

# School Profile

Created Monday, December 01, 2014

---

## Page 1

### School Information

System Name:	PickensCounty School District
School or Center Name:	Pickens County High School
System ID	712
School ID	198

### Level of School

High (9-12)

### Principal

Name:	Chris LeMieux
Position:	Principal
Phone:	706-253-1800
Email:	chrislemieux@pickenscountyschools.org

### School contact information

(the persons with rights to work on the application)

Name:	Todd Geren
Position:	Teacher
Phone:	706-253-1800
Email:	toddgeren@pickenscountyschools.org

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

108

### FTE Enrollment

1285

# Grant Assurances

Created Friday, December 05, 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 Monday, December 01, 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](mailto:jmorrill@doe.k12.ga.us)

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

---

• I Agree

---



## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
  - the Applicant's corporate officers
  - board members
  - senior managers
  - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
  - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Amy W. Smith, CFO

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

12/1/14  
\_\_\_\_\_  
**Date**



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

Lula Mae Perry, Superintendent

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

December 1, 2014  
\_\_\_\_\_  
**Date**

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

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

\_\_\_\_\_  
**Date (if applicable)**



# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Amy W. Smith

Position/Title of Fiscal Agent's Contact Person: Chief Financial Officer

Address: 100 D.B. Carroll St.

City: Jasper Zip: 30143

Telephone: ( 706 ) 253-1700 Fax: ( 706 ) 253-1705

E-mail: amysmith@pickenscountyschools.org

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

Lula Mae Perry, District Superintendent  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 1, 2014  
Date (required)



# Pickens County School District

## **Brief History of the District:**

Pickens County School District (PCSD) is a small rural community found in the Appalachian foothills of North Georgia. This district represents a close-knit community of approximately 29,400 people and is populated by families with generational roots that extend back to the county origins in 1853. This close relationship with the community has led to the mission statement of “Graduation and Life Preparation for All” as the foundational basis for decision-making in the school district.

## **System Ethnicities/Demographics:**

	Total Students	Black	Hispanic	White	Other
Pickens High School	1265	1%	3%	93%	3%
Jasper Middle School	551	1%	5%	91%	3%
Pickens County Middle	535	2%	5%	91%	2%
Harmony Elementary	528	1%	4%	92%	3%
Hill City Elementary	561	<1%	3%	94%	3%
Jasper Elementary	505	0%	11%	88%	1%
Tate Elementary	324	<1%	4%	92%	3%
System	4331	<1%	5%	92%	3%

## Special Populations:

- Special Education – 16%
- Special Education PreK – 50 students (2 schools)
- PreK – 44 students (2 schools)
- Economically Disadvantaged – 40%
- 6-12 Remedial (REP) – 20%
- ESOL - <1%
- Students with SST – 3%
- Gifted – 14%
- Homeless – 4%
- K-5 EIP – 18%

## **Current System Priorities:**

The PCSD is dedicated to high quality educational opportunities for all students. Through our efforts to engage in a continuous improvement process, staff members demonstrate their high level of commitment every day. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Systemic implementation of Response to Intervention (RTI) protocols

# Pickens County School District

---

- Closing achievement gaps of subgroups
- Increase in the use of student-focused technology to support curriculum goals
- Increase in the high school graduation rate

**Strategic Planning:**

The strategic improvement planning process began in 2011 with stakeholder surveys to gather necessary perception data. Early in 2012, action teams were developed to provide a comprehensive review of district data and to develop strategic goal areas in alignment with the beliefs, mission, and vision of the district. A formal plan was adopted by the school board in July, 2012, has been reviewed annually thereafter.

Strategic Planning Goals	
Student Achievement	<ul style="list-style-type: none"> <li>• Implement state adopted curriculum</li> <li>• Utilize formative and summative data</li> <li>• Implement differentiation of learning strategies</li> <li>• Establish student assessment baseline</li> </ul>
Student and Stakeholder Involvement	<ul style="list-style-type: none"> <li>• Identify and utilize community resources</li> <li>• Foster positive relationships among all stakeholders</li> <li>• Provide opportunities for stakeholder education</li> <li>• Increase stakeholder communication opportunities</li> </ul>
Organizational Growth and Development	<ul style="list-style-type: none"> <li>• Continue providing professional learning opportunities for certified/classified staff</li> <li>• Review and revise the system-wide professional development plan</li> </ul>
Internal Processes	<ul style="list-style-type: none"> <li>• Increase student access to technology</li> <li>• Attract and retain highly qualified staff</li> </ul>

**Current Management Structure:**

The chart below shows the current management structure of the system. Asterisks indicate changes in leadership (principal, assistant, or district) in locations across the district this school year.

PCSD Superintendent (new 13-14)	
Elementary <ul style="list-style-type: none"> <li>• Harmony Elementary*</li> <li>• Hill City Elementary*</li> <li>• Jasper Elementary</li> <li>• Tate Elementary*</li> </ul>	Secondary <ul style="list-style-type: none"> <li>• Jasper Middle**</li> <li>• Pickens County Middle**</li> <li>• Pickens High School**</li> </ul>
District Administration	
Director of Teaching and Learning, System Test Coordinator, and Director of Professional Learning (new 13-14) <ul style="list-style-type: none"> <li>• Supervision               <ul style="list-style-type: none"> <li>○ Academic Coaches</li> <li>○ Instructional Technology</li> </ul> </li> </ul>	Director of Federal Programs (new 13-14) <ul style="list-style-type: none"> <li>• Supervision of Parent Involvement Coordinator</li> </ul>



# Pickens County School District

Coordinator	
Director of Special Education*	Director of Finance
Director of Operations	Director of Personnel

**Past Instructional initiatives:**

PCSD has utilized a vast array of initiatives in order to meet the needs of all student subgroups. The chart below exposes the multitude of initiative efforts.

Initiative	09- 10	10-11	11-12	12-13	13-14	14-15
<b>ELA</b>						
Academic Coaches (# of Coaches)		2.5	2.5	2.5	2.5	5
Accelerated Reader						
Adventures in Language						
BrainPop						
Bridges Literature						
CRCT Common Core Coach Books						
CRCT GPS Coach Books						
Decodable Reader sets						
eBook sets						
Education City software						
Graphic Novel sets						
Handwriting without Tears/ Keyboarding without Tears						
Harcourt Story Town						
Holt Elements of Language						
Houghton Mifflin – Collections (6-8)						
Jack and Jilly kits						
Ladders to Success						
Leveled non-fiction readers						
McDougal-Littell Elements of Literature (6-8)						
Novel Sets						
Pearson-Common Core Literature (9-12)						
Reader Rabbit						
Sadlier Vocabulary Workshop (6-12)						
Shurley Grammar						
SRA Direct Instruction						
Standards Based Classrooms/GPS						
Star Reading/Math						
Study Island – ELA, Math, Science, Social Studies						
SuccessMaker – Reading/Math						
USA Test Prep software						
Wordly Wise (6-8)						

## Pickens County School District

Writing to Win (6-8)						
Writing to Win (Elementary)						
<b>Assessments</b>	09- 10	10-11	11-12	12-13	13-14	14-15
AIMSweb						
DIBELS						
Implementation of CCGPS						
OAS						
Star/AR						
<b>General</b>	09- 10	10-11	11-12	12-13	13-14	14-15
21 <sup>st</sup> Century Classrooms						
Academic Coaches		2.5	2.5	2.5	2.5	5
Bring Your Own Technology						
CCGPS for ELA/Math						
Common Grading Practices						
Co-Teaching and Inclusion						
Differentiation Strategies						
Formative Instructional Practices						
Gifted Endorsement						
Lesson Planning Template						
PD 360						
Science Unit Development						
SLDS						
TKES/LKES						

### ***Present Literacy Curriculum:***

The present literacy curriculum used in the district is driven by the CCGPS. The GaDOE suggested units and frameworks are currently being used in reading and writing. Houghton Mifflin Harcourt Story Town has been adopted for elementary grades with Houghton Mifflin Collections Series for middle grades, and the Pearson Common Core Literature for the high school.

### ***Literacy Assessments used District-wide:***

2014-15 Required Universal Reading Screenings (AIMSweb – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	GKIDS (quarterly)	GKIDS, Fry Words, Phonological Awareness
1-2	Letter/Name and Letter/Sound Correspondence, Dolch/Fry Words, Phonological Awareness ORF	Oral Reading Fluency (ORF) Dolch/Fry Words	ORF Dolch/Fry Words
3-5	Oral Reading fluency (ORF)	ORF	ORF

# Pickens County School District

	Comprehension (MAZE)	MAZE	MAZE
6-8	Oral Reading fluency (ORF)	ORF	ORF
	Comprehension (MAZE)	MAZE	MAZE

Students scoring below benchmark level on universal screeners are placed in response to intervention tiers according to defined skill levels and needs. Instructional plans are then determined based upon those needs. Progress monitoring data is used to move students from tier-to-tier.

<b>Literacy Needs and Objectives</b>	
<p><b>Needs:</b> Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)</p>	<p><b>Goals and Objectives:</b>  <b>Goal 1:</b> To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.  <b>Objective 1.1:</b> All students in Tiers 1-4 will receive explicit vocabulary and reading strategy instruction.  <b>Objective 1.2:</b> All students in Tiers 1-4 will receive writing strategies for CCGPS literacy.  <b>Objective 1.3:</b> Quarterly research-based writing will be required in all content areas.</p>
<p>Professional learning related to differentiation, formative, summative, and screening processes K-12 for effective RTI monitoring.</p>	<p><b>Goal 2:</b> To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.  <b>Objective 2.1:</b> All students will be assessed 3 times per year for reading comprehension and receive strategic instruction through Tier 1 and interventions in Tiers 2-4.  <b>Objective 2.2:</b> Teachers will identify deficits and provide interventions for students in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.</p>	<p><b>Goal 3:</b> To articulate vertically and horizontally K-12 CCGPS strategies and text complexity.  <b>Objective 3.1:</b> Teachers will participate in Professional Learning Communities for CCGPS literacy.  <b>Objective 3.2:</b> Teachers will participate in professional learning to gain an understanding of text complexity and Lexile bands.  <b>Objective 3.3:</b> Years 1-2, curriculum teams will develop vertical and horizontal pacing guides and lesson plans regarding text complexity and CCGPS strategies based on CCRPI indicators.</p>

***Need for SR Project:***

The need for Striving Reader funding is critical. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Staff reduction, class size, TKES/LKES, inconsistency of instructional strategies and initiatives, instability of RTI protocols, and diminished test scores indicate that changes in funding are crucial in supporting our mission for

## Pickens County School District

---

*Graduation and Life Preparation for All.* Instructional staff are anxious for appropriate and continuous professional learning, instructional guidance, horizontal and vertical collaboration, and resources to assist in improving student achievement.

# Pickens County School District

---

***District Management Plan and Key Personnel:***

Upon notification of the grant award, the district’s Striving Readers Grant Project Director will assemble the district literacy team to review the responsibilities of each team member and to ensure that each understand the grant’s goals and objectives, implement school literacy plans, and coordinate the implementation timeline.

**District Literacy Team and Responsibilities**

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school-level grant activities	Lynda Wallace, Principal, Harmony Elementary School Joeta Youngblood, Principal, Hill City Elementary School Carlton Wilson, Principal, Jasper Elementary School Deborah Longshore, Principal, Tate Elementary School Shane Purdy, Principal, Jasper Middle School Pennie Fowler, Principal, Pickens County Middle School Christopher LeMieux, Principal, Pickens High School
Finances – approve grant budgets and submit completion reports and state-required reports	Amy Smith, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, and process grant travel reimbursement	Cindy Little, Accounts Payable Clerk
Payroll – issue stipends for off-contract grant training	Marilyn Childers, Payroll Clerk
Managing school level grant activities with principals and school-level literacy teams	Lisa Hardman, Academic Coach, Harmony Elementary School Christy Kelly, Academic Coach, Hill City Elementary School Stephanie Hall, Academic Coach, Jasper Elementary School Renee Carder, Academic Coach, Tate Elementary School Anita Walker, Academic Coach, Jasper Middle School and Pickens County Middle School Todd Geren, Literacy Team Leader, Pickens High School
Managing system-level grant activities – coordinate professional learning, supervise and direct academic coaches in assisting with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete. Managing RTI strategies and processes.	Sandy Greene, Director of Teaching and Learning
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology-related	Patrick Shea, Director of Technology

## Pickens County School District

training	
Special Education – coordinating district/state/federal requirements	Shelley Goodman, Director of Special Education

**Responsibilities with Grant Implementation Goals/Objectives:**

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)									
Announce SR Grant to PCSS and Community (Superintendent, Project Director)	X	X			X	X			X
Orientation of SR’s objectives based on DOE’s “What,” “Why,” and “How” of K-12 Literacy Plans (All Striving Readers’ grant recipients and stakeholders)	X				X				X
Convene District Literacy Team for planning (Project Director)	X		X		X		X		X
Convene School Literacy Teams for overview and implementation (Principal, Academic Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase new assessments (Project Director, Chief Financial Officer)	X				X				X
Purchase and distribute instructional materials and instructional technology (Project Director, Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Plan and Implement professional learning focused on Grant Literacy Objectives (Project Director, Academic Coaches)	X	X	X	X	X	X	X	X	X
Extend literacy time (afterschool, before school) (Project Director, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Submit monthly/quarterly/yearly reports (Principal, Academic Coaches, School Literacy Teams)	X	X	X	X	X	X	X	X	X

**Implementation of Goals and Objectives:** All administrators, teachers, academic coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What,” “Why,” and “How” documents. PCSS personnel will sign a commitment statement pledging to meet the project’s objectives and grant activities detailed in each grant.

## Pickens County School District

---

**Involving Grant Recipients in Budget and Performance Plans:** Grant recipients will meet monthly with the Project Director, learning support specialists, and the District Literacy Team to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign-in sheets.

**Evidence of meetings with Grant Recipients:** Grant recipients will be part of the District Literacy Team designed to support Striving Readers’ schools with professional development and resources. This team will meet and report monthly on grant implementation and meetings will be documented with agendas and sign in sheets.

Timeline	Purpose of Meeting	Attendees
September 9, 2014	RESA – Grant Awareness Session	All School Literacy Team members, Project Director
September 9, 2014	Review of grant writing process and lessons learned	All School Literacy Team members, Project Director
September 20, 2014	Introductory grant writing workday	All School Literacy Team committee chairs, Project Director
October 21, 2014	Grant writing questions and answer session with Julie Morrill.	All School Literacy Team committee chairs, Project Director
November 18, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
November 24, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
December 2, 2014	Grant final review session	Project Director, Lead Academic Coach, Superintendent

As a result of the literacy needs assessment and subsequent grant writing process, literacy plans throughout the district have been clearly defined. Each school plan is designed to direct the work for the next five years. Teachers and instructional leaders have agreed to participate in ongoing professional learning activities intended to support the goals and objectives of the plans. Administrators are committed to supporting and participating in the professional learning as well as provide subsequent monitoring of professional practice. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a semester basis throughout the duration of the grant and beyond. Sustainability is the main goal beyond the scope of the grant.

# Pickens County School District

## ***Experience of the Applicant:***

The Pickens County School District has a strong history of sound fiscal management. The district oversees approximately \$50 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives that include but are not limited to:

- Maintenance 180 instructional day school year
- No furlough days since FY11
- Hiring of 5 Academic Coaches for elementary and middle schools
- System-wide purchase of ELA textbooks
- System-wide purchase of mathematics textbooks
- Major improvement and upgrade in technology infrastructure
- Purchase of technology for the classroom –
  - LCD projectors for each classroom
  - Laptop computers for each teacher
  - iPad carts for each school

The table below identifies the recent large-scale grant-funded initiatives of the Pickens County School District.

Initiative	School Level(s) Impacted	FY14 Funds
CTAE – Ag Extended Day	Middle, High	19,358
CTAE – Ag Extended Year	Middle, High	17,201
CTAE – Apprenticeship	High	10,106
CTAE – Extended Day	High	14,536
CTAE – Perkins IV	High	12,315
CTAE – Perkins Program Improvement	High	30,730
CTAE – Supervision	High	13,367
IDEA Flowthrough	Elementary, Middle, High	744,044
RT3 – Math and ELA Training	Elementary, Middle, High	9,600
RT3 – SLO	Elementary, Middle, High	4,650
Special Ed – State Program Improvement	Elementary, Middle, High	49,500
State PreSchool	Pre-K	96,074
Technology to Support Digital Learning	Elementary, Middle, High	19,000
Title I-A, Academic Achievement	Elementary, Middle	905,189
Title II-A, Improving Teacher Quality	Elementary, Middle, High	135,455

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff is the only set of employees who issue system-level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Review of such purchase orders is made by the Program Director and the Chief Financial Officer for appropriateness and fidelity to the guidelines of the grant. Approved requests must



## Pickens County School District

---

supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, must address needs as indicated in the district strategic plan and school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the PCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL.

**State Audit Results:**

Fiscal Year	Financial Findings	Audit Results - Findings
FY 2013	Financial Statement Findings and Questioned Costs Federal Award Finds and Questioned Costs	No matters were reported.
FY 2012	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2011	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2010	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2009	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as appropriate and provide a form W-s, Wage and Tax Statement to each Board member annually.
	Federal Award Findings and Questioned Costs	No matters were reported.
FY 2008	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as

## Pickens County School District

---

	Federal Award Findings and Questioned Costs	appropriate and provide a form W-2, Wage and Tax Statement to each Board member annually.  No matters were reported.
--	---	--

Through the coordination of efforts and resources, the PCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and implementing strategic planning. While PCSD have been very conservative in the past in reaching out to seek grants, new progressive leadership has encouraged the district and individual schools in pursuing innovative grants that support student learning and achievement.

# Pickens County School District: Pickens High School

---

## I. School Narrative

Pickens High School (PHS), established in 1957, was relocated from its original location in the downtown Jasper business district to its current location east of the city at 500 Dragon Drive in 1998. PHS is the sole public high school serving Pickens County. The beautiful mountain valley campus is nestled on 139 acres and consists of over 220,000 square feet of facilities. The school is inextricably woven into the social and business fiber of the county.

For the 2014 – 2015 school year, the student enrollment of 1282 students consists of a racial composition of .1% Native American, .5% Asian, 3.8% Hispanic, 1.2% Black, .1% Pacific Islander, 2% Multi-Racial, and 92.4% White.

## II. Administrative and Teacher Leadership Teams

Principal Chris LeMieux is the current principal of the 2014-2015 school term. Under his leadership, he is seeking to establish formal policies and procedures to provide channels of communication between his administration and the staff. One such example of his belief in open communication is the establishment of a formal leadership team comprised of teacher leaders who meet monthly. Each department chair, the guidance office, the administration, and the media specialist comprise the Leadership Team. These meetings are open to any PHS staff member who would like to attend, and the minutes from the meetings are distributed electronically to all staff members after each meeting.

Former Principal Eddie McDonald initiated the process of developing a formal literacy plan, and the English Department designee Christi Hobgood was tasked with developing a sub-committee to research and compile information with the purpose of making recommendations to the Leadership Team and ultimately submit material to be used in the application process for the Striving Reader Grant. The current sub-committee is comprised of a teacher representative from the core subject areas, the media specialist, special needs, and CTAE. Section 8 of the Georgia's Literacy Conceptual Framework for Birth-to-Grade 12, Georgia Literacy Plan: The "Why" calls for literacy leadership at every level, and Dr. LeMieux continues to adhere to this view by the manner in which he has constructed his leadership group (156).

