School Profile

Created Thursday, October 31, 2013
Updated Thursday, December 12, 2013

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School Information

School Information | District Name:	Wheeler County School System
School Information | School or Center Name:	Wheeler County Middle/High School (High School Grades Portion)

Level of School

High (9-12)

Principal

Principal | Name:	Hal Ford
Principal | Position:	Principal
Principal | Phone:	912-568-7166
Principal | Email:	hal.ford@wheeler.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Philip Parker
School contact information | Position:	Academic Coach
School contact information | Phone:	912-568-7166
School contact information | Email:	philip.parker@wheeler.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

38 (middle/high=one school)

FTE Enrollment

260

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: _____ Dr. Mark Davidson _____

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

Address: _____ 18 McRae Street _____

City: _____ Alamo _____ Zip: _____ 30411 _____

Telephone: (912) _____ 568-7303 _____ Fax: _____ (912-568-1985) _____

E-mail: _____ suzanne.couey@wheeler.k12.ga.us _____

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

_____ Dr. Mark Davidson _____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____ December 9, 2013 _____
Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

- I Agree

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

  b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

c. <u>**Remedies for Nondisclosure**</u>
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. <u>**Annual Certification**</u>. 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.   <u>**Disclosure of Conflict of Interest after Agreement Execution**</u>

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

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
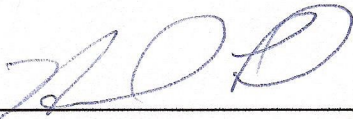
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Mark Davidson, Superintendent, Wheeler County Schools
Typed Name of Fiscal Agency Head and Position Title

_____**December 11, 2013**_____
Date

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

Hal Ford, Principal, Wheeler County Middle High School
Typed Name of Applicant's Authorized Agency Head and Position Title

_____**December 11, 2013**_____
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)

District Narrative

County Background and Demographics

Wheeler County is a small, rural community with little industry or access to cultural activities. According to 2010 census results, its total population is 7,421 residents. Residents of the county comprise the population in the following percentages: Caucasian residents - 61 %; African-American residents - 35%; and Hispanics- 4%. According to 2010 data reported in the 2013 Georgia County Guide, the average per capita income is $17,253. Data from 2010 also reveal that Wheeler County ranks 152 out of 159 Georgia counties in percentage of residents living below the poverty level. Of residents 25 years and older, only 46.1% are high school graduates, and only 23.6% have any college experience. The Wheeler County Public Library is part of the Ocmulgee Regional Library Board, serving six counties with a total population of 74,340. Of that population, only 29% are registered library patrons.

The main sources of employment in Wheeler County are the Board of Education, Little Ocmulgee Electric Membership Corporation, Lower Oconee Community Hospital, Accord Nursing Center, and the Wheeler County Correctional Facility. The farming industry, once prevalent in Wheeler County, continues to decline, with many laborers now turning to the logging industry. A significant number of residents (46.5%) work outside the county, and of those commuters, 44% travel more than 20 minutes to work.

School Demographics

The Wheeler County School System includes two schools; statistics for each are provided below:

SCHOOL	GRADES	ENROLLMENT	POVERTY
Wheeler County Elementary	PK-5	549	77.25%
Wheeler County Middle High	6-12	483	81.9%
Total:		1032	79.64%

Strategic Planning

The Wheeler County School System understands the importance of strategic planning, especially in light of declining resources and increasing state and federal requirements. District-level administrators communicate regularly with school-level staff and administrators to discern needs and plan the most suitable appropriation of resources to meet district and school goals. District goals are aligned with federal and state goals and reflect the needs of both schools identified through annual and ongoing needs assessments.

Current Management Structure of Wheeler County Schools

District

School Board	7 Members
Superintendent	Dr. Mark Davidson
Asst. Superintendent/Director of Special Education and Student Services	Renee Garrett
Director of Curriculum, Technology, and Federal Programs	Suzanne Couey

Wheeler County Elementary

Principal	Ronda Hightower
Administrative Assistant (discipline; part-time)	Benji Hartley
Administrative Assistant for Instruction (49%)	Barbara Avery
Academic Coach (49%)	Joy Warren

Wheeler County Middle High School

Principal	Hal Ford
Assistant Principal	Eli DuPree
Instructional Coach (66%--also classroom teacher)	Philip Parker
Instructional Coach and RTI Coordinator (49% - also classroom teacher)	Dr. Sarah Alonzo

Current Priorities

District goals are based on two main factors: improved student academic achievement and improved instruction. The two schools share this focus, and school-level personnel assist with district goal development. Separate school improvement plans are discussed more fully in the respective school narratives.

