striving Reader program.

Johnson County High School Budget Narrative

The Johnson County High School has proposed a budget of $311,722. In this proposal, we have set aside $12,000 for contracted services for instruction on the software we hope to purchase for reading interventions ($17,000) and benchmarking and data management ($17,000). We have also set aside $5,000 for substitutes, $10,000 for professional development stipends, $1,500 for benefits, and $23,000 for travel expenses to the required training. This will prepare our teachers to use the new technology and software and increase instructional skills in literacy.

Our Media Center is currently home to a large number of outdated materials. We have set aside $53,846 to add current, high interest, Lexile-leveled reading materials and to increase the number of subscriptions coming to the Media Center each month. We also plan to increase the size of classroom libraries and add subscriptions to class sets of magazines based on content areas ($33,500). In addition, we plan to add E-books ($18,300) to our Media inventory for student use, along with E-readers, which are accounted for in Expendable Equipment.

We would like to purchase sets of five laptops for students to use in classrooms, headphones for sound, and storage/charging carts to house the computers, a total cost of $58,100. Additional supplies needed are tablets, interactive board response systems, document cameras, and Electronic Readers (E-readers) for a total cost of $62,476. All will be used in instruction and will allow teachers to easily assess students, share student work, and provide examples. We would like to reserve the right to purchase more updated technology items if we determine that updated technology better meets our needs.