# Pickens County School District: Pickens High School

---

Leadership Team	
Administrators	Teacher Leaders
Dr. Chris LeMieux, Principal Milton Turner, Assistant Principal Chris Wallace, CTAE Director and Assistant Principal Harold Culbreth, Assistant Principal	James Bond, Counselor Meridith Jorgensen, Counselor Joey Sullivan, Counselor Debbie Roper, English Michael Oubre, Fine Arts Tonya Russo, Foreign Language Duane Cronic, Mathematics Jessica Adams, Media Specialist Rodney Martin, Science Tony Young, Social Studies Kelly Flatt, Special Education Brad Steinhauer, PE Carissa Parker, CTAE
Literacy Sub-committee	
Dr. Chris LeMieux, Principal Todd Geren, English/Language Arts Jessica Adams, Media Specialist Dr. Chad Flatt, English/Language Arts Corey Pittman, Math/SpEd. Aaron Holland, CTAE	

### III. Past Instructional Initiatives

It appears that documentation of past instructional initiatives has not been kept with fidelity. Several years ago, PHS initiated and briefly supported a freshman academy; however, formal documentation about the program, its objectives, its effectiveness were either not kept or have been lost through a change in administrative leadership. PHS has a formal, standard operating procedure for documenting these types of initiatives through the school improvement planning process.

### IV. Current Instructional Initiatives

PHS's driving instructional initiative is the Georgia Common Core Performance Standards (GCCPS).

1. PHS currently employs the following Response to Intervention (RTI) measures:

## Pickens County School District: Pickens High School

---

- EOC Remediation Initiative: Opportunity for remediation and retakes for End of Course measures.
  - Credit Recovery: Opportunity for remediation of failed classes meeting certain criteria.
  - Communication Skills: Reading and writing remediation class based on CRCT writing scores.
  - Tutoring: Before and after school remediation per subject area.
  - Graduate First (11<sup>th</sup>-12<sup>th</sup> grades): Federal program designed to target and assist at risk students with high school graduation.
  - Graduate Focus (9<sup>th</sup>-10<sup>th</sup> grades): Localized program designed to target and assist at risk students with high school graduation.
  - Safety Net Grading: Offers the student an opportunity to recover credit after remediation.
  - Year- long math courses: Identified 9<sup>th</sup> and 10<sup>th</sup> graders taking a math class along with a math support class all year.
2. PHS currently employs the following technology and software support initiatives for student achievement:
- Destiny Quest cataloging software: Research and Lexile searching tool for materials in the media center.
  - USATest prep software: Online test bank and testing preparation software.
  - Georgia Online Assessment System (OAS): Online test bank and testing preparation software.
  - Statewide Longitudinal Data System: Database available for teachers to access student information.

## Pickens County School District: Pickens High School

---

- Student Technology Bring Your Own Device: Initiative allowing students to bring their own technology for educational purposes.
  - Achieve3000: An intervention tool for struggling readers and enrichment for striving readers targeting 9<sup>th</sup> grade for an initial pilot study.
3. PHS currently employs the following school-wide practices to ensure common teaching, assessment, behavior modification, and evaluation:
- School-wide Standard Lesson Plan Template: Document used by teachers for unified lesson planning.
  - Benchmark Assessments for Core Classes: Currently based on subject area, these are pre and post assessments that offer data to the teachers about the students' current knowledge.
  - Teachers-as-Advisors: Teachers provide instruction on character education issues as well as guidance in curriculum choices.
  - Common Grading Weights: Consistent and fair localized grading system.
  - Teacher Keys Evaluation System: Statewide initiative for teacher effectiveness.
  - Positive Behavior Interventions and Supports: Consistency of positive behavior and prevention of negative behavior.

### **V. Professional Learning Needs**

Currently, PHS employs 108 teachers with a 100% highly qualified teacher designation. Of current regular education instructors, 33.7 % hold a level 5, 44.2% hold a level 6, and 3.5% hold a level 7 certificate. Of Special Education instructors, 40.9 % hold a level 5, 31.8% hold a level 6, and 4.5% hold a level 7 certificate. These statistics demonstrate the teaching staff's commitment to continuing education.

These educators are tremendously knowledgeable in their respective subject areas;

## Pickens County School District: Pickens High School

---

however, a consistent and prolific deficiency exists in the realm of analyzing data to drive instructional decisions; it is a daunting task to sift through layers of data to efficiently guide student instruction. The Georgia Statewide Longitudinal Data Systems (SLDS) offers a robust amount of data, and at times, lagging data. Classroom teachers have access to this data; however, the majority of these teachers are just beginning to learn how to use the data to make informed instructional decisions. Effective professional learning is needed to streamline the use of our data in our school system.

The move to College and Career Georgia Performance Standards stresses literacy in science, history/social studies, fine arts, and technical subjects; the formal responsibility of a literacy component in the curriculum of science, history/social studies, fine arts, and technical subjects still requires new professional learning opportunities. Additionally, CCGPS stresses the use of Lexile levels, and training continues to be an important factor in making sure that this component of the CCGPS is understood and implemented. In relation to Lexile levels, vertical alignment needs to be in place between the English Language Arts curriculum between the two middle school feeder schools because the use of Lexile levels in the CCGPS may dictate a change in traditionally held curriculum standards.

The identified professional learning needs:

- Data collection and data analysis to drive instruction
- Literacy across the curriculum
- Writing across the curriculum
- Lexile Framework® and assessment
- Vertical alignment in English Language Arts curriculum maps
- Georgia Statewide Longitudinal Data Systems (SLDS)
- Collaborative planning and interdisciplinary teams
- RTI initiatives and faculty implementation

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

The PHS Georgia Literacy Plan Needs Assessment (GLPNA) establishes the need for a formal literacy plan to include a systematic, cross-curricular literacy curriculum. The CCGPS

## Pickens County School District: Pickens High School

---

stresses literacy should not be contained in an English Language Arts classroom; instead, the responsibility for literacy extends across departments and subject areas (The “Why” 48). Our school needs a program to ensure the completion and success of such standards.

### **VII. Current Literacy Priorities**

The 2014-2015 PHS School Improvement Plan establishes these literacy priorities with the ultimate goal of improving the school’s College and Career Ready Performance Index (CCRPI), which in the 2013 report was a 79. Based on the GLPNA, PHS identifies professional training, collaborative planning, Response to Intervention, and curriculum as the top priorities.



# Pickens County School District: Pickens High School

---

## Needs Assessment, Concerns, and Root Cause Analysis

### Description of the Needs Assessment Process (a)

Initially, the Literacy Team at Pickens County High School (PHS) sent an electronic survey titled *Survey of Literacy Instruction for Middle and High School Teachers* (b), which provided data that the Literacy Team utilized in creating the *Needs Assessment, Concerns, and Root Cause Analysis*. This survey included inquiries about resources, technology usage, professional learning, literacy in the content areas, and general literacy practice across the curriculum. The responses were varied and addressed issues from technological needs to paradigm shifts. A qualitative response was requested for questions based on literacy practices in the classroom. The faculty surveyed included all grade levels and content areas, administrators, special education teachers, paraprofessionals, CTAE, EL teachers, counselors, and the media specialist. Of those surveyed, 50.9% responded to the request.

Following this, the Literacy Team distributed the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* (b) assessment instrument through a Google survey to all teachers at PHS. The school's Google Mail account was utilized for the distribution, and all staff members were encouraged to respond. The results of the *GLPNA* were then calculated and converted to percentages. The results were then transferred into a chart format found in the Literacy Plan. To determine the areas of greatest concern, attention was directed to the categories of Not Addressed and Emergent. If a strand in the *GLPNA* received a response of 50% or greater when combining Not Addressed and Emergent, then the strand was identified as being an area of concern.

# Pickens County School District: Pickens High School

The “Needs Assessment” instrument aided in the identification of the following areas of concern:

Building Block	Area of Concern (f)	Concern Originated (e)	Root Cause (c)
<b>1. Engaged Leadership</b>	PHS does not currently have established collaborative planning or professional learning teams. Another aspect of this strand not addressed is the understanding by all educators that literacy instruction is the responsibility of all and that students should “receive two to four hours of literacy instruction across language arts and content area classes.” (The “What,” p. 6 & 7)	Grades 9-12	Scheduling and time constraints prevent collaborative planning and shared time for professional learning teams to meet during the school day. The survey responses indicated that delivery of extended literacy instruction across content areas is an area of concern.
	There is a need for improved communication and coordination between Student Support Teams (SSTs), the Graduate First Data Team (11-12), the Graduate Focus Data Team (9-10), and the faculty as a whole to improve effective support strategies for Tier II and Tier III instruction. The formation of these teams is an initial step taken by school leaders at PHS to address the needs of at- risk students through the RTI process. In order become more proactive for at-risk students identified by EOCT, State Writing, and Graduation Assessments as well as failing grades and attendance, school leaders recently created the Graduate Focus Team for 9-10 to compliment the Graduate First Team. (f)	Grades 9-12	The reactive nature of SSTs creates a response that is often too late to prevent an academic digression. The data teams’ findings are not appropriately disseminated to the faculty as a whole; therefore, the data is often not effectively enacted upon by the faculty.
<b>2. Continuity of Instruction</b>	PHS has not established cross disciplinary teams for the purpose of reviewing student work and allocating literacy instruction across the disciplines. (The “What,” p. 7)	Grades 9-12	Scheduling and the lack of common planning time between departments creates a barrier that prevents the formation of cross disciplinary teams
	Out-of-school agencies and organizations are not leveraged for maximum resources and stakeholder communication and involvement. (The “What,” p. 7 & 8)	Grades 9-12	With the demands of daily operations, entities outside of the school often go underutilized. There is a need to increase stakeholder engagement in school literacy goals.
<b>3. Ongoing Formative and Summative</b>	Establishing a uniformed literacy assessments, which include a Lexile measure, should be a priority of the	Grades 9-12	A consistent and formal process is not in place to ensure an infrastructure of

## Pickens County School District: Pickens High School

<b>Assessments</b>	school's literacy plan. A routine diagnostic screening process needs to be established to determine specific skill deficits, as struggling students have often developed coping skills at the high school level. This year school leaders have implemented the use of Achieve 3000 to determine student Lexile scores in 9 <sup>th</sup> grade. (“The What,” p. 9)		ongoing formative and summative assessments or to effectively monitor the effectiveness of interventions.
<b>4. Best Practices in Literacy Instruction</b>	The surveys indicated a need for professional learning and improved practices in the area of direct, explicit literacy instruction. (“The What,” p. 10 & 11)	Grades 9-12	The mindset that all students know how to read by the time that they reach high school, and a lack of understanding about teaching and assessing foundational reading skills can cause misconceptions and improper selection of interventions for struggling learners.
	The staff indicated a need for technology to address student motivation and engagement with electronic text, social media, and use for writing “production, publishing, and communication across the curriculum.” PHS students have access to 3-5 computers in classrooms and additional computers in labs, a BYOD initiative has been in place for the past 3 years, and online assessments have created the need and a response to increase bandwidth throughout the school. (The What,” p. 10 & 11)	Grades 9-12	Students have limited access to a wide range of leveled, engaging, and electronic texts. Limited classroom technology makes it difficult to utilize tools for writing and learning across the curriculum. Teachers need professional learning in the area of utilizing technology to increase literacy achievement, motivation, and engagement.
	PHS does not provide extended time for literacy instruction. (“The What,” p. 10)	Grades 9-12	The block schedule does not allow for additional time for literacy instruction.
	PHS does not have a formal writing across the curriculum program. (“The What,” p. 10)	Grades 9-12	Historically, writing instruction has been perceived as wholly an ELA responsibility.
	PHS does not have a well-established ELL program nor does the faculty have adequate training in instructional techniques or knowledge of available resources for supporting EL learners.	Grades 9-12	Teachers are in need of professional learning and resources to address the needs of ELL students at PHS.
<b>5. System of Tiered Instruction (RTI) for All</b>	The Graduate First and Graduate Focus constitute the school-based data teams. Communication, participation, and a	Grades 9-12	Some staff may not be aware of protocols associated with data collection for the RTI

## Pickens County School District: Pickens High School

<p><b>Students</b></p>	<p>culture of responsibility in literacy instruction inhibit the RTI process at PHS from becoming fully operational. Professional learning is needed in the area of data analysis and research based intervention selection. The establishments of morning and afternoon tutoring as well as teacher mentors are steps that PHS school leaders have utilized to support student learning. (“The What,” p. 11)</p>		<p>process as PHS does not have a universal screening tool, common progress monitoring assessments, and consistent intervention procedures are not in place for all grade levels and content areas. Graduate First and Graduate Focus rely solely on summative assessment data.</p>
	<p>Professional learning is needed in the area of needs-based instruction for students in Tier 2 and Tier 3 of the RTI process as well as students needing literacy enrichment. A recent adoption of a CCGPS aligned ELA core program has strengthened standards-based Tier 1 instruction. (f)  (“The What,” p. 12)</p>	<p>Grades 9-12</p>	<p>The root cause of a student’s poor performance in a course outside of an ELA class may be due to the student’s reading ability, and oftentimes, it goes undiagnosed.</p>
<p><b>6. Improved Instruction through Professional Learning</b></p>	<p>A correlation exists between the quality of teacher instruction and the quality of teacher preparation programs. In addition, PHS personnel are currently not participating in ongoing professional learning in the area of literacy instruction.  (“The What,” p. 13 &amp; 14)</p>	<p>Grades 9-12</p>	<p>Pre-service programs need to be structured to provide instruction on how to deliver literacy instruction in all subject areas not just English Language Arts. Professional learning teams need to be established for the purpose of analyzing student data to determine professional learning needs as they relate to standards based instruction, in addition to intervention and enrichment supports.</p>

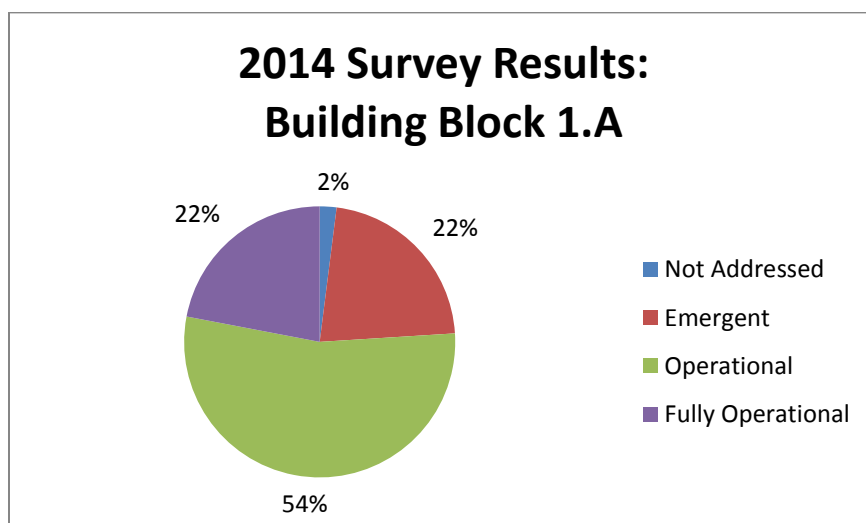
## Evidenced Based Literacy Plan

Pickens High School’s literacy plan follows the six building blocks identified in the document *Georgia Literacy Plan Kindergarten to Grade 12 Necessary Building Blocks for Literacy* and explicitly incorporates and references the research from “*The Why*,” “*The What*,” and “*The How*” in order to create an implementable plan. The results of the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 follow. In the following narrative and throughout this document, the needs assessment instrument will be referred to as GLPNA. The circle graphs included in each section of the literacy plan indicate the percentage of staff members who rated PHS at each level of proficiency each specific element.

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

#### **A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.**

The Striving Reader Grant application process highlights the Pickens High School administration’s commitment to initiate dialogue regarding the need for “evidence-based literacy instruction” in the high school. Without the support and guidance of the administration, this proposal would not have come to fruition. While personal and professional opinions may differ, only 2% of our staff views the school’s leadership as not being addressed in terms of evidence-based literacy.

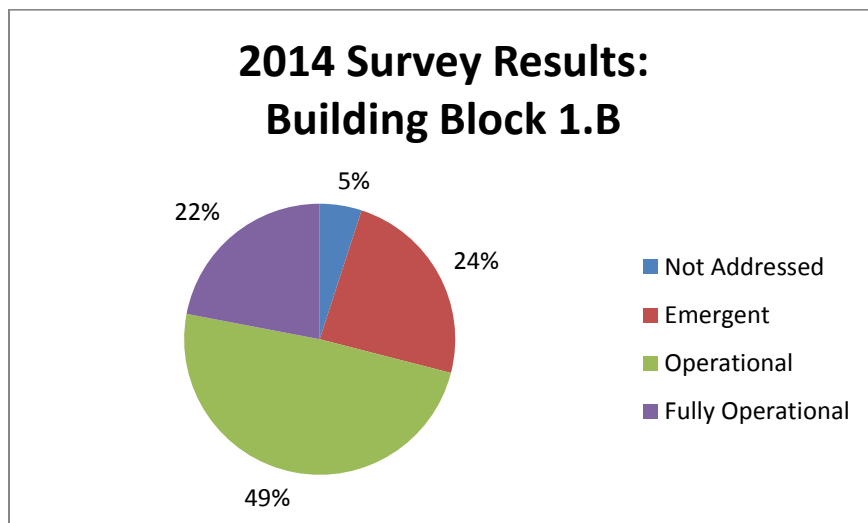


# Pickens County School District: Pickens High School

---

## **B. A school literacy leadership team organized by the administrator is active.**

Through the Leadership Team, the principal designated a member of the English Department to serve as liaison for a sub-committee representative of all academic departments to include the media specialist and the gifted coordinator. It was the sole purpose of this sub-committee to complete the grant application process for the Georgia Striving Reader grant. Through the work of the sub-committee, it is now determined that literacy will be a specific component addressed at each Leadership Team Meeting, and the administration recognizes the importance and value of assessing current literacy practices, determining needs, and implementing best practices for literacy development. The *Georgia Literacy Plan: The “Why”* document supports the formal establishment of teacher leaders in “a leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise” (p. 156). Even though the GLPNA survey data reflects the infancy of this component of the Leadership Team, revealing that only 22% of the faculty believes a literacy leadership team is fully operational, the committee is devoted to garner a combined 100% operational and fully operational by the 2015-2016 school year due to 100% staff participation in literacy across the curriculum.



## Pickens County School District: Pickens High School

---

### **C.1 Action: Maximize the use of time and personnel through scheduling and collaborative planning.**

The GLPNA identified scheduling and collaborative planning as a major area of concern. PHS operates on a block schedule comprised of four 90-minute instruction periods, and even with recent changes in the lunch schedule to allow common lunch breaks within departments, the staff believes that improvements could be made.

### **C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12).**

**Areas of Concern:** According to the *Georgia Literacy Plan: The “Why,”* students “receive two to four hours of literacy instruction across language arts and in content area classes” (The “Why” p. 6). Another component of this strand is the scheduling of “disciplinary literacy in all content areas” (The “Why” p. 6) which highlights an area for PHS to improve. Additionally, it is suggested that “[p]rotected time for collaborative planning teams within and across content areas” [should be] part of the school-wide calendar” (The “Why” p. 6). PHS does not currently have established collaborative planning teams. Another aspect of this strand not addressed by PHS is intervention time “built into the school schedule for each day” (The “What” p. 6).