Improve academic achievement for all students:
- Develop instructional units with consistent framework for all students
- Integrate literacy instruction across the curriculum
- Provide training and support on formative assessment and differentiated instruction and monitor implementation in all classes
- Provide targeted assistance to struggling students through an effective RTI program and extended learning opportunities
- Provide opportunities for advanced learners to extend their knowledge through rigorous course options and assignments
- Ensure ELL students receive appropriate support to master grade-level curriculum
- Implement opportunities to enhance parental engagement in all grade levels.

Improve Instruction:
- Implement a comprehensive, ongoing professional development plan targeted to school/student/teacher needs
- Recruit and retain highly qualified teachers
- Design instructional plans founded on research-based best practices
- Support teachers' addition of specialized endorsements (e.g., reading, gifted, AP)
- Implement lower pupil-teacher ratio
- Provide and integrate technology to enhance instructional practices
- Provide relevant, student-centered activities to improve student engagement and motivation

Past Instructional Initiatives

- America's Choice (elementary and middle school levels)
- Reading First (WCES)
- "Power Block" at WCES: Tiers 1-4, students divided into needs-based groups for fluency, comprehension, vocabulary, decoding, and math (30 minutes per day)
- WCES Reading/Math Intervention Tier 2 (45 minutes per day)
- WCES Reading/Math Intervention Tier 3 (45 minutes per day)
- Computer Lab at WCES to enhance remediation activities
- Title IID Wireless, 1:1 Grant (WCMHS)
- Computer Lab to facilitate integration of technology (WCMHS)
- 1:1 Pilot Laptop Initiative in 10th Grade, FY 14
- Gender Separate Academic Classes, Grades 6-8

Literacy Curriculum

- PreK: Georgia Early Learning and Development Standards & High Scope
- K-2:Houghtom Mifflin and Common Core Units
- 3-5:Common Core Units Supplemented with Houghton Mifflin
- 6-12: Pearson/Prentice Hall and Common Core Units/Novel Studies
- 6-12 ELA Support: Voyager Learning Passport Reading Journeys and VocabJourney

Literacy Assessments in Use

WCES
In-house Pre-K assessment, GKIDS, Dibels, Ticket to Read, ACCESS, W-APT, AIMSWeb, CRCT (1st and 2nd grades scored in-house), 9 weeks' benchmarks, SLO assessments

WCMHS
Scholastic Reading Inventory, SOLO, CRCT, 9 weeks' benchmarks, SLO assessments, ACCESS, W-APT

<u>Need for Striving Reader Grant</u>

Statistics clearly illustrate the challenges that Wheeler County educators face. The high-poverty community, coupled with the pervasiveness of low-education households, perpetuates the poverty mindset. Many parents do not value the importance of literacy and education; few students have books in their home; and most are unaware of possibilities beyond the confines of Wheeler County. The close-knit school environment helps teachers provide individualized instruction, but the lack of resources limits the impact of educators' efforts and their ability to implement high-quality resources to improve literacy skills and promote the success of all stakeholders. Striving Reader funds would assist Wheeler County educators as they strive to promote literacy both at school and within the home.

School Narrative

School History

October 2014 will mark the centennial of the Wheeler County School System, which includes two schools: Wheeler County Elementary and Wheeler County Middle High School. Accredited by the Southern Association of Colleges and Schools since 1975, Wheeler County Middle High School houses grades 6-12 and has an enrollment of 485 students. The racial composition of the student community is 56% Caucasian, 38% African-American, and 6% Hispanic. The student body is 52% male and 48% female. The percentage of students eligible for free and/or reduced lunches is 81.99%.

Administrative and Teacher Leadership Team

One principal serves as the leader of the school, and the assistant principal (also athletic director) assists with disciplinary issues. Two academic coaches support the instructional program, but they must also serve as classroom teachers due to budgetary constraints. (One teaches 49% of the day; another teaches 33%.) These two instructional leaders plan professional learning sessions, direct the school's literacy team, and oversee the RTI program in grades 6-12.

A quality faculty serves Wheeler County Middle High School students. All faculty members are highly qualified in their areas of instruction; 63% have advanced degrees; and average teaching experience is 17.2 years. The school literacy team meets quarterly to review the current literacy plan and to identify and address needs as they arise. This team has been essential to the development and implementation of the professional learning program for all faculty members. Members include teachers from all disciplines, instructional coaches, and the high school counselor. Every grade level is represented, and principals participate in meetings as warranted.