**Root Cause(s):** Scheduling and time constraints are the root cause of these deficiencies. According to the GLPNA standard, to be fully operational, “Daily schedules include two to four hours of literacy instruction for all students (including disciplinary literacy in content areas) as well [as] additional time for intervention and for collaborative planning” (p. 2). However, PHS currently is at the not addressed level because our “daily schedules do not include a two-hour block for literacy instruction for all areas of English language arts” (GLPNA 2). English language arts instruction is delivered for a 90 minute block, and with the exception of the honors/AP senior English, English Language arts instruction is offered per semester which means that a student will only have an English course for half of the school year.

A paradigm shift needs to occur at the high school level when addressing literacy needs of all students. Unfortunately, by the time a student reaches high school, an assumption is made that they already possess the literacy skill set to read and write unless they have been moved to Tier

## Pickens County School District: Pickens High School

---

III or Tier IV. Students not already flagged as being either special education or in need of intensive remediation could be identified as needing a literacy intervention based on a failing score from the grade 8 CRCT; students who do not pass part of the grade 8 CRCT are automatically enrolled in a communications course. However, if students pass the grade 8 CRCT, it is assumed they will be able to complete grade 9 level work. Because the grade 8 CRCT is treated as the high school entry literacy assessment, many students may go unidentified until the grade 9 Literature and Composition EOCT at the end of the semester. Because EOCT data is received after those students complete grade 9 Literature and Composition, another component that adds to the complexity of the block schedule is that students could effectively not be identified as having a literacy deficiency until the last week of the last semester of their freshman year.

**What We Have Done:** Recently, the administration recognized the need for more common planning time within departments, and the lunch schedule was subsequently changed to allow for 30 minutes common department time. While this additional time within departments is a positive scheduling change, common planning between departments has not truly been addressed.

Prior to this year, department meetings occurred infrequently and inconsistently. Now, all departments hold at least one formal departmental meeting a month; minutes are kept during each meeting and eventually will be uploaded to the Pickens County Board of Education's eBoard electronic management system to increase transparency for all stakeholders.

**Action Steps to Take for Improvement:** To address the root causes, PHS needs to develop a disciplinary literacy curriculum aligned with the College and Career Georgia Performance Standards (CCGPS). Ideally, this disciplinary literacy curriculum would utilize the technological infrastructure of the school and enable non-ELA teachers to deliver discipline based literacy instruction that includes both pre- and post-assessments, formative and summative assessments, all aspects of literacy instruction, as well as easy access to data based on the students' performance.

Collaborative planning teams across content areas need to be established (The "What" p. 6). Course schedules, policies, and procedures need to be routinely evaluated to "identify and eliminate inefficient use of student and faculty time within the schedule" (The "What" p. 6), and



## Pickens County School District: Pickens High School

---

protocols need to be established for the review process and implementation of any revised policies and procedures resulting from such a review process.

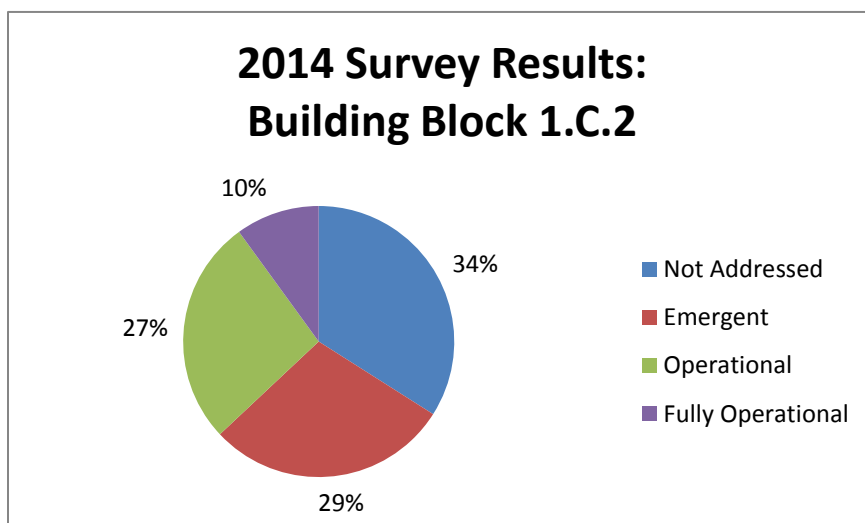
Course schedules need to be evaluated to ensure that we are providing our students with the best practices in literacy. On the current block schedule, students only have access to formal English Language Arts instruction for one semester per year. Even with the implementation of a disciplinary literacy curriculum, students cannot be expected to improve their scores on all state assessments if they do not have access to a year-long English Language Arts curriculum.

Literacy screening needs to be implemented for all freshman students as well as all students transferring into the school system. According to *The "What,"* "a screening helps determine the level of intervention needed to assist individual students" (p. 97). Screening would improve teacher knowledge of students' needs and school-wide knowledge of skill levels.

### Needs Summary:

1. **Disciplinary Literacy Curriculum**
2. **Collaborative Planning Teams**
3. **Year-long Schedule**
4. **Literacy Screenings**

**Sustainability:** Instructional budgets within each department and student generated funds



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

According to the GLPNA, 32% of our staff perceives teachers as accepting responsibility for literacy instruction per the CCGPS. Pickens High School is in the process of aligning curriculum and instructional practices with literacy across the content areas as defined by the CCGPS, and while the school has a myriad of instructional initiatives in place, it is in dire need of a systematic process to ensure that formal literacy instruction is consistently implemented.

**Areas of Concern:** The primary area of concern for this strand is that the GLPNA survey results showed that PHS is not 100% fully operational.

**Root Cause(s):** Many content area teachers outside of English Language Arts view literacy as something that only happens within the ELA classroom. The transition to CCGPS drastically changes the charge for all content area teachers in terms of literacy, and many content area teachers do not have formal literacy training.

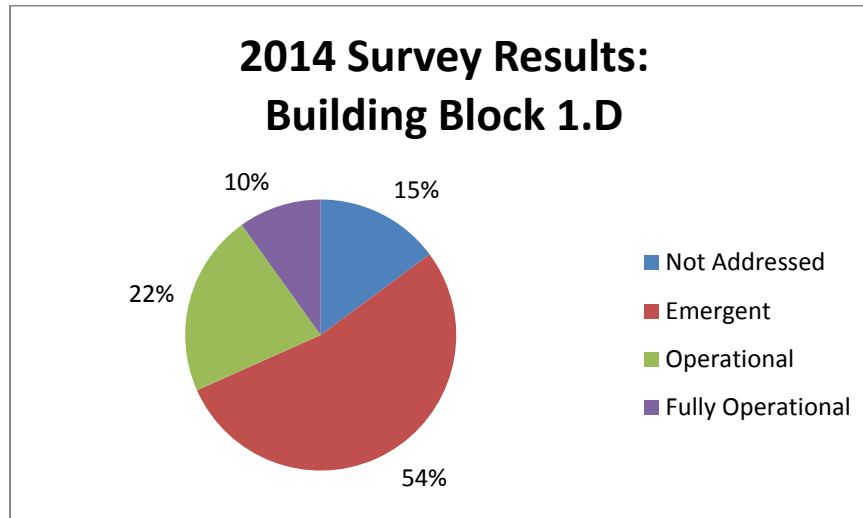
**What We Have Done:** As a whole, PHS has not implemented a formal cross disciplinary literacy program. The TKES process is in place and will serve as an observation form “to ensure consistency of effective instructional practices that include disciplinary literacy across content areas” (*The “What” 6*).

**Action Steps to Take for Improvement:** PHS needs to implement a formal cross-disciplinary literacy program and to provide opportunities for “staff [to] participate in targeted, sustained professional learning on literacy strategies within the content area” (*The “What” 6*).

**Sustainability:** Instructional budgets within each department and student generated funds

### **Needs Summary:**

#### **1. Disciplinary Literacy Curriculum**



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

Only 32% of teachers believe that literacy instruction is either fully operational (10%) or operational (22%) in all content areas. The survey wording “as articulated by CCGPS” could be the source of the discrepancy in perception between accepting responsibility for literacy and optimizing literacy instruction in all content areas. Nonetheless, the GLPNA demonstrates an opportunity to address literacy instruction across the curriculum.

**Areas of Concern:** Literacy across the curriculum

**Root Cause(s):** Traditionally, literacy was viewed as the sole responsibility of an ELA classroom.

**What We Have Done:** PHS is incorporating the CCGPS and TKES.

**Action Steps to Take for Improvement:** PHS needs to implement a formal cross-disciplinary literacy program and provide opportunities for “staff [to] participate in targeted, sustained professional learning on literacy strategies within the content area” (*The “What”* p. 6). Teachers also need professional learning and support in the use of technology resources to enhance literacy instruction across the content areas.

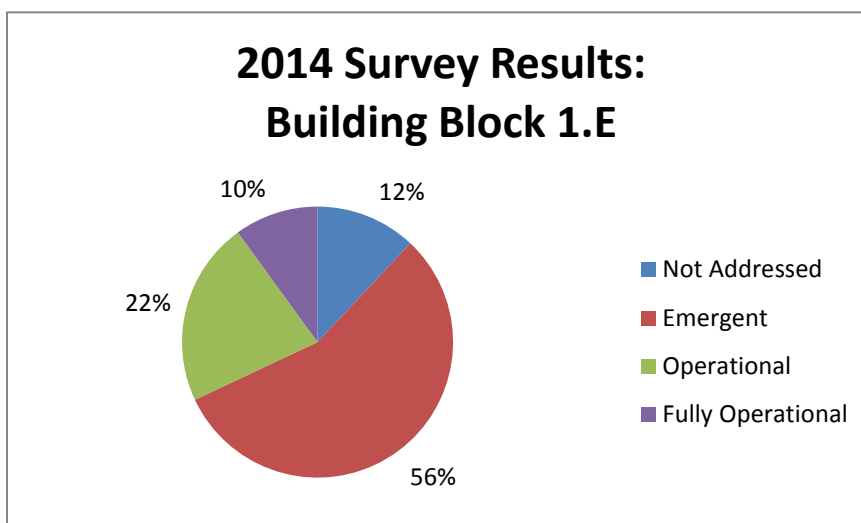
# Pickens County School District: Pickens High School

---

**Sustainability:** Instructional budgets within each department and student generated funds

## Needs Summary:

1. **Disciplinary Literacy Curriculum**
2. **Professional Learning**
  - a. **Incorporating the use of literary texts in content areas** (*The “What” p. 6*)
  - b. **Selecting text complexity that is appropriate to grade level as required by CCGPS** (*The “What” p. 6*)



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

According to the GLPNA, the staff believes that the community supports the curriculum alignment with CCGPS. According to the *Georgia Literacy Plan Kindergarten-to-Grade 12 Necessary Building Blocks for Literacy: “The What,”* a community advisory board, “a network of learning supports within the community,” and the use of social media to both “promote the goals of literacy” and to share and celebrate “public successes” should be part of a successful literacy plan (p. 8). Pickens High School already has the infrastructure in place to satisfy these objectives. A School Advisory Council which includes teachers, parents, administrators, Board of Education employees, and business leaders meets quarterly. Another aspect of the infrastructure in place is the use of social media; PHS has a social media presence through

## Pickens County School District: Pickens High School

---

Facebook pages and a Twitter feed. Some attention should be given to ensure that the School Advisory Council and the social media outlets are utilized to their full extent to support the school's literacy plan.

**Areas of Concern:** Only 49% of the staff viewed a positive connection with the community. PHS may not be using the School Advisory Council and the social media outlets to capacity. More interaction, beyond sports and extra-curricular programs, needs to occur.

**Root Cause(s):** Need for new strategies to enhance community engagement

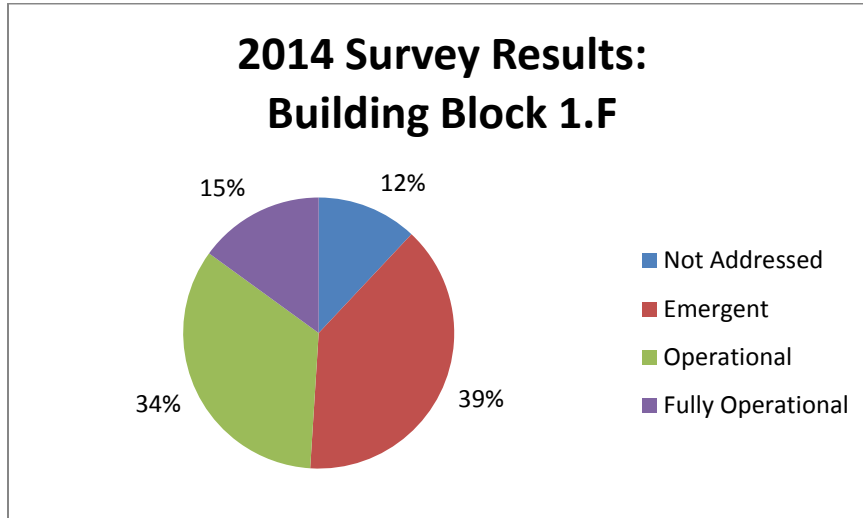
**What We Have Done:** Created Pickens High School Facebook page where upcoming events and school accolades are shared daily. A partnership between the PHS journalism classes and the locally owned and operated newspaper *The Pickens Progress* publishes the bi-monthly *Dragons' Lair* included in the newspaper. Local community organizations like Amicalola Electric Membership Corporation, Bent Tree Foundation, Inc., and the Big Canoe Chapel fund scholarships and grants for both PHS students and staff. Local businesses support our students by participating in the Work-Based Learning program and the Youth Apprenticeship program.

**Action Steps to Take for Improvement:** Implement a monthly parent/community night.

**Sustainability:** This portion is one of the easiest to sustain because it is already funded through the current budget.

### **Needs Summary:**

- 1. Establish monthly or quarterly parent/community input workshops.**
- 2. Solicit more community partnerships.**
- 3. This portion of the PHS Literacy Plan does not require formal funding from the Georgia Striving Reader Grant.**



**Building Block 2. Continuity of Instruction**

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

According to the description for the indicator of not addressed for this strand, PHS staff should have selected a 100% response to not addressed because “[c]ross disciplinary teams are not currently meeting” (GLPNA 4). These have not been created at PHS.

**Areas of Concern:** A glaring area of concern with this strand is the number of responses for fully operational and operational because PHS has not established cross disciplinary teams for the purpose of reviewing student work and allocating literacy instruction across the disciplines (GLPNA 4). Staff availability to serve on a cross disciplinary team poses a potential hindrance.

**Root Cause(s):** Scheduling and lack of common planning time between departments is the main reason why cross disciplinary teams have not been created.

**What We Have Done:** PHS is developing a literacy plan to address these issues.

**Action Steps to Take for Improvement:** PHS needs to establish cross disciplinary teams comprised of one teacher per class offering to meet once per month. Team members also need

## Pickens County School District: Pickens High School

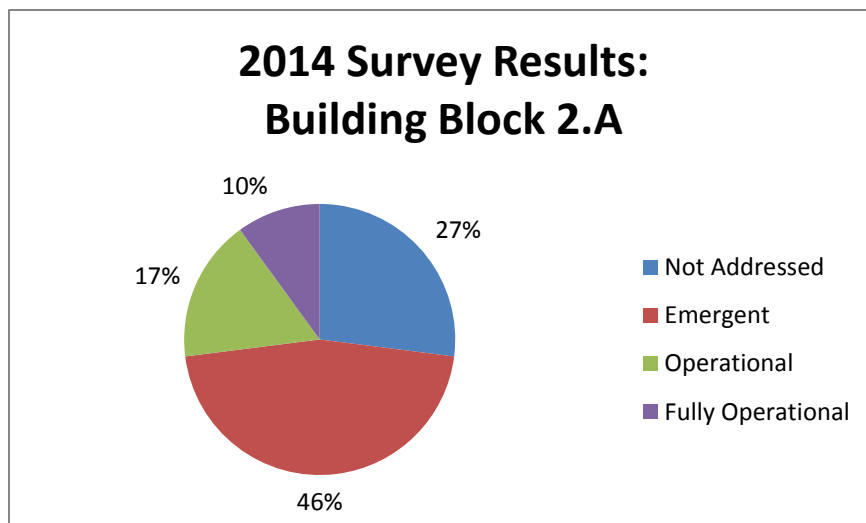
---

technology resources and training in best practices for utilizing technology to facilitate collaborative planning.

**Sustainability:** PHS does not require funding to establish across the curriculum collaborative team; however, there is a need for technology resources and professional learning for collaboration. This initiative will be sustained through the use of federal, state, or local funds after the life of the grant.

### Needs Summary:

1. **Identify one teacher per class offering to be part of a cross disciplinary team.**
2. **Resources and training necessary to utilize technology to conduct virtual meetings and post meeting minutes and information.**



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

In the GLPNA, only 23% of the staff viewed us as being fully operational or operational while 76% perceived us as being either emergent or not addressing this focus. We need to develop and implement a consistent approach to literacy across the curriculum to include standard writing rubrics (“The What” p. 7). A mixture of traditional writing as well as “new” writing to include

## Pickens County School District: Pickens High School

---

social media, wikis, blogs, etc. needs to be incorporated into daily practice in all classes (“The What” p. 7).

**Areas of Concern:** A formal and systematic program is not utilized to deliver literacy instruction across the curriculum. Historically, literacy instruction has been contained in the English Language Arts classroom, and PHS has traditionally followed this practice; however, with the implementation of the CCGPS, PHS recognizes the need to provide a systematic approach to ensure that students have access to literacy instruction in all subject areas.

**Root Cause(s):** The perception that literacy instruction wholly belongs in the realm of the English Language Arts classroom may contribute to the lack of literacy instruction across the curriculum. Another cause is that literacy across the curriculum has not been a defined objective for the school as a whole.

**What We Have Done:** In courses other than English Language Arts, disciplinary vocabulary is probably the one element of literacy that is consistently taught. Writing activities may be present, but they are not administered with fidelity.

**Action Steps to Take for Improvement:** To support teachers in providing literacy instruction across the curriculum, PHS needs to adopt a formal literacy plan, implement a formal system to deliver instruction, and provide professional development opportunities for the staff.

**Sustainability:** The Georgia Striving Reader Grant money will be used to assist in the establishment of a formal literacy program. Once established, these services will be maintained by funding through instructional budgets within each department and student generated funds.

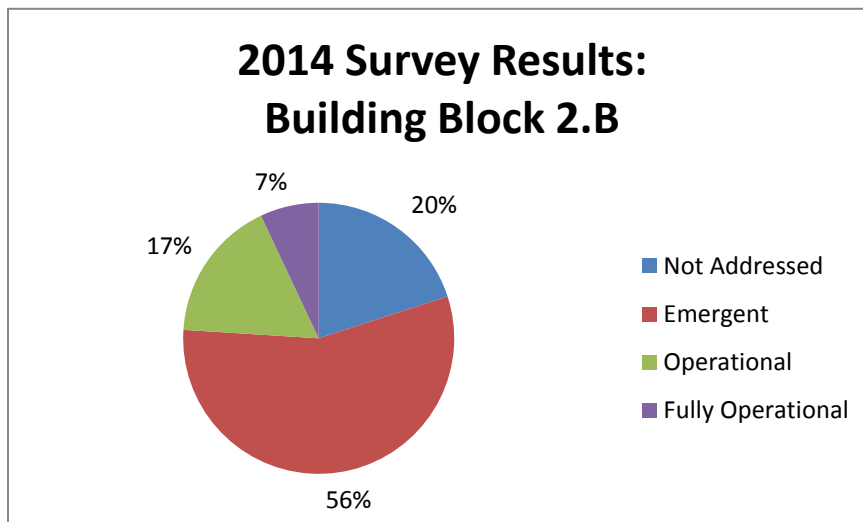
### **Needs Summary:**

**Funding requested to implement the initial literacy program.**

- 1. Adopt a formal literacy program**
- 2. Implement a formal system to deliver consistent instruction**



**3. Provide professional development**



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

While the high school enjoys a close relationship with the community, it is evident that the staff recognizes missed opportunities with the community in terms of utilizing available resources to support and augment literacy instruction. Out-of-school agencies and organizations need to be targeted for wraparound services (“The What” p. 7). This aspect of the literacy plan could easily be incorporated into the School Advisory Council which already identifies key community stakeholders.

**Areas of Concern:** Out-of-school agencies and organizations are not leveraged for maximum resources.

**Root Cause(s):** With the demands of daily operations, entities outside of the school often go underutilized.

**What We Have Done:** PHS has a School Advisory Council.

**Action Steps to Take for Improvement:** The Pickens County Central Office can assist in the identification and establishment of more community partnerships. The Central Office should

## Pickens County School District: Pickens High School

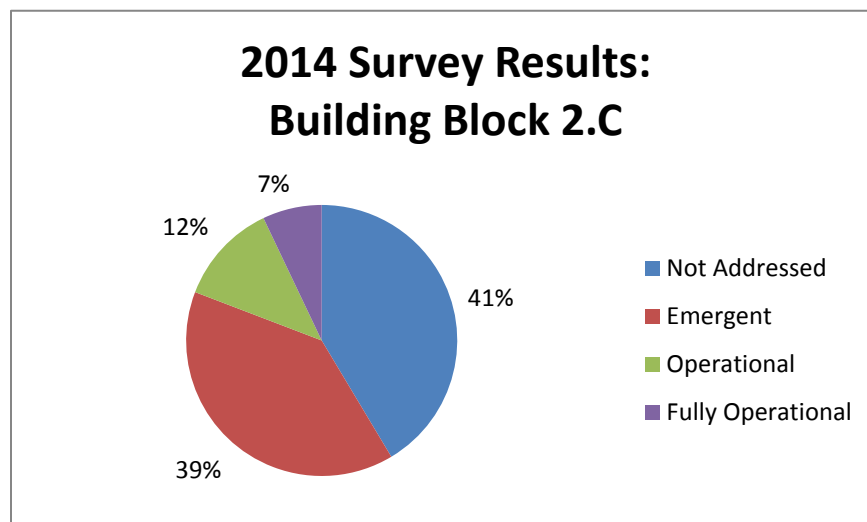
---

provide local businesses and organizations with a central point of contact that provides continuity. Additionally, by utilizing the Central Office as the central point of contact, it prevents multiple representatives from individual schools within the county from repeatedly bombarding the same businesses and organizations which could induce a negative response from these entities. Developing and establishing a district level policy for fostering community relationships to support literacy provides the school system with a consistent and efficient process.

**Sustainability:** A Parent & Community Involvement Coordinator position currently exists at the Central Office, and resources from this grant will not be used.

### **Needs Summary:**

- 1. Utilize the Parent & Community Involvement Coordinator to identify potential literacy relationships between the community and the high school.**
- 2. The Parent & Community Involvement Coordinator will work closely with the Pickens County Chamber of Commerce and the PHS Leadership team to implement literacy connections between the school and the community.**



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

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

The responses in the GLPNA indicate inconsistent use of formative and summative assessments to gauge the appropriateness of interventions. Ideally, we should at least be operational; however, 49% view us as being emergent and 5% view us as not addressing this aspect. Clearly, we need to establish a system in which teachers can easily and quickly assess students and implement appropriate interventions (“The What” p.8). PHS is making gains in implementing common assessments other than the state mandated EOCTs in select courses; benchmark assessments are being widely used to assess students at the start of a course; however, a clear deficiency is present in mid-course assessments. To promote consistency between teachers of same subject courses as well as to establish a system where early intervention can be administered, common mid-course assessments need to be created within departments and administered with fidelity (“The What” p. 8).

**Areas of Concern:** Inconsistent use of formative and summative assessments to determine interventions.

**Root Cause(s):** One specific cause does not contribute to this concern. Instead, it seems to be a combination of historical practice and the absence of specific and clearly outlined goals.

**What We Have Done:** PHS is utilizing more benchmark assessments. A common lesson plan format was implemented in 2013-2014 and requires staff to list both summative and formative assessments as well as a rationale for choosing those assessments. The academic culture of the school is transitioning to one that uses common terminology and common practices. The TKES system has been the catalyst for this change.

**Action Steps to Take for Improvement:** As budgets diminish and school systems must come to terms with dwindling resources, staff members must do more with less. PHS is no exception. To

## Pickens County School District: Pickens High School

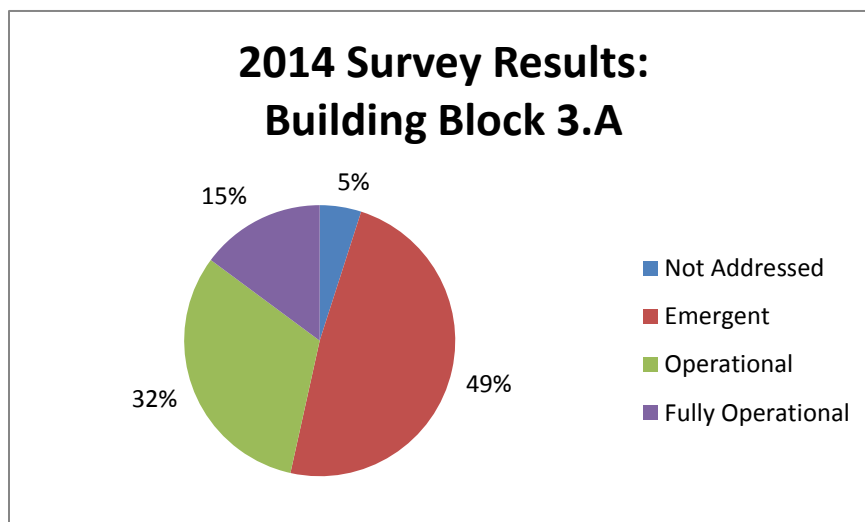
---

adequately provide school-wide literacy screening and monitor progress, staff members require an efficient and user-friendly process to implement formal literacy instruction.

**Sustainability:** Once a formal literacy curriculum is implemented, the process will be sustained through instructional budgets within each department and student generated funds.

### **Needs Summary:**

- 1. Formal literacy curriculum to include formative and summative assessments**
- 2. Professional development necessary to effectively implement best practices in literacy across the curriculum**



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

The results from the GLPNA indicate that 41% of PHS staff believes that we are operational in the use of universal screening and progress monitoring for formative assessment. It is true that EOCT courses provide summative assessment data. However, PHS does not utilize universal literacy screening. PHS has an opportunity to implement a streamlined process to assist teachers with the evaluation of literacy levels for all students, administer and evaluate formative assessments, and evaluate the need for RTI services. Because a common system is not currently in place, PHS is poised to initiate a process that will provide consistent assessments as well as a process to review results and utilize the data to direct instruction (“The What” p. 9).

## Pickens County School District: Pickens High School

---

**Areas of Concern:** A universal literacy screening process in conjunction with the ability to quickly analyze and use data to monitor the progress of all students is an area of concern.

**Root Cause(s):** Historically, the primary focus of instruction at PHS has been placed on summative assessments like the EOCTs and the Georgia High School Graduation Test series. The focus has not been on the screening and evaluation of students in a formative manner. As evident in the ongoing instructional initiatives like Credit Recovery and EOCT remediation courses, the academic focus has been reactionary.

**What We Have Done:** PHS has implemented common assessments in core courses to establish benchmarks and to direct instruction. PHS has also implemented several initiatives to provide remediation and mentoring for at risk students.

**Action Steps to Take for Improvement:** PHS currently uses USATest Prep software to assist with EOCT preparation, and the capability of this software is grossly underused. The focus for the use of this software needs to change to a formative capacity to help assist staff with evaluating students' mastery of specific standards. Additionally, PHS will utilize Scholastic Reading Inventory (SRI) as a universal screening tool for literacy. SRI will provide Lexile levels for all students which will give teachers the opportunity to quickly identify struggling students and provide necessary information to facilitate differentiation.

**Sustainability:** PHS's current subscription to USA Test Prep does not expire until 2016, and that subscription will be maintained with school funds after the life of the grant. To increase the sustainability of SRI, PHS will house the software on a school/county level server instead of purchasing yearly subscriptions. After the initial purchase, there is only a small yearly tech support fee that will be sustained with school funds. Student access to computers may be a factor in the implementation of SRI as a universal screening tool. There is a definite need for

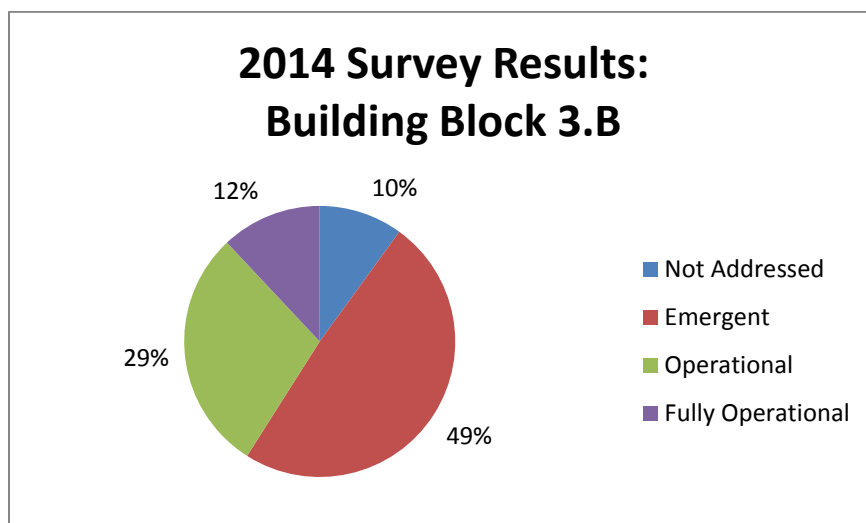
## Pickens County School District: Pickens High School

---

additional technology to support the effective and efficient use of these programs as screening and progress monitoring tools.

### Needs Summary:

1. Maximize usage of currently licensed USA Test prep software
2. Purchase and implement SRI as a universal literacy screener
3. Provide staff training opportunities for best practices
4. Need for additional technology and tech support



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

The varying responses to this component of the literacy survey suggests that some teachers may be administering and evaluating diagnostic assessments within individual classrooms, but a consistent and formal process is not in place. A routine diagnostic screening process needs to be established (“The What” p. 9). Many times, at the high school level, teachers and administrators take for granted that students possess adequate literacy skills to function at the high school course level; however, too often, students have already learned coping skills that may disguise their low literacy level.

**Areas of Concern:** Establishing a uniformed literacy assessment should be a priority of the school’s literacy plan.

## Pickens County School District: Pickens High School

---

**Root Cause(s):** The perception that if students pass the grade 8 CRCT then they possess the necessary literacy skills to succeed in high school.

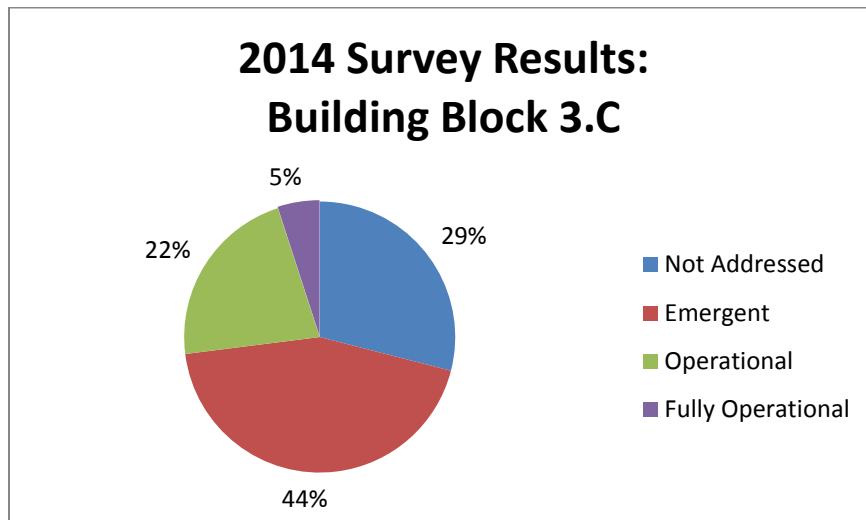
**What We Have Done:** By using the grade 8 CRCT as a literacy screening, PHS has been able to identify some students who are deficient in literacy skills; however, this screening does not identify all of the students who could benefit from a universal screening protocol.

**Action Steps to Take for Improvement:** The first step for improvement is to establish a universal screening process as identified in GLPNA and then identify and implement a diagnostic assessment to utilize on an as needed basis. As outlined in the “What” section of the Georgia Literacy Plan, PHS should establish a protocol “for ensuring that students identified by screenings routinely receive diagnostic assessment” (9). Additionally, “diagnostic assessments [should] isolate the component skills needed for mastery of literacy standards” (The “What” p. 9). PHS should provide “[i]nterventions [to] include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach” (The “What” p. 9).

**Sustainability:** Instructional budgets within each department and student generated funds

### **Needs Summary:**

- 1. Provide routine diagnostic assessments to students who are identified by literacy screenings.**
- 2. Use diagnostic assessments to isolate the skills required for mastery of literacy standards (The “What” p. 9).**
- 3. Establish interventions to utilize diagnostic assessments and multiple-entry points (The “What” p. 9).**



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

The responses to this portion of the assessment indicate that the staff is moderately confident in their use of summative data to inform programming choices and to monitor student progress. However, the low percentage (10%) of staff members who view us as being fully operational indicates a deficiency that can be improved. Departments need to participate in actual discussions of the summative data and work together to “identify needed program and instructional adjustments” (“The What” p. 9).

**Areas of Concern:** Many times, test results are not distributed in a timely manner to guide instruction for the remainder of a course, and EOCT results are not often discussed vertically with teachers within the same department nor are they discussed with cross-curricular departments. Also, test data are not disaggregated; instead, test scores are discussed in general terms and testing variables are not discussed.

**Root Cause(s):** Time seems to be the primary cause for this concern. PHS must wait on test results to be returned from the state of Georgia. Then, one staff member at the high school is designated as the contact person for the test results. If this person is out of the office or otherwise detained on another project, the distribution of the test scores is delayed.



## Pickens County School District: Pickens High School

---

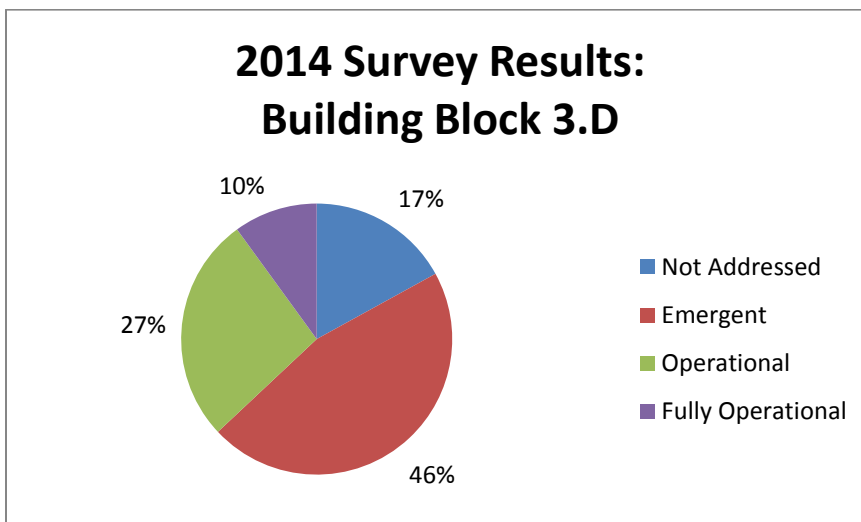
**What We Have Done:** LDS is used to access historical test results. Individual departments now meet at least once a month, and these meetings offer opportunities to discuss assessments and student progress.

**Action Steps to Take for Improvement:** An additional staff member needs to be identified to serve as a contact for state test score distribution. Staff members also need additional training and support in order to effectively utilize LDS.

**Sustainability:** Additional staff development is needed to satisfy these action steps. This funding is already included in staff training funds. Free SLDS training is provided by the state.

### Needs Summary:

1. Identify an additional staff member to serve as a secondary contact for summative test scores.
2. Provide staff training for LDS.
3. Present summative data in a disaggregated format.
4. Increase the frequency of departmental meetings.



## Pickens County School District: Pickens High School

---

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

Clearly articulated strategies exist in some departments, but a clear and consistent strategy for using data to improve teaching and learning is not present systematically in all departments. PHS needs to develop a plan to consistently use available data in the LDS system as well as the data generated from other assessments.

**Areas of Concern:** PHS does not maximize the use of data; therefore, crucial opportunities in guiding student instruction may be missed.

**Root Cause(s):** Previous lack of strong leadership and lag time between data availability and data distribution contribute to ineffectual use of data. Staff is not adequately trained to utilize current data systems. Pertinent data reports that disaggregate test scores are not provided to the staff. Lack of technology resources and training to facilitate the use of technology to support data collections, analysis, and reporting.

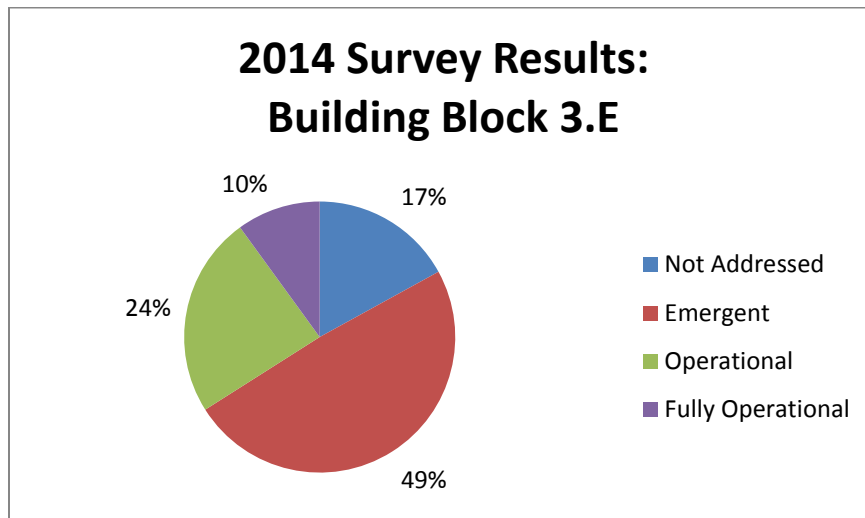
**What We Have Done:** The establishment of routine departmental meetings increases the opportunities for staff to discuss data in general terms. School-wide data teams meet monthly to discuss data.

**Action Steps to Take for Improvement:** Provide staff training on best practices in the use of technology for data collection and analysis.

**Sustainability:** Instructional budgets within each department and student generated funds

### **Needs Summary:**

- 1. Staff training on technology facilitated data analysis**



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

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

**Areas of Concern:** There is a need to provide effective training, materials, and resources necessary to support direct, explicit literacy instruction.