Past and Current Instructional Initiatives

The WCMHS literacy plan was developed with input from administrators, teachers, and students and seeks to help all children improve literacy skills, attain Common Core and Georgia Performance Standards proficiency, and improve achievement in all academic areas. Reducing class size remains a goal at WCMHS, and small class sizes are supported by Title IA and Title IIA funds for class size reduction teacher salaries. The school's RTI program experienced an unsteady beginning, but the appointment of a central leader, the commitment to improved resources, and dedicated classes have greatly improved the program. The implementation of

inclusion classes in all academic subjects and grade levels has provided improvement in student performance, and continued efforts to establish a rigorous professional learning program support the school's dedication to success for all students.

Recent professional development opportunities have focused on research-based instructional strategies, formative assessment, differentiated instruction, and technology integration to improve quality and quantity of instruction. Teachers have participated in peer observations and discussions to support the instructional community and promote professional learning across all disciplines. Within departmental meetings, teachers have focused on creating concrete, relevant activities that require critical thinking and provide multiple avenues for students to attain proficiency of the Common Core and Georgia Performance Standards. Teachers have also examined their present practices and received training on depth of knowledge and the development of effective assessments.

WCMHS seeks to prepare students as twenty-first century learners through the incorporation of technology within classroom activities and instruction. All classrooms have interactive whiteboards, provided by SPLOST funds, and student response systems are available for teachers to share. Supported by local funds, a laptop initiative was implemented with the 10th grade in September, 2013. The pilot program displays WCMHS's commitment to effective technology integration and will serve as a "practice run" for more comprehensive implementation when, and if, funds become available. Students and teachers have been extremely receptive to the program, have cared for their devices faultlessly, and have integrated their use within every classroom. Tracing and classroom management software ensure safe use, and implementation has proven our technological infrastructure capable of accommodating multiple wireless devices.

WCMHS uses Power School and the school system website to provide parents with information regarding grades, attendance, and school-wide testing. Teachers have also created individual web pages on which students can view and even upload assignments. In order to promote a positive start to the school year, WCMHS hosts an open house before school begins to acquaint parents with students' schedules, school facilities, and WCMHS staff members. Sixth and ninth grade orientation meetings, parent nights, and parent engagement workshops further promote parental involvement in school activities. However, parental participation remains less than ideal.

Professional Learning Needs

In FY 2010, WCMHS teachers began a rigorous professional learning program. Peer observations and book studies have helped to build a collaborative culture, but the ever-present time limitations challenge effective vertical and interdisciplinary planning. Time constraints have also limited much-needed professional development related to technology. PL plans have focused on differentiation, and while WCMHS teachers have a comprehensive understanding of the process, implementation is challenging and therefore sporadic across grade levels and disciplines. Supported by Striving Reader funds, contracted literacy consultants could assist with implementation of the PL plan through more frequent classroom observations (and therefore increased accountability) and more frequent modeling of strategies to enhance progress in differentiated instruction across all grade levels and disciplines. Teachers' needs also vary greatly, and just as differentiated instruction is necessary in the classroom, it is also vital to an effective professional learning program.

Striving Reader funds would assist with more individualized professional learning and provide opportunities for teachers to learn from literacy experts such as Kelly Gallagher, Sharon Walpole, and Michael McKenna and student engagement experts such as Suzy Pepper, Anita Archer, and John Antonetti. Content area teachers struggle with literacy instruction and voice their own insecurities regarding reading and writing instruction. Striving Reader funds would also support formal PL for teachers (e.g., reading endorsement, gifted, AP certification) and help ensure that all WCMHS students' needs are met.

WCMHS staff members' positive rapport has promoted the collaboration among all grade levels and disciplines and the advancement of the school's professional learning community. This collegiality facilitated the development of the school's comprehensive literacy plan and will promote its effective implementation further supported by Striving Reader funds.

Need for a Striving Reader Project

Although the school's presence in a small, rural community limits its cultural resources, the small-town atmosphere often proves beneficial for the students. The close-knit school environment helps teachers and administrators remain abreast of students' interests, strengths, and weaknesses. Because teachers and administrators understand the economic and educational challenges that many students and their families face, they take a personal interest in providing a quality education for their students, broadening students' horizons both culturally and educationally, and challenging students to excel.

Striving Reader funds would support a more inclusive and individualized PL program and help address another primary concern: student motivation. Teachers in all grade levels struggle with student motivation on a daily basis. In a recent survey, teachers ranked assistance with student motivation as the school's greatest PL need. Of Wheeler County residents older than 25, only 44.4 % are high school graduates; this statistic reflects the lack of emphasis on education in most of our students' homes, which often reduces parental support of a rigorous curriculum. However, WCMHS staff members understand that socio-economic status and family background are not excuses for poor performance and therefore work diligently to improve the education and lives of their students. Resources to support technology integration and project-based learning opportunities would assist with student motivation. Community and parent involvement in project-based learning would further enhance stakeholder support. The saturation of literacy materials, both at school and in students' homes, would help shape all Wheeler County residents' beliefs about literacy and its importance to career readiness and personal enrichment.