**Root Cause(s):** Classically trained high school teachers lack the skills and resources necessary to provide skills based reading instruction for students in need of remediation in the mechanics of reading.

**What We Have Done:** By reviewing grade 8 CRCT data, PHS attempts to identify students who may have literacy deficiencies and schedule these students into a communications course which provides remediation.

**Action Steps to Take for Improvement:** Once SRI is established as the universal literacy screening, Lexile data will be used to identify students in need of additional support. Specific aspects of “student data [needs to be] examined regularly to identify areas of instruction with greatest needs” (The “What” p. 9). PHS staff needs to be provided with professional development by a literacy specialist. Staff should be encouraged to attend professional

## Pickens County School District: Pickens High School

---

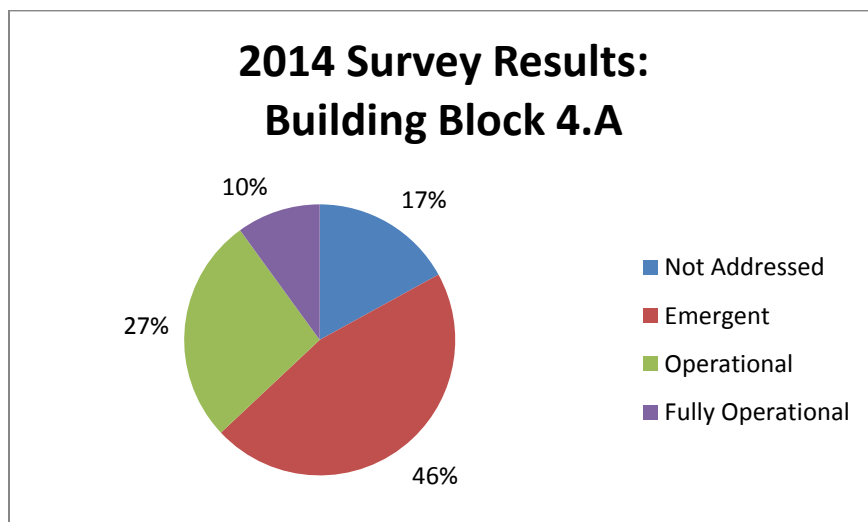
conferences. PHS needs to implement a literacy program that allows literacy instruction in all subject areas; “[s]pecifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health” (The “Why” 26).

**Sustainability:** Instructional budgets within each department and student generated funds

### **Needs Summary:**

**Funding requested to implement a cross curricular literacy focus.**

- 1. Core literacy program implemented across the curriculum**
- 2. Offer additional opportunities for remediation based on identified needs**
- 3. Professional development conducted by a literacy specialist**



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

**Areas of Concern:** The operative word in this strand is “effective.” To what degree is effective writing instruction administered across the curriculum? According to the GLPNA, 30% of the staff believes that we are fully operational or operational and have “a coordinated plan . . . developed for writing instruction across the curriculum that includes explicit instruction, guided practice, [and] independent practice” (p. 9). However, PHS’s test scores from the fall GHSWT suggest that otherwise.

**Root Cause(s):** Tradition holds that writing instruction belongs in an English Language Arts classroom, and educators outside of the ELA classroom may either not have the training or confidence to provide effective writing instruction in their respective disciplines.

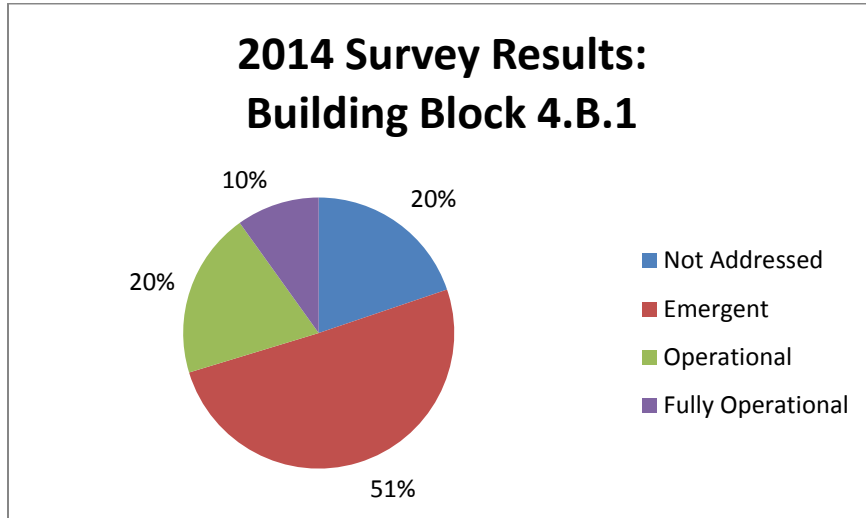
**What We Have Done:** We have not implemented a formal writing across the curriculum initiative. If anything is currently being done or has been previously attempted, then it is from the individual efforts of classroom teachers and not from a school-wide vision.

**Action Steps to Take for Improvement:** We need to develop and implement a writing curriculum that transcends the ELA classroom.

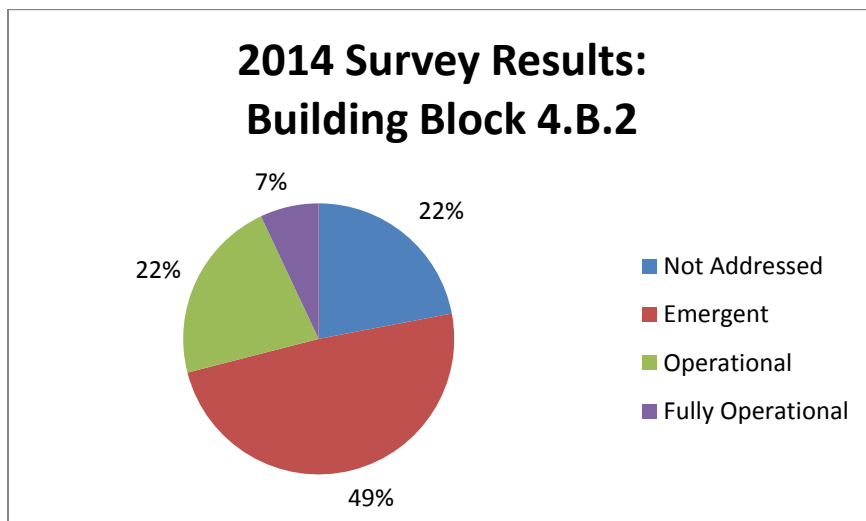
### **Needs Summary:**

- 1. Professional learning opportunities in writing within a particular discipline**
- 2. Writing curriculum**
- 3. Technology tools to facilitate this process**

**Sustainability:** Instructional budgets within each department and student generated funds



**B.2. All students receive effective writing instruction across the curriculum.**



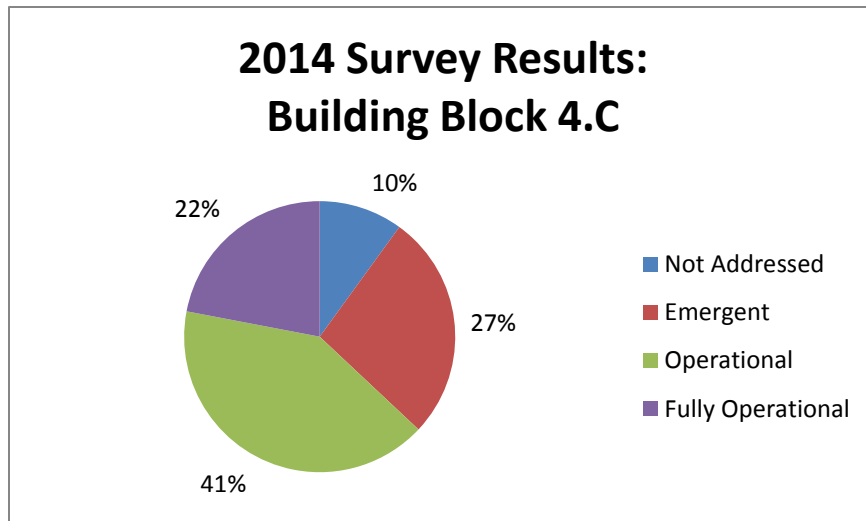
**C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.**

Out of all of the strands in the GLPNA, 22% of the PHS staff viewed themselves as being fully operational in their “intentional efforts to develop and maintain interest and engagement as

## Pickens County School District: Pickens High School

---

students progress through school” (9). However, 37% of the staff viewed this strand as not being addressed which suggests the need for additional support in this area.



**Areas of Concern:** An area of concern is that 37% view this strand as being emergent or not addressed which indicates that we still have room for improvement.

**Root Cause(s):** Obviously, the 2013 student is accustomed to instant gratification and instant information. The traditional roles of teacher and student are changing. The need for technology and training to support this shift is evident.

**What We Have Done:** PHS implemented a student technology initiative called Bring Your Own Device (B.Y.O.D.) to embrace student supplied technology. Departments have worked together to create school-wide, cross-curricular events such as Shakespeare Day and “Once Upon a Midnight Dreary” that combine literature, theatre, and production. During the popularity of the *Hunger Games*, PHS developed their own version of the hunger games that included the ELA, science, and math departments.

**Action Steps to Take for Improvement:** PHS needs to take advantage of cross-curricular instructional opportunities and participate in professional development opportunities.

# Pickens County School District: Pickens High School

---

## **Needs Summary:**

- 1. Professional development**
- 2. Cross-curricular planning**
- 3. Technology to enhance engagement**

**Sustainability:** Instructional budgets within each department along with county, state, and federal funding sources.

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

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

Collectively, emergent and not addressed account for 52% of the staff who viewed that we have deficiencies in using information developed from the school-based data teams to inform RTI process (GLPNA 10).

**Areas of Concern:** Staff may not be aware of protocols associated with data collection for RTI.

**Root Cause(s):** There is a lack of communication and knowledge about the RTI initiatives that are currently in place at PHS.

**What We Have Done:** PHS is in the second year of implementation of the Graduate First program, and is in the first year of implementation of the Graduate Focus program. These programs consist of a committee composed of school level and system level personnel who meet on a monthly basis to review and discuss disaggregated data from formative and summative assessments. These same committee members also serve as mentors for identified students and provide guidance and support as needed to assist students on the path to graduation. The Graduate First program focuses on 11<sup>th</sup> and 12<sup>th</sup> grade students and the Graduate Focus program focuses on early identification and support for at-risk 9<sup>th</sup> and 10<sup>th</sup> graders. PHS also offers morning and afternoon tutoring for students and provides math support classes that run concurrently with the regular content area math classes. To further these initiatives, PHS staff needs “[p]rofessional learning in intervention techniques . . . to incorporate strategies that allow



## Pickens County School District: Pickens High School

---

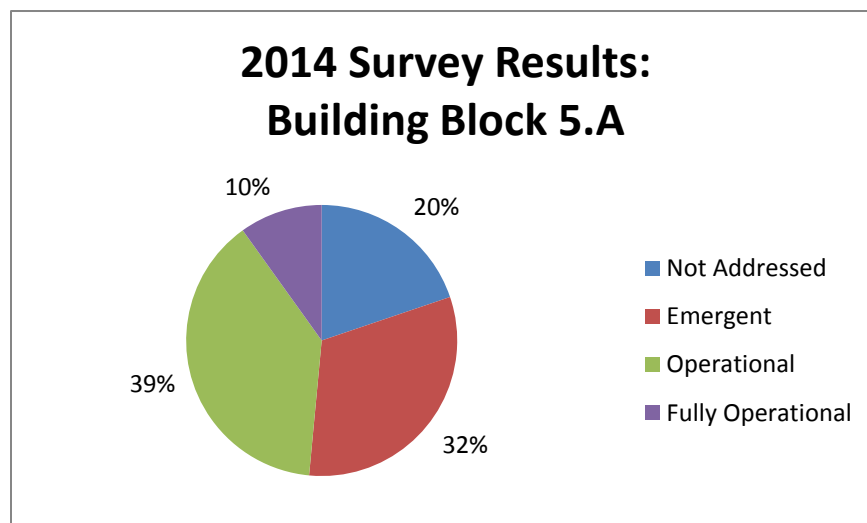
students to access texts, to practice communication skills, and to use information” (The “Why” 124).

**Action Steps to Take for Improvement:** Need for increased communication about the ongoing efforts taking place at PHS.

**Sustainability:** Protocols are already in place. Graduate First is funded through a GLRS grant.

### Needs Summary:

1. Provide information about current initiatives and make sure that all staff members are aware of the protocols.
2. Utilize a cross disciplinary literacy program that includes formative and summative assessments and use data from this program to direct RTI processes.
3. Provide staff with professional development in intervention techniques.



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

The results from the GLPNA suggest not all of the staff is fully aware of RTI Tier I instruction because 47% viewed us as being either emergent or not addressing this strand; however, after reviewing the description of “Interventions at Tier 1” in the *Georgia Literacy Plan: The “Why,”*

## Pickens County School District: Pickens High School

---

the staff may simply not understand what Tier I instruction means. According to *The “Why,”* Tier 1 interventions “include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback” (p. 126). Our staff does all of these things daily; however, they may not understand that their daily practices are actually part of the Tier 1 process.

**Areas of Concern:** Staff is not familiar with the student achievement pyramid of interventions.

**Root Cause(s):** In the past, staff has not been provided with RTI professional development opportunities. Other schools in the district have an academic coach who facilitates professional development in the school; however, PHS does not have this luxury. Teachers also lack a common planning time.

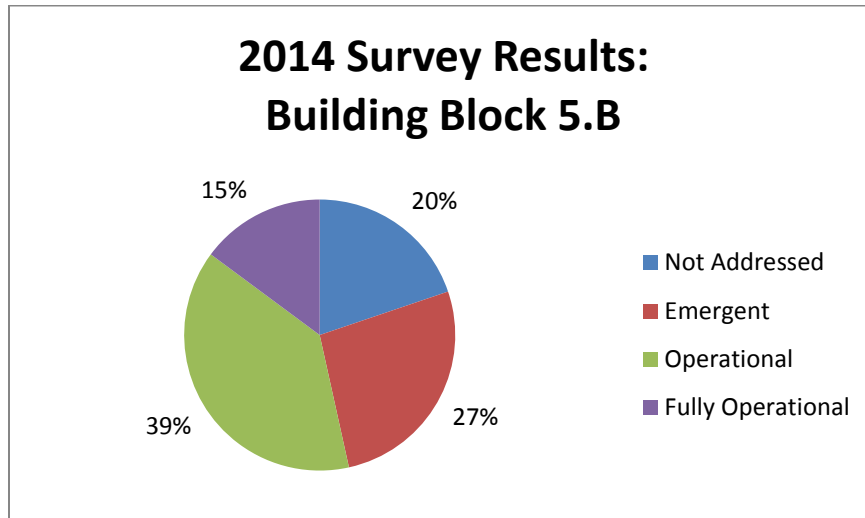
**What We Have Done:** Beginning in the 2013-2014 school year, PCSD instituted a formal RTI framework for the county. Ongoing professional learning is provided in understanding the RTI process and best practices at each tier. However, the need for additional professional learning in this area is evident.

**Action Steps to Take for Improvement:** Increase communication about current initiatives in the school and provide additional professional development in the RTI process.

**Sustainability:** Professional development is an ongoing initiative at PHS.

**Needs Summary:**

1. Professional development about the student achievement pyramid of interventions.
2. Increased communication



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

More than half of the staff, 64%, viewed us as being either emergent or not addressing this strand (GLPNA 10). The “What” document provides tangible steps that we can take to improve how we deliver Tier 2 needs-based interventions for targeted students.

**Areas of Concern:** Need for additional professional development and increased communication about current initiatives.

**Root Cause(s):** The root cause of a student’s poor performance in a course outside of an ELA class may be the student’s reading ability, and oftentimes, it goes undiagnosed.

**What We Have Done:** We have implemented the Graduate First and Graduation Focus programs that provide mentoring and support for at-risk students.

**Action Steps to Take for Improvement:** There is a need for additional professional learning and support for teachers to provide differentiated instruction for all students. Interventionists should be identified and participate in professional learning on how to use appropriate supplemental and intervention materials, diagnose reading difficulties, chart data, graph progress, and differentiate instruction (The “What” 12). We need to establish “[s]pecific times for collaborative discussion and planning between content area T1 teachers and interventionists” (The “What” 12). Professional learning opportunities need to be provided to “ensure school-wide

## Pickens County School District: Pickens High School

---

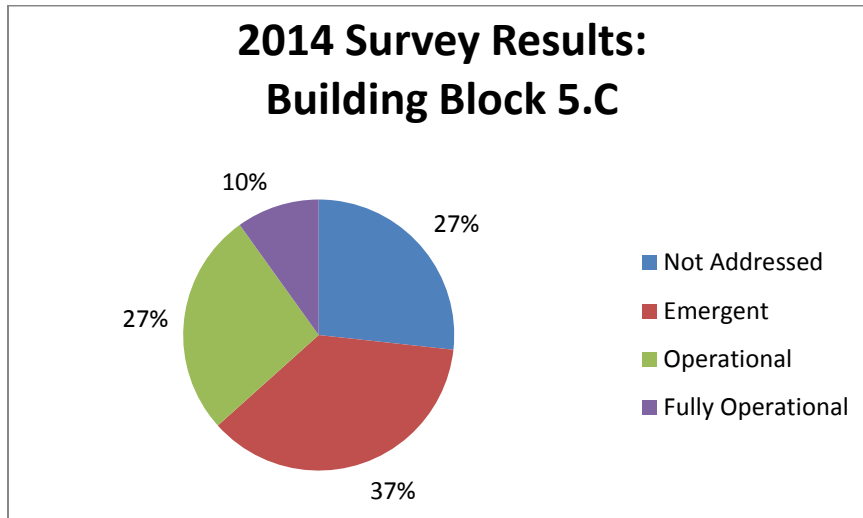
understanding of assessment data and anticipated levels of student mastery during the school year” (The “What” p. 12). Then, we need to ensure intervention effectiveness by “[p]roviding sufficient blocks of time in the daily schedule for intervention, [p]roviding adequate space in places conducive to learning, and [p]roviding competent, well-trained teachers and interventionists” (The “What” p. 12).

PHS needs a systematic process to deliver literacy instruction across the curriculum. ELA teachers need to be aware of reading intervention strategies. A universal screening process needs to be established along with protocols on how to evaluate the data provided from such screenings.

**Sustainability:** Instructional budgets within each department, county, state, and federal funds.

### **Needs Summary:**

- 1. Literacy program**
- 2. Universal screening for literacy-SRI**
- 3. Professional development for reading intervention strategies and differentiation strategies**
- 4. Establish intervention sessions within the daily schedule**
- 5. Identify interventionists**
- 6. Expand morning and afternoon tutoring**
- 7. Provide transportation for afternoon tutoring sessions**



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

According to the GLPNA survey, 64% identified this area as emergent or not addressed. Again, this demonstrates a lack of communication and understanding of the RTI progress and current initiatives in the school. It also demonstrates the need for data to be reviewed, interpreted, and disseminated in a manner to provide timely, consistent, and accurate feedback on a student's progress as well as recommendations for future instructional opportunities. (The "What" p. 12).

**Areas of Concern:** Lack of communication and understanding

**Root Cause(s):** Need for additional professional learning in the RTI process and lack of communication about ongoing opportunities and initiatives provided.

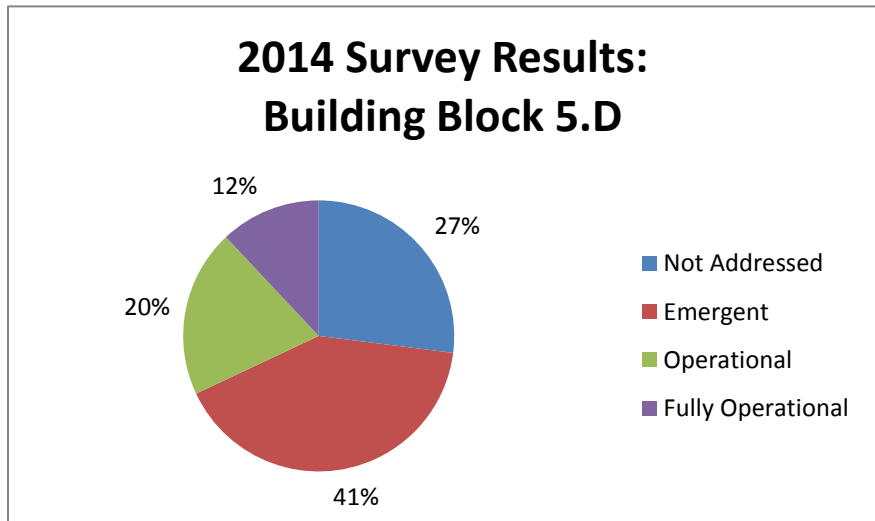
**What We Have Done:** The first step in solving a problem is to identify what the problem is. By analyzing the staff responses to the GLPNA, we, as an institution, are becoming aware of our perceived deficiencies as well as our actual deficiencies.

**Action Steps to Take for Improvement:** We need to better inform teachers about the RTI Process and current initiatives.

**Sustainability:** Instructional budgets within each department and student generated funds

**Needs Summary:**

1. Increase transparency and communication
2. Provide additional training and support to facilitate the RTI process



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

Less than half of the faculty view PHS as being operational in this indicator, and only 12% believed that we are fully operational. A formal process for identifying and implementing specialized programs could increase the operational capacity of the staff.

**Areas of Concern:** Need for additional training in this area to ensure that all students are receiving appropriate support.

**Root Cause(s):** Schedules are created to serve the most students in the best manner possible. Consequently, not all students' needs may be met all of the time.

**What We Have Done:** PHS does a good job of scheduling students in the least restrictive environments. In co-taught classrooms, the same special education teacher is consistently paired with the same content area teacher which establishes continuity in instruction and in the

## Pickens County School District: Pickens High School

---

relationship between the special education teacher and the content area teacher which ultimately improves the level of instruction offered to the students.

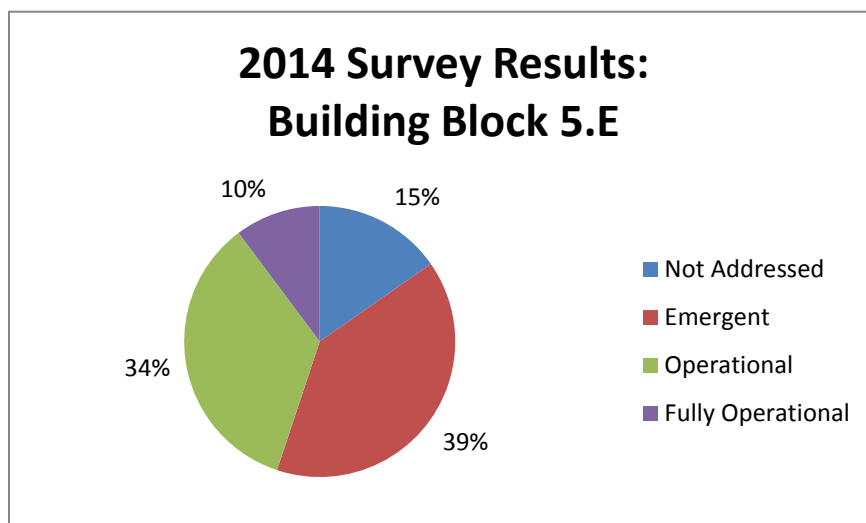
**Action Steps to Take for Improvement:** Review class data in co-taught classrooms to ensure that the teacher pairings are producing the expected results on summative assessments. If so, then continue to schedule successful co-teacher teams together. Provide opportunities for these “teachers to participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings” (The “What” p. 13). PHS needs to review the current course offering schedule to evaluate its effectiveness.

PHS currently uses a block schedule to deliver courses; we need to consider offering more year-long classes. PHS already offers math support classes; we need to also offer reading support classes.

**Sustainability:** Staff development funding.

### **Needs Summary:**

- 1. Identify successful co-teacher pairings and continue to schedule them together.**
- 2. Provide professional learning opportunities.**
- 3. Offer more year-long classes**



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

**A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.**

The varying responses to this indicator suggest that individual teachers have experienced different pre-professional learning opportunities; the data also suggests that literacy professional learning opportunities have not been consistently accessible to all staff members.

**Areas of Concern:** A correlation exists between the quality of teacher instruction and the quality of teacher preparation programs.

**Root Cause(s):** Pre-professional programs need to be structured to provide instruction on how to deliver literacy instruction in all subject areas not just English Language Arts.

**What We Have Done:** PHS provides opportunities for professional development.

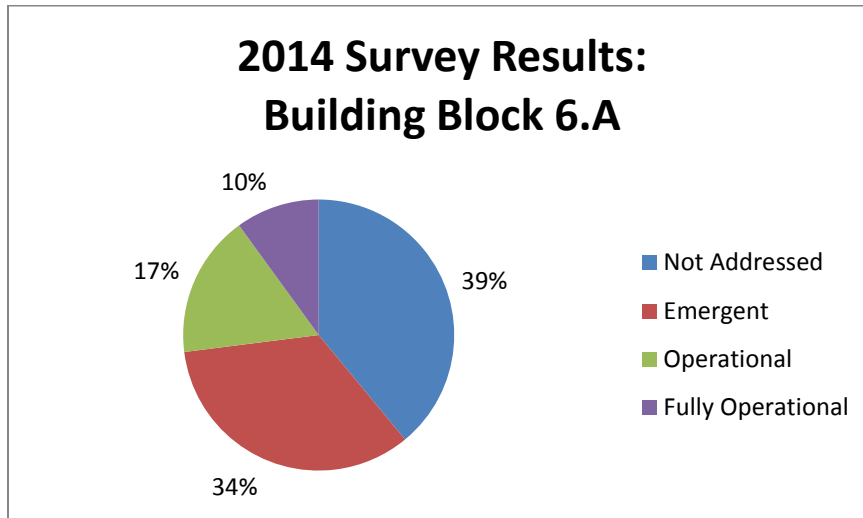
**Action Steps to Take for Improvement:** According to *The “What”* document, “[r]epresentatives from the community and/or leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that [pre-service] teachers receive coursework in disciplinary literacy within content areas” (p. 13). The PHS Leadership Team can communicate needs to the PHS Central Office. Then, a representative from the school district needs to convey this information to the Professional Standards Commission.

**Sustainability:** Funding is not an issue for this component because it can easily be incorporated into the existing Leadership Team.

**Needs Summary:**

- 1. Need for increased communication with post-secondary education institutions about the effectiveness of pre-service teacher education programs.**
- 2. Establish a protocol to convey teacher preparation needs to the central office.**





**B. Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.**

According to the GLPNA survey, only 37% of the staff viewed this strand as being operational or fully operational which suggests the need for improvement in this area.

**Areas of Concern:** PHS needs to ensure that professional opportunities are provided that focus on literacy instruction across the curriculum.

**Root Cause(s):** Prior to this literacy initiative, literacy has been the primary responsibility English Language Arts departments.

**What We Have Done:** We are in the process of identifying literacy needs and recognizing areas of instructional improvement.

**Action Steps to Take for Improvement:** PHS needs to implement a literacy program that extends literacy across all content areas.

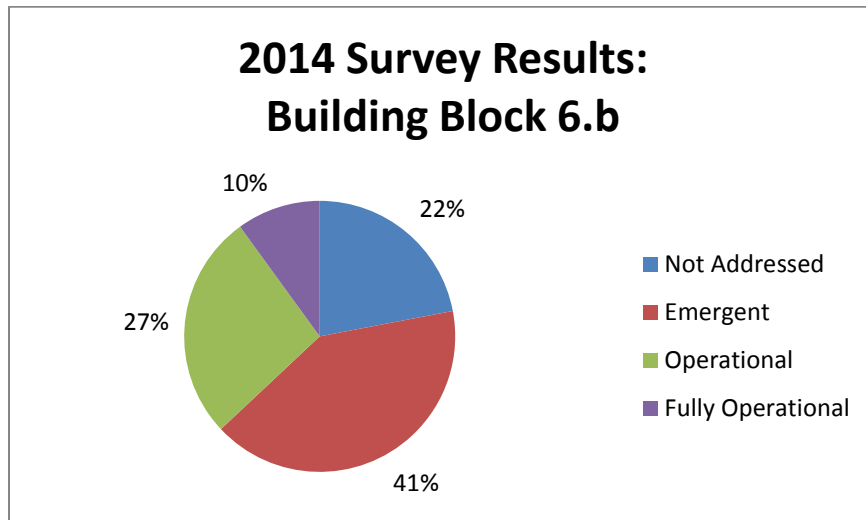
# Pickens County School District: Pickens High School

---

**Sustainability:** Instructional budgets within each department, county, state, and federal funds.

**Needs Summary:**

1. Need for a comprehensive plan for integration literacy across all content areas
2. Need for professional learning in all aspects of literacy instruction in the content areas
3. Need for PL necessary to implement all initiatives detailed in the literacy plan



# Pickens County School District: Pickens High School

## Analysis of Student and Teacher Data

### EOCT Data

2012 EOCT Data						
1218 Total Enrollment	American Lit	Biology	Economics	9 <sup>th</sup> Grade Lit	Physical Science	US History
All	85.6	74.2	80.0	82.9	76.7	83.6
Black	100			66.7	80	100
Asian		100	0	0	100	100
American Indian			100			
Hispanic	66.7		80	100	50	
Two or More	100	70.5	75	50	100	
White	85.4	74.6	80.7	84.6	76.5	84.4
Subgroups						
Female	94.2	70.4	82.2	84.5	76.6	80.6
Male	77.4	76.7	77.9	81.8	76.5	86.5
SWD	52.9	38.9	47.1	44.5	47.3	33.3
ED	83.0	66.7	78.2	77.9	68.5	75.4

\*2012 ethnic breakdowns include <1% Asian, <1% American Indian, 1% Black, 2% Hispanic, 1% Two or More Races, 94% White

2013 EOCT Data							
1207 Total Enrollment	American Lit	Biology	Economics	9 <sup>th</sup> Grade Lit	Physical Science	US History	Coordinate Algebra
All	97.7	73.1	86.2	87.9	85.4	80.3	26.3
Black	100	67.7	100	100	66.7	100	0
Asian		50	100		100	100	
American Indian		100					
Hispanic	100	50	100	100	70	75	28.6
Two or More	100	100	50		100	66.7	50
White	97.5	84.1	86.4	98.6	86.6	81	26.2
Subgroups							
Female	97.3	85	86.4	91.4	82.1	77.7	22.3
Male	98.6	81.5	86	84.8	89	82.6	30
SWD	80	44.4	33.3	40	56.5	36.4	3.4
ED	98.2	80	83	80.4	80.5	74.5	19

\*2013 ethnic breakdowns include <1% Asian, <1% American Indian, 1% Black, 2% Hispanic, 2% Two or More Races, 94% White

# Pickens County School District: Pickens High School

2014 EOCT Data								
1277 Total Enrollment	American Lit	Biology	Economics	9 <sup>th</sup> Grade Lit	Physical Science	US History	Coordinate Algebra	Analytic Geometry
All	91.7	78.9	88.4	91.6	90.5	73.8	32.0	30.7
Black	100	0	66.6	100	100	83.4		0
Asian		100	100	100	100	100		100
American Indian								
Hispanic	75	71.5	100	87.5	87.5	100		
Two or More	100	100	100	100	100	100		75
White	92.6	80.6	88.4	93.1	90.2	73.4	32.1	30.2
Subgroups								
Female	91.9	81.4	84.8	95.3	89.6	65.1	10.3	33.9
Male	91.5	76.9	90.5	88.5	91.4	81	32.3	27.2
SWD	55	40	53.9	43.8	58.3	35.7	0	0
ED	87.1	73	83.8	88.7	96.2	81.9	25.7	23.1

\* 2014 ethnic breakdowns include <1% Asian, <1% American Indian, 1% Black, 4% Hispanic, 3% Two or More Races, 92% White

## Writing Test Data

11 <sup>th</sup> Grade Writing Test Data			
	DNM	Meets	Exceeds
<b>2013</b>	9%	88%	3%
<b>2012</b>	3%	89%	8%
<b>2011</b>	7%	83%	10%

## SAT Scores

2014	SAT 2014				AP 2014			PSAT/NMSQT Sophomores 2013				PSAT/NMSQT Juniors 2013			
District	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Test Takers	Total Exams	Number of Exams with Scores 3, 4 or 5	Test Takers	Critical Reading Mean	Math Mean	Writing Skills Mean	Test Takers	Critical Reading Mean	Math Mean	Writing Skills Mean
PHS	168	494	486	452	157	221	78	317	39.0	38.9	38.5	9	45.4	49.6	48.2

SAT 2013					
District	Test Takers	Critical Reading Mean	Math Mean	Writing Mean	Composite Score
PHS	148	499	497	479	1475

PHS is improving test scores in most EOCT's with a couple of exceptions. The literacy EOCT's show increases in subgroup pass rates students with disabilities (SWD) in American Literature and in the economically disadvantaged (ED) in Ninth Grade Literature. PHS also consistently

# Pickens County School District: Pickens High School

does well in the Georgia High School Writing Test, with a pass rate of 88% being the lowest in four years of testing. This test is being phased out but we are still maintaining a high pass rate shows PHS's commitment to literacy.

Test data supports that students who are identified as being economically disadvantaged are less likely to do as well on state standardized tests as students who come from more economically advantageous backgrounds. In grade 9, 11.30% of economically disadvantaged students did not meet the passing requirement of the ELA EOCT and 12.90% of students in grade 11, with the same background, did not meet the passing requirement.

## Graduation Rate

PHS		
	2013	2012
All Students	87.2	90.5
Asian	*	*
Black	*	*
Hispanic	*	*
American Indian	*	*
White	87.6	90.4
Multi-Racial	*	*
Students With Disability	61.5	63.6
English Learners	*	*
Economically Disadvantaged	78.9	88.6

\*Too Few Students

## Strengths and Weaknesses

Relative Strengths	Relative Weaknesses
GHSWT Historical Data <ul style="list-style-type: none"> <li>88% or above every year</li> </ul>	GHSWT Historical Data
EOCT – Subgroup – SWD (2014) <ul style="list-style-type: none"> <li>Met Physical Science State target</li> <li>Met American Lit state target</li> <li>Met Economics state target</li> </ul>	EOCT – Subgroup – SWD (2014) <ul style="list-style-type: none"> <li>DNM US History state target</li> <li>DNM 9<sup>th</sup> grade Lit state target</li> <li>DNM Biology state target</li> <li>Below 10% Meets Coordinate Algebra</li> <li>Below 10% Meets Analytic Geometry</li> </ul>
EOCT – Subgroup – SWD (2013) <ul style="list-style-type: none"> <li>Met Physical Science State target</li> </ul>	EOCT – Subgroup – SWD (2013) <ul style="list-style-type: none"> <li>DNM US History state target</li> <li>DNM 9<sup>th</sup> grade Lit state target</li> <li>DNM Math I state target</li> <li>DNM Math II state target</li> <li>DNM Economics state target</li> <li>DNM Biology state target</li> <li>DNM American Lit state target</li> <li>Below 10% Meets Coordinate Algebra</li> </ul>

## Pickens County School District: Pickens High School

<p>EOCT – Subgroup – Gifted (2013)</p> <ul style="list-style-type: none"> <li>• Above 90% Exceeds on American Lit Economics, 9<sup>th</sup> grade Lit, Physical Science</li> </ul>	<p>EOCT – Subgroup – Gifted (2013)</p> <ul style="list-style-type: none"> <li>• Below 90% Exceeds US History (87.8), Biology (74.6)</li> </ul>
<p>EOCT – Subgroup – Economically Disadvantaged (2014)</p> <ul style="list-style-type: none"> <li>• Met US History state target</li> <li>• Met Physical Science state target</li> <li>• Met 9<sup>th</sup> grade Lit state target</li> <li>• Met Economics state target</li> <li>• Met Biology state target</li> <li>• Met American Lit state target</li> </ul>	<p>EOCT – Subgroup – Economically Disadvantaged (2014)</p> <ul style="list-style-type: none"> <li>• Did not meet Math II state target</li> <li>• Below 40% Meets Coordinate Algebra</li> <li>• Below 40% Meets Analytic Geometry</li> </ul>
<p>EOCT – Subgroup – Economically Disadvantaged (2013)</p> <ul style="list-style-type: none"> <li>• Met US History state target</li> <li>• Met Physical Science state target</li> <li>• Met 9<sup>th</sup> grade Lit state target</li> <li>• Met Math II state target</li> <li>• Met Economics state target</li> <li>• Met Biology state target</li> <li>• Met American Lit state target</li> </ul>	<p>EOCT – Subgroup – Economically Disadvantaged (2013)</p> <ul style="list-style-type: none"> <li>• Did not meet Math I state target (57.3) 33.3</li> <li>• Below 40% Meets Coordinate Algebra 33.3%</li> </ul>
<p>EOCT – Subgroup – Retained (2013)</p> <ul style="list-style-type: none"> <li>• Above 70% Meets/Exceeds on American Lit 79.2, Biology 74.5, Physical Science 76.9</li> </ul>	<p>EOCT – Subgroup – Retained (2013)</p> <ul style="list-style-type: none"> <li>• Below 70% Meets/Exceeds on US History, 9<sup>th</sup> grade Lit, Economics</li> <li>• Math II 41.7% Meets/Exceeds</li> <li>• Math I 25% Meets/Exceeds</li> <li>• Coordinate Algebra 2.7% Meets/Exceeds</li> </ul>

### *Teacher Data*

	Teachers	Highly Qualified	L-4	L-5	L-6	L-7
2014-2015	108	100%	19.4%	35.2%	41.7%	3.7%
2013-2014	118	99.2%	26.3%	28.0%	44.9%	0.8%
2012-2013	112	95.5%	25.0%	27.7%	46.4%	0.9%
2011-2012	87	100%	34.5%	28.7%	35.6%	1.1%
2010 – 2011	88	100%	30.7%	36.4%	33%	0%
2009 - 2010	86	98.1%	32.6%	40.7%	26.7%	0%
2008 - 2009	90	100%	38.9%	34.4%	26.7%	0%

# Pickens County School District: Pickens High School

---

## *Retention Rate and Years of Experience*

	Annual Retention Rate	> 3 Years	Between 3-20 Years	< 20 Years
2014-2015	83.1%	1.9%	67.6%	30.6%
2013-2014	94.6%	10.2%	61.9%	28.0%
2012-2013	95.4%	5.4%	65.2%	29.5%
2011-2012	89.6%	5.7%	67.8%	26.4%
2010 – 2011	95.9%	2.3%	68.2%	29.5%
2009 – 2010	91%	3.5%	66.3%	30.2%
2008 - 2009	87.9%	6.7%	63.3%	30%

## *District Data*

Currently, the only screeners that are used are summative assessment data sources. However, PHS has recognized the need for formative data to better serve the needs of all students. Beginning in January 2015, PHS will administer the diagnostic screenings that accompany the Achieve 3000 program. This data will provide additional, district-level screening data necessary to identify specific strengths and weaknesses for each student.