District Management Plan and Key Personnel

The following chart details the management plan for grant implementation. Identified key school personnel were instrumental in literacy plan and grant application development, so they are well aware of grant goals, objectives, and implementation plans. Suzanne Couey, district SRCL coordinator, has reviewed information with central office employees who will have grant administration responsibilities. Students and teachers participated in surveys and discussions during current literacy plan review and grant development. They will participate in ongoing reviews of budget and plan implementation through surveys and discussions with literacy team members.

District Level Personnel		
Person Responsible	**Duties at Central Office**	**Duties with School Grant Management Teams**
Suzanne Couey, Director of Federal Programs	*Coordinate grant implementation with district financial department • Oversee requests for resources and fund allocations • Issue purchase orders • Advise on federal programs regulations • Manage grant audits • Maintain financial records	*Meet with school-level key personnel to select appropriate resources aligned with needs • Develop grant budget and plan for sustainability • Ensure federal guidelines compliance • Audit grant
Suzanne Couey, Director of Curriculum	*Coordinate grant implementation • Plan professional learning (PL) opportunities • Issue PLUs to staff	*Lead monthly meetings with school-level key personnel to ensure grant-funded resources support curriculum, grant priorities, and literacy plan • Select grant-funded resources and programs • Monitor implementation of grant-funded initiatives • Assess effectiveness of initiatives • Plan PL opportunities • Schedule teacher collaboration sessions • Ensure alignment of grant-funded resources/projects with literacy plan
Suzanne Couey, Director of Technology	*Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in system technology plan *Confer with contracted technology services provider for hardware recommendations	*Further duties for monthly meetings with school-level key personnel • Confer with school personnel to align technology purchases with grant and needs-based priorities and system technology plan • Confer with school personnel to ensure equitable distribution of technology • Communicate with school personnel and develop plans to ensure proper maintenance and use of technology resources • Communicate with technology services provider and school personnel to ensure appropriate maintenance, repair, and dissemination of hardware
Helen Nunn, Financial Officer	*Submit completion reports and SRCL state-required reports	
Sharon Phillips, Accounts Payable Clerk	*Process SRCL payments on time *Issue travel reimbursements for any SRCL-related training	*Provide copies of POs to media specialists to match with packing slips
Cynthia Edwards, Payroll Clerk	*Issue stipends for off-contract SRCL trainings	

Key School Personnel

Person Responsible	Duties
Literacy Team Members (includes teachers from all disciplines)	* Meet monthly with Mrs. Couey and other key school-level personnel to • select grant-funded resources • monitor implementation of grant-funded initiatives • assess effectiveness of implementation • plan PL opportunities • schedule teacher collaboration sessions • ensure alignment of grant-funded resources/projects with literacy plan *Receive training in new technology and assist peers with its integration *Support CCGPS implementation and SRCL initiatives through modeling, peer observations, and collaboration *Conduct formative evaluation of grant-supported strategies and report results to key personnel
Principal Hal Ford	*Oversee management of SRCL grant at school level to ensure effective implementation of grant initiatives *Ensure staff member participation in PL activities and collaborative meetings supported by grant funds
Instructional Coaches Sarah Alonzo and Philip Parker	*Complete requisitions for grant-supported resources *Document receipt of services and provide documentation to Sharon Phillips *Ensure school implementation of grant initiatives *Receive and redeliver professional training *Conduct formative evaluation of grant-supported strategies and report results to key personnel
Media Specialist Joni Towns	*Receive and process grant-purchased resources and provide documentation to Sharon Phillips *Select SRCL- aligned materials for media center *Lead school literacy team in developing initiatives to encourage reading throughout school *Ensure proper implementation of technology resources *Promote grant-funded initiatives

Experience of the Applicant

Recent Initiatives

The Wheeler County School System has implemented several initiatives targeted at improving student achievement. The following table outlines recent initiatives, funded both internally and with outside support.