## *Professional Learning*

In order to provide on-going professional development, PHS administrators have planned a teacher training series that focuses on developing and implementing 21<sup>st</sup> Century skills in the classroom. In addition to this type of in-house training, staff members are encouraged to attend conferences, workshops, and other training opportunities. Currently, the schedule at PHS limits the amount of collaborative planning time available; however, one of the goals in the literacy plan is to ensure protected time for collaborative planning.

# Pickens County School District: Pickens High School

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

**Note:** \* Grant Administrator (GA), School Administrators (SA), Literacy Team (LT), Data Team (DT), Teachers (T), Counselor (C)

**Goal: Establish a literacy curriculum that spans the disciplines. Based on the “What” document, “[i]nstructional time for literacy...[needs to be] leveraged by scheduling disciplinary literacy in all content areas” (p.6). BB-4**

**Current Best Practices:** (What, 9) GOFAR & USATest Prep – disaggregation/use of data, diagnostic testing, (What 7) Achieve 3000 (9<sup>th</sup> grade only), (What 7) common formative and summative assessments, (What, 10) CCGPS units, common writing strategies, use of student exemplar work

**Need:** Low EOCT, Graduation Tests and writing assessment scores and the Needs Assessment indicate that teachers need professional development in integrating literacy strategies and skills across the curriculum.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide professional learning on best practices in integrating literacy skills across the curriculum (What, p. 6-7 and Why, 26-31)	Summer, 2015, Ongoing	Release Time SRCLG Local Funds	Classroom Observations Formative/Summative Assessments *T, DT, SA
Provide teachers time to collaborate horizontally and vertically to develop best practices in reading, vocabulary and writing across in all content areas (What, 7)	Summer, 2015, Ongoing		
Provide additional non-fiction texts at various Lexile levels that support science, social studies, and math curriculum	Spring 2015	SRCLG Local Funds	
Research, select, purchase needed instructional materials (What, 9)			
Conduct classroom literacy observations to gauge current practice in reading instruction (What, 10)	Baseline Spring, 2015 Ongoing	NA	TKES *SA,T
Ensure daily literacy block of 120-150 minutes includes all grade appropriate literacy components (whole group explicit instruction and differentiated small groups) (What, 10)	Fall 2015, Ongoing		Classroom Schedules Walkthrough Observations *SA
Create/implement system plan for vertical/shared responsibility of literacy/reading goals across curriculum			Lesson and Unit Plans *SA, T, LT



## Pickens County School District: Pickens High School

---

(What, 10)			
Strengthen school-wide formative/summative assessments with protocol for administration of tests/using data	January 2016, Ongoing	Release Time SRCLG	Analysis of Student Data *SA, DT, T, LT
Purchase needed technology for literacy instruction. Provide professional learning on use of technology (Why, 56).	Ongoing	SRCLG, Local Funds	Teacher Surveys *SA, C, T, LT
Conduct Family Academic Night- throughout the year that promote academics (What, 7).			Parent Surveys *SA, C, T, LT
Implement universal literacy screenings for all students (Why, 104).	Fall 2015	SRCLG, Local Funds	Analysis of Student Data *SA, DT, T, LT, C
<b>Research:</b> <b>“All students should participate in general education learning that includes...universal screenings in need of specific instructional support” (Why, 132).</b>			

## Pickens County School District: Pickens High School

**Goal: Improve teacher understanding of data, how to analyze data, and adjust instruction based on results (Why, 94)**

**BB-3**

**Current Best Practices:** (What, 9) GOFAR & USATest Prep – disaggregation/use of data, diagnostic testing, (What 7) Achieve 3000 (9<sup>th</sup> grade only), (What 7) common formative and summative assessments, (What, 10) CCGPS units, common writing strategies, use of student exemplar work

**Need:** Teachers and administration must become well versed in efficient application of data that leads higher student achievement and graduation rates.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide teachers with professional learning on how to administer and analyze data to determine student weaknesses	2015 - Ongoing	Release Time SRCLG Local Funds	Progress Monitoring Data EOCT, USATest Prep, GHWT Common Formative and Summative Assessments *SA, DT, T, C
Identify the needs of students through universal screener and progress monitoring assessment tools (What, 12, Why 97)			
Provide teachers with professional learning on how to use data to determine research-based interventions and to progress monitor and determine next steps (Why, 133)			
Conduct classroom literacy observations and walk throughs to gauge current practice differentiated instruction (What, 10 and 13)	Spring 2016	NA	TKES *SA, T
Continue to pursue effective data analysis practices within the <b>Graduate First</b> and <b>Graduate Focus</b> data teams that support at risk students.	2015 - Ongoing	NA	*SA, T, DT, C, GA
Allot time on the school calendar for analysis of the previous year’s outcome of summative assessments (What, 9).	2015 - Ongoing	NA	*SA, T, DT, C

**Research:**

**Provide professional development on how to be a successful member of a cross-disciplinary team and identify the objectives of such a team (What, 7).**

## Pickens County School District: Pickens High School

---

**Goal: Increase rigor across curriculum by enhancing student and teacher access to 21<sup>st</sup> century technology. BB-4**

**Current Best Practices:** (What, 9) GOFAR & USATest Prep, diagnostic testing, (What 7) Achieve 3000 (9<sup>th</sup> grade only), Updated Infrastructure that supports BYOD in the follow areas: (Fine Arts program, Science, Social Studies, ELA, Reading, Mathematics, CTAE, Health and Physical Education) (Why, 56).

**Need:** People in the 21<sup>st</sup> century live in a technology and media-driven environment marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale (Why, 56). Based on current assessment data and student surveys, student use of technology must increase to improve student achievement.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide more one-to-one technology access for students.	2016 - Ongoing	SRCLG, Local Funds	CCRPI, GOFAR Benchmarks, EOCs, common formative and summative assessments, student exemplars *SA, T, C, DT
Increase opportunities for students to produce literacy-based assignments using a variety of technological resources (“The What,” p. 10)			
Purchase 21 <sup>st</sup> century technology that will ensure student achievement in literacy and writing instruction			
Provide professional development in newly purchased technology for all teachers			Teacher Surveys *SA, T, DT

**Research:**

**Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement (Why, 53). NCTE**

## Pickens County School District: Pickens High School

**Goal: Using school-based data systems, design a comprehensive system of tiered interventions for all students. (BB-3&5)**

**Current Best Practices:** (What, 11) System assessment calendar, Benchmarks and OCT testing in grades 9-12, follow-up diagnostic testing and progress monitoring (What, 10), (What, 11) System RTI protocol and program for storing information

**Need:** Based on CCRPI data, it is imperative that student achievement become a top priority at Pickens High School

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide ongoing professional development in “evidence-based instruction as the core of classroom pedagogy” (Why, 125).	Fall 2015	SRCLG, Local Funds, Release Time	CCRPI, EOCs, GOFAR Benchmarks, common formative and summative assessments, student exemplars *SA, DT, T, C
Provide ongoing professional development in “evidence-based interventions utilized with increasing levels of intensity based on progress monitoring” results (Why, 125).	Summer 2015, Ongoing		
“The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally” (Why, 125).			
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials			
Strengthen screening, diagnostic, and progress monitoring assessments and review data to determine program effectiveness	2015, Ongoing	NA	RTI Data, Progress Monitoring *SA, DT, T, C
Schedule protected intervention time either during the day or in extended day/year	Fall 2015, Ongoing	NA	Common Formative and Summative Assessments, RTI Data, Progress Monitoring *SA, DT,T

**Research:**

“Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007)” (Why, 123).

## Pickens County School District: Pickens High School

Leveled Tiered Instruction		Instructional Strategies
<p style="text-align: center;"><b>Tier I</b></p> <p>Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>	<p><b>Data driven instruction is the key element of the RTI process.</b></p>	<ul style="list-style-type: none"> <li>• All students receive standards based instruction aligned to CCGPS</li> <li>• Best practices in place in the classroom</li> <li>• Students participate in differentiated instruction</li> <li>• Universal Screening Measures in place school-wide</li> </ul>
<p style="text-align: center;"><b>Tier II</b></p> <p>Standard protocol interventions provided for targeted students (Why, 126)</p>		<ul style="list-style-type: none"> <li>• Diagnostic testing to identify causes of student weaknesses</li> <li>• Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students)</li> <li>• Progress monitoring consistently and with fidelity</li> <li>• Adjustment of interventions based on student data</li> </ul>
<p style="text-align: center;"><b>Tier III</b></p> <p>Based on evidence-based protocols SST/RTI Data teams monitor progress jointly (What,12 and Why, 127)</p>		<ul style="list-style-type: none"> <li>• Intensive interventions in small groups (1-3) based on student need</li> <li>• Increased frequency and duration of intervention</li> <li>• Intensive monitoring/adjustment of interventions based on student data</li> </ul>
<p style="text-align: center;"><b>Tier IV (SPED)</b></p> <p>Specially-designed learning to meet individual needs (Why, 127)</p>		<ul style="list-style-type: none"> <li>• Due process for all students</li> <li>• Learning module based on individual learning plan</li> <li>• Specialized programs, methodologies, and instructional deliveries designed to fit the needs of the student</li> <li>• Intensive monitoring/adjustment of interventions based on student data</li> </ul>

## Pickens County School District: Pickens High School

---

### Pickens High School Daily Schedule

<b>7:50</b>	<b>Release from Cafeteria &amp; PAC</b>
<b>8:00</b>	<b>Warning Bell</b>
<b>8:07-9:43</b>	<b>1st Period</b>
<b>9:43-9:50</b>	<b>Transition</b>
<b>9:47</b>	<b>Warning Bell</b>
<b>9:50-11:23</b>	<b>2<sup>nd</sup> Period</b>
<b>11:23-11:30</b>	<b>Transition</b>
<b>11:27</b>	<b>Warning Bell</b>
<b>11:30-1:30</b>	<b>3rd Period</b>
<b>11:30-11:55</b>	<b>1st lunch</b>
<b>12:00-12:25</b>	<b>2nd lunch</b>
<b>12:30-12:55</b>	<b>3rd lunch</b>
<b>1:05-1:30</b>	<b>4th lunch</b>
<b>1:30-1:37</b>	<b>Transition</b>
<b>1:34</b>	<b>Warning Bell</b>
<b>1:37-3:10</b>	<b>4th Period</b>

PHS recognizes that literacy is the foundation for all areas of study and adheres to the belief that if literacy proficiency increases, then academic achievement so too will flourish. We are determined to improve student achievement in all content areas, reduce the gap between low achieving students, and increase the number of students meeting and exceeding on state-wide assessments. This goal can be accomplished with implementation of a school-wide cross-curricular literacy program aligned to the CCGPS, improved ability to analyze data and choose effective interventions based on student weakness, and application of strategies that increase rigor using technology across the curriculum.

# Pickens County School District: Pickens High School

## Assessment/Data Analysis Plan

### Current Assessment Protocol

Assessment	Who's Assessed	Purpose	Skills Measured	Test Frequency
ACCESS for ELLs	English Language Learners	Screening, progress monitoring	Language	One time per year
Georgia Milestones (EOC)	Students 9 <sup>th</sup> Lit Am Lit Biology Coordinate Alg Analytic Geo Economics Physical Sci US History	Outcome/ Summative	Vocabulary Reading Comprehension CCGPS standards-based	Main Administration – one time per year
GHSGT	Any students remaining from this testing cohort	Summative	Content based	One time per year
Georgia Alternative Assessment (GAA)	Qualifying students	Achievement	Content/skills based	Reporting at Checkpoints and main report one time per year
End of Pathway Assessment (CTAE)	Any student finishing a CTAE Pathway	Monitor CTAE curriculum	CTAE standards and skills	One time per year
Online Assessment System (OAS, GOFAR)	Students in EOC courses	Monitor CCGPS standards mastery; benchmarking; progress-monitoring	CCGPS standards	Benchmarking once per semester; progress monitoring as directed by teacher
Student Learning Objective (SLO)	Any student in a Non-EOC	Pre- and post-testing to	Content related	Beginning and end of non-EOC courses

## Pickens County School District: Pickens High School

Measures	course	measure student growth in non-EOC courses		
Final Exams	Students not enrolled in an EOC class	Mastery of CCGPS standards	Content related	Once per year/semester
Achieve3000	9 <sup>th</sup> grade student pilot	Screening, progress monitoring	Lexile scores Reading comprehension with informational text	Once per semester (block schedule)

### Additions to Current Assessment Protocol

Assessment	Who's Assessed	Purpose	Skills Measured	Test Frequency
Scholastic Reading Inventory	All students	Screening, progress monitoring, outcome	Reading comprehension	Three times per year
Achieve3000	9 <sup>th</sup> grade	Screening, progress monitoring	Lexile scores Reading comprehension with informational text	Once per semester (block schedule)

### Comparison of Current Assessment Protocol with SRCL Assessment Plan

The current assessment protocol at PHS for grades 9-12 includes all state mandated end of course (EOC) testing, ACCESS, GAA, and GHSGT as well as the new state initiative for student learning object measures (SLO). These measures have been used assess student progress through their high school years and have been the basis for RTI under the Graduate First and Graduate Focus data teams since FY 2014. A new pilot initiative has been initiated with the 9<sup>th</sup> grade students under the program Achieve 3000. This initiative is intended to screen students for a baseline Lexile level particularly related to informational text and regularly progress



## Pickens County School District: Pickens High School

---

monitor for reading comprehension. The benchmarks are administered through the 9<sup>th</sup> grade Literature classes. Currently, Scholastic Reading Inventory is not being used.

### **Implementation of New Assessment/Discontinuation of Current Assessments:**

As required by the SRLG, Scholastic Reading Inventory (SRI) will be used three times per year for benchmarking as designated in the grant assessment plan. All students are enrolled in literature courses and many in the Study Skills courses; however, benchmarking will occur according to a testing schedule similar to EOC testing that will allow all students to test in a testing window regardless of scheduled courses. SRI will be used for progress monitoring and implemented with fidelity to maintain consistency with the RTI model of interventions. Screening failures will be followed-up with diagnostic testing to determine the nature of the reading or writing problems. Students will be referred to the data team for appropriate intervention. State testing will continue as mandated. Achieve3000 will be used as a tool rather than a screening measure to support reading comprehension and improve Lexile band scores.

### **Professional Learning Needs for New Assessments:**

Teachers and instructional staff will need specific training on the use and administration of Scholastic Reading Inventory and will include the following:

- How to administer and interpret results of the SRI
- Purpose of SRI and how to use results to plan and implement evidence-based literacy instruction
- Use of diagnostic reading or writing tests to follow-up screening failures

Teachers and instructional staff will need specific training on the use and administration of Achieve3000 and will include the following:

- Review of administration and interpretation of reporting data
- Effective instructional strategies related to comprehension of informational text and text structures

## Pickens County School District: Pickens High School

---

- Evaluation of effectiveness of the pilot program
- Assessment of student achievement data in correlation to initiative

### **Communication of Data to Parents and Stakeholders**

Student data will be presented to parents and stakeholders in a variety of ways.

- Report cards and progress reports
- Parent Portal (Infinite Campus Student Information System)
- Title Parent Meetings
- PTO Meetings
- School Advisory Council
- Literacy Team Meetings
- Leadership Team Meetings
- School Board Meetings
- School Website and social media outlets
- Parent/Teacher Conferences and RTI meetings

### **The Use of Data to Develop Instructional Strategies/Determine Materials and Need:**

The use of data has a strong research base in establishing student needs, teacher instructional strategies, and program evaluation. “The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom—that assessments are used to benefit pupils...this challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning.” (Why, p. 95) In doing so, the effective use of formative assessment must be established consistently and with fidelity as well as ultimately evaluate student achievement and performance.

The results of student assessment data will be used for the following purposes: (Why, p. 96)

## Pickens County School District: Pickens High School

---

- Identify students' strengths and weaknesses in order to establish appropriate tiered instruction
- Inform progress through the intervention process
- Establish learning goals for students based on the CCGPS
- Match instruction to learning through effective instructional design supporting literacy performance standards
- Evaluate effectiveness of the instruction in meeting the goals for the students
- Inform students and parents of learning targets and goals
- Evaluate effectiveness of Tier 1, 2, 3, 4 instruction and standards-based learning
- Determine strengths and weaknesses in literacy skills and match programs to specific needs
- Identify areas of need for professional learning, mentoring, and coaching opportunities

It is imperative that the existing data stored in SLDS and the newly emerging data from SLO's be used to the greatest extent to inform instructional practices. To do so, each course (i.e. American Literature) will form a Professional Learning Community (PLC) in order to review data for the following purposes:

- a. Review SLO or EOC data and determine which areas students had success with and which were struggles.
- b. Each SLC member submits a written reflection on the most successful uses of data based on results from corresponding assessments. The SLC leader will then compile these reflections into a one-page best practice form for usage the following semester or school year.
- c. SRI data will be used help prioritize intervention strategies and enrichment opportunities.

# Pickens County School District: Pickens High School

## Resources, Strategies and Materials to Support the Literacy Plan

### List of Resources Needed to Implement the Literacy Plan (a)

Resources and Materials Proposed	Literacy Building Block	1. Engaged Leadership	2. Continuity of Instruction	3. Ongoing Formative and Summative Assessments	4. Best Practices in Literacy Instruction	5. System of Tiered Instruction (RTI) for All Students	6. Improved Instruction through Professional Instruction
Writing lab – student laptops; headphones (i)		✓	✓	✓	✓	✓	
Reading lab – student laptops/tablets; headphones (i)		✓	✓	✓	✓	✓	
Fiction and nonfiction materials to support learners across Lexile levels			✓	✓	✓	✓	✓
Class sets of novels aligned with CCGPS			✓	✓	✓	✓	✓
Anti-Plagiarism software			✓	✓	✓	✓	✓
Electronic Vocabulary program			✓	✓	✓	✓	✓
Research and Bibliography software program			✓	✓	✓	✓	✓
Expand nonfiction reading program			✓	✓	✓	✓	✓
Lexile Reading Level intervention program			✓	✓	✓	✓	✓

### Current School Resources (g), Shared Resources (c), Activities (e), and Classroom Resources (g)

Resources (e)	Materials/Shared Resources (c) (g)	Practices/Initiatives (b)
<ul style="list-style-type: none"> <li>• Destiny Quest Media Software</li> <li>• Georgia Online Assessment System (OAS)/GOFAR</li> <li>• USATest prep software</li> <li>• AceReader</li> <li>• Teacher Keys Evaluation System, TLE Platform and Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Sadlier-Oxford Vocabulary Series</li> <li>• Daily Grammar Practice</li> <li>• CCGPS ELA Core Program</li> <li>• Media Center Texts</li> <li>• Class Novel Sets</li> <li>• Student Laptop Cart (18)</li> </ul>	<ul style="list-style-type: none"> <li>• EOCT Remediation Initiative</li> <li>• Credit recovery for failing/at-risk students</li> <li>• Communication/Study Skills</li> <li>• Bring Your Own Device (BYOD)</li> <li>• Standardized Lesson Plans</li> <li>• Common Benchmark</li> </ul>

## Pickens County School District: Pickens High School

---

<ul style="list-style-type: none"> <li>• Teacher Laptops and iPads</li> <li>• Classroom Projectors</li> <li>• Access to Document Cameras</li> <li>• Statewide Longitudinal Data System (SLDS)</li> <li>• Achieve 3000 intervention software</li> <li>• Computer Labs (3)</li> <li>• Classroom Computers (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile Projector Carts (2)</li> <li>• Student iPad Cart</li> </ul>	<p>Assessments for Core Classes</p> <ul style="list-style-type: none"> <li>• Teachers as Advisors/Student Mentors</li> <li>• Safety Net Grading</li> <li>• Morning and Afternoon Tutoring Program</li> <li>• Graduate FIRST</li> <li>• Graduate FOCUS</li> <li>• Common Grading Procedures</li> <li>• SAT Preparatory Courses</li> <li>• ESL Services</li> <li>• Adaptive PE</li> <li>• Access Classes</li> <li>• Collaborative and Resources Class</li> <li>• Writing Test Remediation</li> <li>• Georgia Virtual Classes for enrichment</li> </ul>
--	---	--

### Library Resources (d)

- 16,697 books (11.81 per student)
  - Lexile < 800: 1,156
  - Lexile 800-1100: 957
  - Lexile >1100: 232
  - Without Lexile: 14,352
  - 55% non-fiction
  - 10% class sets
  - 25% fiction
  - 1% Audiovisual
- 188 eBooks for checkout and download
  - Lexile <800: 81
  - Lexile 800-1100: 65
  - Lexile >1100: 5
  - Without Lexile Measure: 37
- Software/Technology/Media
  - Destiny Research and Inventory
  - Student Laptops (18)
  - Televisions with DVD/VCR (2)
  - Mobile Projector Carts (2)
  - Media Center Computers (31)

## Pickens County School District: Pickens High School

---

- Professional learning texts and hardcopy materials at PHS were outdated and are no longer used. Teachers are encouraged to utilize online resources and attend RESA based professional learning events.