Initiative	Grades	Status	Outside Funding
Pilot 1:1 Laptop Initiative	10th Grade	Current	No
Instructional Coaches	K-12	Current	No
ELA Support Classes	6-12	Current	Yes (Title I)
Professional Learning Communities	K-12	Current	No
JROTC	9-12	Current	No
Quarterly Benchmark Assessments	K-12	Current	No
AIMSweb Progress Monitoring	K-5	Current	No
Scholastic Reading Inventory	6-12	Current	No
Standards-Based Classrooms	PK-12	Current	No
TKES	K-12	Current	No
SLO Assessments	K-12	Current	No
Title I School Improvement Grants	6-12	FY 12, FY11	Yes
Title IID Wireless Technology Grant	9-12	FY07, FY06	Yes
Reading First	K-5	FY04-FY10	Yes
Class Size Reduction Teachers	2-11	Current	Yes (Title IA, Title IIA)
Student Response Systems, Classroom SMARTBoards	PK-12	Current	No
Computer Labs	K-12	Current	Yes (Title VIB REAP)

Three Years of State and Federal Audit Results

Findings	Years	Outcome
School Food Service Program: failed to report banquet activity in accordance with regulations.	FY 10, 11, 12	Banquet account has been closed. This finding should show resolution in FY13
School Food Service Program: Inadequate records of Supplemental Sales	FY12	Supplemental sales recorded on school district's general ledger
Deficit fund balance reported	FY12	More stringent budgeting procedures enforced.
Special Education: The school district did not meet the maintenance of effort requirement.	FY11	Adequate procedures implemented to ensure MOE requirements met regarding education of children with disabilities

LEA's Capacity to Coordinate Resources and Control Spending

Wheeler County receives funding for Title IA, Title IC, Title IIA, Title III, and Title VIB (REAP) federal grants. The system has received these funds for many years and has no history of audit findings or federal cross-functional monitoring compliance findings. With each initiative and federal program, system and school personnel collaborate to devise a plan for the most effective appropriation of funds. Because we are such a small system, administrators have multiple responsibilities; this organizational structure ensures that staff members work closely with each other and communicate often. The Wheeler County School System has extensive administrative procedures in place for coordination of resources and control of spending, including specific internal controls.

Sustainability of Past Initiatives

Resources from previous grants are still utilized at both schools. Sustainability planning was a required component of Reading First School Systems, and Wheeler County has effectively maintained the integrity of this research-based school improvement initiative through extensive training of instructional coaches, who in turn provide professional development for teachers, monitor classroom implementation, analyze student achievement data, and evaluate data-driven

instruction. Contracted technology personnel maintain equipment, as evidenced by 7-8 year old laptops still in use at the high school. For the past three years, the system has purchased refurbished classroom desktop computers with lifetime warranties. A recent pilot laptop initiative was funded locally to evaluate the impact of technology and the capability of our present technological infrastructure. School and system administrators understand the value of each dollar in today's educational environment and carefully research resources before purchase and then monitor their use to ensure the effective use of funds, whether provided federally or locally.

WCMHS Literacy Plan
Building Block 1 – Engaged Leadership

Strategies Presently in Place	Supporting Research from *Georgia Literacy Plan (The Why)* *	Plans to Enhance Strategies with Striving Reader Funds
Engaged Administrators: Administrators work continuously to improve instruction through PL, careful selection of resources, and classroom observations **Professional Learning for Administrators:** Administrators attend numerous trainings, including those related to the CCGPS and the state's College and Career Readiness Performance Index (CCRPI) led by local RESA and state DOE personnel. **PL and Collaborative Sessions Led by Administrators:** Teachers meet with administrators after school 2x/month for PL and collaboration with peers. Literacy coaches model research-based instructional strategies for teachers and administrators visit classrooms to ensure their implementation. **Frequent Walkthroughs:** Administrators implement the Georgia Teacher Keys Effectiveness System (TKES) to perform frequent evaluations to monitor teacher implementation of best practices. Results are recorded via the TKES electronic platform.	"… significant improvements will be achieved only through a comprehensive effort involving changes in state- and district-level policies, improved assessments, more efficient school organization, more involved and effective leadership, and extensive PL for all leaders and teachers" (Torgesen, et al., 2007). "According to the NSDC (2001, para.1), 'staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement'" (p. 144). "According to the NSDC (2001, para.1), …'Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels...Leaders at all levels recognize quality PL as the key strategy for supporting significant improvements'" (p. 144). "The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom" (p.65) "The primary role of a literacy coach is to provide continuous, embedded PL by implementing school-based opportunities. They are then available to provide follow-up, to promote in-class modeling, and to foster PL communities" (Bean & Isler, 2008). "At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process. Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided" (p. 65)	🕮 Subscribe to literacy-specific journals (e.g., *The Reading Teacher, Journal of Adolescent & Adult Literacy, Reading Research Quarterly,* and *English Journal*) for administrators and teachers 🕮 Ongoing training in CCGPS, CCRPI, and Georgia assessments for administrators and teachers as new developments and challenges arise 🕮 Expand PL opportunities on explicit instruction of essential literacy components across content areas with training provided by contracted literacy consultants 🕮 Provide incentives for teachers in all content areas to add endorsements (reading, gifted) Arrange for reading endorsement classes within district; if not possible, pay course fees for teachers 🕮 Provide more frequent and comprehensive collaborative and PL sessions-- with SR funds supporting substitute pay, stipends, materials, and travel expenses for PL activities 🕮 Fund literacy consultants to observe, model, and assist teachers within classrooms in ELA, science, social studies, and CTAE courses as they integrate explicit literacy instruction 🕮Administrators will receive PL on literacy-specific best practices to inform literacy walkthroughs, utilize the Literacy Instruction Checklist to monitor implementation of literacy-specific instructional strategies, and ensure required time is allotted for literacy instruction within all content areas

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Assessment of Talents and Training of Staff when Creating Schedule: Instructional coaches, principal, and counselor collaborate and consider teacher performance and expertise when developing schedule and assigning courses.	"ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively" (p.31).	📖 Exploration of flexible scheduling options and programs to eliminate inefficient use of staff/student time and implement extended literacy time
Protected Literacy Block in Grades 6-8: Students in grades 6-8 receive a minimum of 90 minutes in explicit literacy instruction within ELA classes – additional literacy instruction incorporated into content areas	*Reading Next* (Biancorosa & Snow, 2006, p. 20.) states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes" (p. 58).	📖 Support continued use of SRI and other assessment tools to assess Lexile levels, place students, and monitor effectiveness of interventions
ELA Support Classes: Students identified by summative assessments and classroom performance are placed in support classes to improve literacy skills. - Use of Voyager Learning Passport Journeys program and SOLO assessment program for ELA support classes – resources implemented in FY14	"The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read* , ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans" (p. 58). "In conclusion, adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff" (p.68). "Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy" (p. 125).	📖 Research, select, and purchase additional resources for classroom libraries 📖 Purchase of replacement as well as additional research-based resources to support struggling readers in Tiers I – IV 📖 Provide PL on new intervention resources to ensure fidelity of implementation (sessions provided by resource publishers/experts)
Literacy Team Meetings: Team comprised of administrators, media specialist, counselor, and teachers from all disciplines meet at least quarterly.	"A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills" (p. 31). *Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners: …13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction. 14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools" (p. 67).	📖 Improved stakeholder involvement in literacy planning encouraged through practices funded by SRCL (e.g., integration of CTAE and community projects with literacy assignments and presentation nights to involve community; parent-student book clubs)

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Professional Learning for New Teachers: Regular PL sessions led by or facilitated by administrators	"ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy" (p. 31).	📖 Technology for media specialist/administrators to create classroom videos to facilitate peer observations, professional learning, and self-assessments
Peer Observations: Teachers perform peer observations, although sporadically due to time and schedule constraints	"[This technology] also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to 'see' the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels" (p. 150). "Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels" (p. 150).	📖 Fund equipment to enable use of technology to enhance PL program, for veteran teachers as well as for new teachers to learn about literacy plan and effective instructional strategies already employed at WCMHS (e.g., archive videos of PL meetings, create library of classroom videos filmed during observations) 📖 Implementation of varied PL delivery models through technology, careful scheduling, and personal PL vouchers (explained in Building Block 6)

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Building Block 2 – Continuity of Instruction

Strategies Presently in Place	Supporting Research from *Georgia Literacy Plan (The Why)* *	Plans to Enhance Strategies with Striving Reader Funds
Meeting Needs of All Students: WCMHS provides a least-restrictive environment and gifted program.	"A disproportionate number of students of color, English Language Learners (ELL), and economically disadvantaged are represented among the struggling readers identified by low performance on the Criterion-Referenced Competency Tests (CRCTs), Georgia High School Graduation Tests (GHSGTs), and End-of-Course Tests (EOCTs). Without academic skills to be successful in school, these students are at high-risk of dropping out of school" (p. 65).	📖 Fund course fees for ESOL, gifted and AP endorsement 📖 Provide resources targeted to struggling learners' needs
Equity of Instruction: Small school environment permits one teacher to teach all grade level classes of each academic course, ensuring equitable instruction for students.	"The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007)" (p. 150).	📖 Reading endorsement classes to improve teacher literacy knowledge
Administration of Staff Surveys to Determine Needs: Surveys created and administered via Google forms– results compiled and shared with teachers and administrators	"ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy" (p. 31).	📖 Continue to administer teacher, student, parent and community surveys and use SRCL funds to match resources to valid requests/needs
Development of Professional Learning Community: Regular professional learning sessions and addition of professional learning materials have helped to create an environment in which teachers are willing to embrace change, try new strategies, and share successes with each other.	"Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models" (p. 150). "*Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:… 11. Professional learning that is both long term and ongoing" (p. 67).	Expanded PL program including the following initiatives: 📖 Creation of system teacher blog/wiki to share ideas related to literacy instruction and technological resources for professional enrichment/research (stipend provided to staff member to create, maintain, and update sites) 📖 Addition of professional learning materials to media center 📖 Archived WCMHS classroom videos and PL sessions 📖 Peer observations facilitated with classroom videos 📖 PL subscriptions as necessary to meet individualized needs 📖 Teachers to meet with administrators to perform self-assessments and create personalized PL plans 📖 Teachers to receive "vouchers" (set amount allotted for their personal professional improvement) to be used according to needs established in personal professional learning plan