### **Strategies Needed to Support Student Success (f)**

- The addition of a literacy coach to support professional learning, build sustainability, and increase collaboration between the middle schools and the high school to improve vertical alignment in literacy instruction
- CCGPS alignment of current materials and materials purchased with SRGCL funds to support standards based literacy instruction
- Departmental and grade level collaborative planning opportunities to review student data, align instruction in ELA courses and content areas, and develop curriculum maps to support school literacy goals
- Scholastic Reading Inventory data practices
- Utilization of rubrics for content area and writing instruction
- Increase the use of instructional technology to support literacy across the content areas, increase student engagement, motivation and access to text
- Professional Learning in: vertical planning in content areas, data analysis to support the RTI process, differentiated instruction in literacy strategies, and content area literacy instruction
- Appropriate strategies for remediation and enrichment in literacy instruction
- Defined instructional time for intervention and enrichment supports

Professional development is a large component of our strategy. Our teachers are one of our greatest assets, and we endeavor to strengthen literacy instruction by providing “ongoing purposeful, differentiated professional learning for [our] teachers” (The “Why” 154) as

## Pickens County School District: Pickens High School

---

suggested by the Georgia Literacy Task Force. In accordance with resources and materials, we will require professional development to maximize these resources.

### Alignment Plan for SRCL and Other Funding (h)

Resources, Strategies, and Materials	SCRL Funding:	Other Sources of Funding:
Professional Learning	Literacy-specific – consultant fees, training materials, travel expenses, stipends, conference fees, substitutes; Reading endorsement; gifted endorsement. Technology support and data collection/analysis; Best practices in Literacy across the curriculum, RTI	Local and state funds
Electronic and print materials	Lexile-leveled classroom materials and text sets; Curriculum intervention and enrichment supports; technology devices, hardware/software	ESPLOST, SPLOST, Local and state funds
Instructional Technology	Teacher resources for assessment and literacy instruction; Scholastic Reading Inventory; professional learning, intervention and enrichment programs/software, informational text, supplies, content area classroom text, vocabulary, research, and anti-plagiarism software/tools	SPLOST, ESPLOST, State and local funds
Student Technology	Tablets, laptops, electronic texts, headphones, reading and writing software/programs	SPLOST, ESPLOST, State and local funds
Community Outreach and Stakeholder Involvement	Communication with community members to support school literacy goals; Striving Reader updates to parents/families via website, school newsletter, newspaper, social media, and family Literacy Nights	QBE
Extended Day/Year Activities	Personnel, supplies, transportation	Local funds, QBE

## Pickens County School District: Pickens High School

---

Consumable Materials	Notebooks, paper, toner, markers, poster boards, dividers, composition books, etc.	Local funds, QBE
----------------------	--	------------------

### **Demonstration of How Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing, etc. (i)**

While PHS enjoys many technological advantages, we still need resource support to augment our literacy program. The Leadership Team and Literacy Team will focus on providing students with inter-disciplinary literacy intervention and enrichment programs to support the current core program by providing additional access to reading selections from various genres, formats, and text levels aligned to student’s Lexile data. PHS would like to provide a robust writing curriculum in accordance with the CCGPS that focuses on research, writing, and digital literacy. One of the *Reading Next*, fifteen identified research-based program elements that improve literacy instruction is, “Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (“The Why,” p. 66). The use of word processing and creative uses of technology in writing and content area instruction support essential skills for 21<sup>st</sup> Century learners.

The proposed technology purchases will support student engagement with text resources and writing across the curriculum with the addition of a reading and writing lab. The ability to individualize text and writing supports through electronic selections and software/programs will support the RTI process by matching students with targeted Lexile text selections and tools for support. Similarly, gifted and advanced learners will also be appropriately challenged with more rigorous materials and technology supports. This will not only raise achievement but also supports student engagement in literacy learning.



# Pickens County School District: Pickens High School

---

## **Professional Learning Strategies Identified on the Basis of Documented Needs**

Professional learning must be developed in ways to promote critical thinking and higher order performance with the goal of increasing student achievement (Why, p.140). According to the National Staff Development Council, (NSDC) (2012), “ For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills and practices necessary to better meet students’ learning needs. (Why, p. 142) Four prerequisites for professional learning must be in place before effective professional learning can take place. (Why, p. 143)

- Educators’ commitment to students, all students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.

The goal of professional learning is to support viable, sustainable professional improvement, enhance teacher instruction, and ultimately promote student achievement. (Why, p.141) Effective professional learning is linked to higher student achievement. Therefore, to ensure growth through professional learning, Harmony Elementary teachers will attend professional learning opportunities as needed. Administrators will provide time for HES staff to participate in professional opportunities.

### **Ongoing Professional Learning**

- Weekly Department minutes, Content Areas
- TKES Training in all Standards including Differentiation, 9-12
- Introductory RTI Training, 9-12
- Some Content Vertical Planning, 9-12 (primarily Math)
- Regular walkthroughs and observations, 9-12
- Monthly RTI meetings to discuss student progress
- Positive Behavior Intervention Support (PBIS), 9-12
- Lexile Training, 9-12
- Achieve 3000, 9<sup>th</sup> grade and SPED
- Educator’s Handbook
- ELA text book adoption
- Student Learning Objective, SLO Assessments

## Pickens County School District: Pickens High School

---

### Professional Learning Needs

\*School Administrator (SA), Media Specialist (MS), Academic Coach (AC), Assistant Principal (AP), NGRSA (North GA RESA), Technology Coordinator (TC), School Counselor (SC)

Topic/Focus/Purpose	Date	% of Teacher Participation	Facilitator	Format
Formative Instructional Practices	2014-2015 – 5 Modules	100%	SA	Webinar/Group Discussion
Differentiated Instruction of Literacy Strategies	2013 - 2014	100%	NGRESA	Off Campus Workshop
School-wide Writing Program	2014 - 2015	100%	Consultant	Workshop
Data Analysis Training	2014 - 2015	100%	SA	Department/Data Team Meetings
Achieve 3000	2014 - 2015	100%	SA	Department/Data Team Meetings
Lexile Training	2014 - 2015	25%	NGRESA	Off Campus Workshop
Technology Training	2014 - 2015	100%	TC	Technology Workshop
Paraprofessional Training – Literacy Instruction	2014 - 2015	100%	NGRESA	Off Campus Workshop
Response to Intervention	2014 - 2015	100%	SA, SC	Grade Level Meetings
Lesson Planning with instructional practices and artifacts	2014 - 2015	100%	SA	Grade Level Meetings
Using Student Data to Drive Instruction	2014 - 2015	100%	SA	Grade Level Meetings
iPad Training	2014 - 2015	100%	TC	Grade Level Meetings
Instructional Technology	2014 - 2015	100%	TC	Grade Level Meetings
Improving Student Behavior/Educator’s Handbook	2014 - 2015	100%	AP	Faculty Meetings

# Pickens County School District: Pickens High School

---

## Ongoing Professional Learning

- Gifted Endorsement
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- S.T.E.M. Lab Training
- Achieve 3000
- OAS/GOFAR
- Constructive Response Assessments

## Process used to Determine Effectiveness of Professional Learning

Administration takes specific measures to determine if professional learning was adequate and effective:

- Questionnaires
- Surveys
- Walk-throughs and Observations
- Formative Assessments to measure student gains
- Evaluations of the Trainer
- Review of lesson plans

## Detailed/Targeted Professional Learning Plan:

The following chart contains the 2015-16 Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

<b>Professional Learning</b>	<b>Referenced in the Project Plan</b>	<b>Measures of Effectiveness</b>
<p><b>Provide PL for new staff on any new literacy initiatives pertaining to the success of the grant initiatives:</b></p> <ul style="list-style-type: none"> <li>• CCGPS</li> <li>• Common Academic Vocabulary Instruction</li> <li>• Graduate First and Graduate Focus protocols</li> <li>• GOFAR</li> </ul>	<p>Goal 2: Objectives: 1-5 Building Block 3</p>	<p><b>Use various measures to ensure effective professional learning processes:</b></p> <ul style="list-style-type: none"> <li>• PLC Meeting Minutes</li> <li>• Walk Throughs</li> <li>• Data Team Meetings</li> <li>• Summative/Formative Assessment Data from Unit Tests, EOCs, GOFAR</li> </ul>

## Pickens County School District: Pickens High School

---

<ul style="list-style-type: none"> <li>• Progress monitoring, administration &amp; disaggregation of data</li> <li>• Differentiated Instruction</li> <li>• Scholastic Reading Inventory</li> <li>• Common Academic Literacy Initiatives</li> </ul>		<p>etc.</p> <ul style="list-style-type: none"> <li>• Teacher Knowledge and Feedback</li> <li>• Teacher Surveys</li> <li>• TKES / Data Notebooks</li> </ul>
<b>Provide direct and explicit reading strategies training to all new/entering/veteran teachers to ensure that all struggling readers receive: phonics, phonological awareness, fluency, and comprehension in a consistent manner</b>	<b>Goal 1: Objectives 1-11 Building Block 4</b>	
<b>Continue to implement professional learning in collecting, disaggregating, analyzing, and using to guide instruction</b>	<b>Goal 2: Objective 1-3 Building Block 3</b>	
<b>Provide professional learning on Best Practices in writing instruction in all content areas</b>	<b>Goal 1: Objectives 2 Building Block 4</b>	
<b>Provide training on use of technology to support literacy instruction and assessments</b>	<b>Goal 3: Objective 1-4 Building Block 4</b>	
<b>Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)</b>	<b>Goal 4: Objective 1-6 Building Block 3 &amp; 5</b>	
<b>Provide professional learning on best practices in integrating literacy skills across the curriculum</b>	<b>Goal 1: Objective 1 Building Block 4</b>	

### Funding Needs for Professional Learning:

- Release time
- Teacher stipends
- Substitutes
- Workshop providers
- Workshop attendance

## Pickens County School District: Pickens High School

---

- Teacher mentors
- Literacy Coach
- Academic Coach
- Technology resources and training
- Implementation and purchase of selected literacy programs

### **Programmatic Professional Learning Needs Identified in Needs Assessment**

- Differentiated Instruction: activities, strategies, and management
- Direct and explicit reading strategies to help struggling readers
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Using technology to enhance instruction and literacy instruction across the curriculum
- Response to Intervention
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support SWD learners
- Scholastic Reading Inventory – understanding the data using the system
- Scheduling of common planning between academic areas
- 21<sup>st</sup> Century Technology Plan
- Systematic Writing Initiative

# Pickens County School District: Pickens High School

---

## Sustainability Plan

As a result of the Georgia Literacy Plan Needs Assessment, we found that teachers collectively agree that improving content literacy in all grade levels will lead to higher student achievement and improve readiness for college and career (Why, p. 26-27). The table below shows the coordination of funding of the literacy plan with SRCL funding and other sources of funding, which will ensure the sustainability of the plan.

<p><b>Extending the Assessment Protocol</b></p>	<ul style="list-style-type: none"> <li>• Review expectations of the SRCL Grant annually with all staff</li> <li>• Develop and implement a teacher mentor program to assist new staff across all content areas</li> <li>• Maintain a consistent professional learning calendar to train all administrators, teachers, and paraprofessionals to ensure on-going implementation of all initiatives with fidelity</li> <li>• Provide updates to member of the Board of Education regarding the need for literacy initiatives</li> <li>• Utilize local, state, and federal funds to continue formative and summative assessments</li> </ul>
<p><b>Developing Community Partnerships</b></p>	<ul style="list-style-type: none"> <li>• Include literacy goals and plans into parent involvement plans</li> <li>• Continue to develop relationships with community partners to solicit potential resources for initiatives</li> </ul>
<p><b>Sustainability Plan</b></p>	<ul style="list-style-type: none"> <li>• Participation by department heads and administrators in trainings to develop a train-the-trainer model of on-going in-house professional learning</li> <li>• Development and implementation of school schedules to support collaborative planning time and student data review</li> <li>• Continuation of professional learning communities to support discussion of best practices, differentiation, analysis of data, and standard-based instruction</li> <li>• Schedule monthly district literacy team meetings to monitor fidelity of initiatives, analysis of assessment data, and grant implementation.</li> </ul>

## Pickens County School District: Pickens High School

---

	<ul style="list-style-type: none"> <li>• Continue to encourage teacher participation in certification endorsement programs, e.g., gifted, ESOL, Reading, Science, Social Studies, and Math.</li> <li>• Extension of the assessment protocols through purchases meeting requirements of Title I needs and budgets.</li> <li>• Develop a technology resource review cycle to evaluate licenses, maintenance agreements, and hardware.</li> <li>• Administer a needs assessment annually to review and revise specific concerns</li> </ul>
<b>Replacing Print Materials</b>	<ul style="list-style-type: none"> <li>• All print materials possible will have a library binding for protection and durability</li> <li>• Funds from other grant sources and local funding will replace print materials as needed following the grant period</li> <li>• Books will be housed and catalogued in order to provide access to inventory and review replacement cycles</li> </ul>
<b>Training New Teachers; Professional Learning</b>	<ul style="list-style-type: none"> <li>• Attend new teacher orientation session during pre-planning each year to introduce programs, curriculum, instructional design, and literacy initiatives. (What, p. 12)</li> <li>• Provide continuous professional learning through mentor teacher program</li> <li>• Designate professional learning days in the school calendar</li> <li>• Utilize Comprehensive Reading Solutions website for on-going training in professional learning communities</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Maintain and upgrade current infrastructure through the goals of the Technology Plan</li> <li>• Develop and maintain a review process for licenses, software, hardware, and warranties.</li> <li>• Coordinate all technology purchases through the Director of Technology to prevent duplication and support appropriate</li> </ul>

---

## Pickens County School District: Pickens High School

---

	pricing.
<b>Lessons Learned</b>	<ul style="list-style-type: none"><li>• Review Literacy Plan and Project Plan goals and objectives during monthly School Improvement Team Meetings.</li><li>• In an effort to create professional learning communities within PHS, the faculty and staff continuously review the student achievement data and school improvement plan each year to create a comprehensive professional learning plan.</li><li>• Monitor teacher participation through classroom walkthroughs and observations</li><li>• Use data obtained throughout the grant to update/strengthen the literacy plan.</li></ul>



# Pickens County School District: Pickens High School

---

## **PHS Budget Summary**

Here at Pickens High School, we believe that if our students can read, they can learn anything about everything, and we want our students to have the best possible chance to develop and enhance their literacy skills while at our school. With so many key components of a successful literacy program in place, we are poised to incorporate our formal literacy program, and we need the additional funding that the SRLC grant will provide. Our five main goals as identified through the GLPNA: curriculum, scheduling, data, professional development, and community outreach.

### **Curriculum, Scheduling, and Data**

- Reading Inventory
- Reading Interventions
- Reading Assessments
- Reading lab
- Writing lab
- Assessment software with multiple points for literacy interventions at Tier 2, Tier 3, and Tier 4
- Class sets of novels aligned horizontally and vertically with high school ELA department and feeder middle schools ELAs departments
- Plagiarism software
- Expand current Sadlier-Oxford vocabulary program
- Research and Bibliography software program
- Nonfiction literacy program utilizing Lexile Level Reading
- Materials for supplementing increasing Lexile scores
- Materials for improving decreasing or low Lexile scores
- Professional development for vertical and horizontal alignment between middle schools and the high school ELA departments
- Expand tutoring program and provide afterschool transportation

### **Professional Development**

- Teacher participation in Reading Endorsement
- Provide training for purchased programs (assessment software, research and bibliography software, plagiarism software, nonfiction literacy program, Lexile Level Reading program)
- Data collection analysis and reporting: how to use formative and summative assessments to direct instruction.

## Pickens County School District: Pickens High School

---

- Stipends/travel reimbursement and teacher funds for teachers to attend and to provide professional training as related to the implementation of the literacy plan per SRCL
- Train-the-trainer professional learning to sustain initiatives and literacy processes at the conclusion of SRLC funding
- RTI best practices
- SLDS best practices

### **Community Outreach**

- Stipends/travel reimbursement and funds for community outreach programs to provide teachers and community members professional training as related to the implementation of the literacy plan per SRCL

By using the Georgia Literacy Plan Needs Assessment, we were able to narrow our literacy focus and to identify areas that we need to direct attention and support. Through this process, the guiding question has been: What is in the best interest of our students? We have used that question to qualify the resources that we are now asking you to fund. Part of our mission statement here at PHS is one of the core beliefs of the Pickens County school system, that “quality education requires fiscally responsible expenditures for quality staff, programs, facilities, equipment, and technology,” and we will unequivocally be good stewards of these funds as we use them to provide our students and staff with resources and opportunities to prepare our graduates to compete and thrive through career, college, and life preparation.

## Pickens County School District: Pickens High School

---

<b>Budget Items</b>	
<b>Item</b>	<b>Cost</b>
SRI assessment program	\$15,500
Literacy program/intervention	\$10,000
Programs to support digital literacy initiative	\$4000
200 internet ready devices with individual headphones	\$80,000
Materials to support learners across Lexile levels	\$20,000
Afterschool transportation for tutoring	\$4500
Plagiarism software	\$5000
Research and bibliography software	\$5000
Multiple class sets of novels	\$600 per set
Stipends for professional learning	\$10,000
Travel reimbursement	\$2000 per opportunity
Stipends for professional development administration	\$10,000
Stipends for tutoring for teachers	\$1000
Professional development for purchased programs	\$10,000
Professional development for RTI understanding	\$10,000
Literacy support materials	\$2000
Assistive Technologies for Students with Disabilities	\$7500
<b>TOTAL</b>	197,100