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Collaborative Meetings after School Once per Month: Meetings have focused on interdisciplinary planning, parental contacts, individual student needs, and school needs based on data results		📖 Expanded collaboration time made possible via stipends and substitute pay- Time used to enhance literacy plan components –Topics to include • examination of student work • selection of exemplars to use within classrooms • development of school-wide writing rubric to provide consistent assessment across grade levels and subject areas • creation and maintenance of student e-portfolios • examination of data • development of student goals based on data results • development of plans to incorporate literacy instruction across subject areas • collaboration time for transition-level teachers to ensure adequate vertical planning between schools and grade levels
Community Participation: Schools have implemented parent involvement events such as open house, "School After Hours," and "Back to School" to encourage parental and community involvement but poor participation noted.	"Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members" (p. 26). "To facilitate relevance, another suggestion made in *Reading Next* (Biancarosa & Snow, 2004, pp. 16 & 22) was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school" (p. 51).	📖 Establish parent/teacher/student book clubs at each grade level: provide books to encourage literacy at home, hold book discussions with students and parents, leading to heightened interest in reading for all stakeholders 📖 Students to engage in community research projects to instill relevance into assignments and involve community members in curriculum and literacy development 📖 CTAE classes to perform community and school improvement projects, write technical papers to explain construction processes, and share results with community. SRCL funds to be utilized for all activities and materials necessary for projects (e.g., creation of school "academic trophy case" to showcase student academic success, creation of sets for news programs to be published regularly and transmitted to all classrooms and linked to school web site) 📖 Community members from various career fields to serve as guest speakers to explain the role of literacy within their occupations. 📖 Partner with faith-based organizations within community to encourage literacy and promote participation in voluntary reading initiatives funded by SRCL within schools. 📖 Create book exchanges for teachers, students, and parents to provide easy access to additional literacy materials

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Authentic Student Publishing Opportunities: Middle school gifted students' middle school newspaper - Newspaper articles written by students	*Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners: … 4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts… 7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond" (p. 67).	📖 Publication of student literary magazines, school newspapers, school news programs to broadcast in every classroom, class web sites, blogs, and wikis 📖 SRCL funds to cover cost of supplies for authentic publishing activities (e.g., ink cartridges, printers, paper, binding machine and supplies, poster maker supplies, supplies for creation of news show set, laminating machine, copying equipment/supplies, video cameras, technology to implement 1:1 wireless environment in grades 6-12) 📖 Parent/community nights to showcase student successes/ creations with publicity facilitated by supplies listed above

Literacy Resources to Encourage Student Engagement and Motivation: Use of school improvement funds to purchase high-interest nonfiction texts for classroom libraries - Student suggestion boxes in media center for book requests	"In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12: Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries" (p. 59).
	
	"Reading Next (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:…
	6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics" (p. 67).
	
	"In the 2008 Center on Instruction Practice Brief titled *Effective Instruction for Adolescent Struggling Readers* (Boardman *et al*., 2008), the recommendations are derived from a summary of the research by Guthrie and Humenick on improving students' motivation to read. Those recommendations are:
	  1) providing content goals for reading: 2) supporting student autonomy,
	    3) providing interesting texts, and 4) increasing social interactions
	    among students related to reading" (p. 51).
		📖 Additional high-interest texts for classroom libraries
		
		📖 Magazine subscriptions for media center and classrooms
		
		📖 Funds to purchase approved materials requested by students via media center suggestion box
		
		📖 "Go shopping" capability for students via media center– Account established for media center through which students can purchase approved texts that are unavailable in school media center for e-readers (facilitated by 1:1 wireless units purchased with SRCL funds)

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Incorporation of Technology into Instruction: All academic classrooms have SMARTBoards and access to student response systems for formative assessment purposes Pilot laptop program initiated with sophomores this year Computer lab shared by entire school (grades 6-12, all subjects)—very difficult to schedule time due to demand All classrooms have computers, but numbers vary from 2-6 from room to room based on student use, subject, and grade level.	"Universities, the Partnership for 21st Century Schools, the National Council of Teachers of English, as well as content-area organizations, support the importance of technology in instruction" (p. 56). "The use of technology serves another need for adolescents as well—that of remaining relevant in a rapidly changing world. Not only is technology vital in the workplace, it has become the major tool for young people to communicate with one another. 'New technologies and new job tasks have changed the meaning of what it means to write and write well'" (p. 57). "Rather than viewing technology as a distraction, educators must learn to rethink instruction in order to leverage their students' fascination with technology rather than to see it as a distraction only" (p. 58). "In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12: Incorporate technology into literacy through the use of e-readers, blogs, and social networking" (p. 59). *"Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners: 8. A technology component, which includes technology as a tool for and a topic of literacy instruction" (p. 67).	📖 Create a 1:1 wireless environment for grades 6-12 with purchase of netbooks/laptops (to support writing instruction via Microsoft Office suite and planning/graphic organizer software and literacy via e-reader capability; to provide individual and partner learning stations and the ability to create and edit videos and podcasts; to facilitate note-taking with note-taking software, provide numerous publishing opportunities, and support project-based learning) 📖 Personal technology would facilitate differentiation of instruction as students can work on individualized assignments with various software/web sites

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Building Block 3 -Ongoing Formative and Summative Assessments

Strategies Presently in Place	Supporting Research from *Georgia Literacy Plan (The Why)* *	Plans to Enhance Strategies with Striving Reader Funds
Examination of Data: Administrators have trained all teachers on LDS. - Summative, disaggregated results are provided to teachers each year (e.g., CRCT, EOCT). **Summative Data Provided to Teachers:** Scores provided to teachers for individual analysis; minimal time available for group analysis	"Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners" (p. 32). "Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur" (p. 96). The Literacy Task Force recommends the following to administrators:… ☐ Establish district policies that provide clear guidance for information that is to be provided to the receiving teacher at the next grade level ☐ Schedule times for teachers in both outgoing and receiving classrooms and/or schools to meet and discuss shared students ☐ Designate a person(s) on the faculty to provide guidance to new teachers or any teachers needing help with the scheduling or the procedures ☐ Ensure that teachers are able to interpret data from their students former grade or school" (p. 92) "A necessary component of this recommendation is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them" (p. 122).	📖 Develop process/plan for LDS training for new teachers 📖 Provide training for teachers on analyzing and using data to improve instruction 📖 Expand time and frequency of collaborative sessions to support data analysis plan (teachers to examine data, develop plans to address overarching needs, develop goals for students, and meet with teachers of grade levels above and below to align instruction to needs of students within entire system) – expanded time supported with stipends/substitutes/technology to support collaboration 📖 Develop system for effective data gathering, publishing, and analysis
Regularly Administered Benchmarks: Administered at the end of each unit in academic classes – created by teachers and administrators	*"Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:… 9. Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices. 12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes" (p. 67). "It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment" (p. 95).	📖 Extend subscriptions to resources for benchmark creation (Study Island, USA Test Prep) 📖 Provide time for teacher collaboration with administrators and peers to develop plans for remediation based on benchmark results and to create differentiated activities for individual remediation 📖 Contract experienced educators to assist with assessments (e.g., Dibels)

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Identification and Purchase of Assessment and Intervention Materials Aligned with Students' Needs: SRI presently used for grades 6-12 benchmarking - Voyager Learning resources utilized in ELA support classes for instruction and progress monitoring.	"Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005). The effectiveness of interventions requires an analysis of previously conducted research that supports the design of the intervention and a review of current research" (p. 124).	📖 Research, identify, and purchase additional intervention assessment materials for all grade levels aligned with students' needs and SR requirements 📖 Continue SRI in grades 6-12 📖 Replace present consumable resources to support intervention 📖 Teacher training on assessment resources to encourage teacher participation in all areas of data collection and analysis and to ensure fidelity of assessment administration.
Plans for Assessment and Use of Results: RTI coordinator presently works with teachers to develop assessment calendar for screenings and progress monitoring and oversees the assessment administration and results review		
Literacy Team Meetings: Members meet quarterly to assess progress of initiatives included in school improvement plan and adjust plan as necessary to meet the needs of students and staff.	*"Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction….15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community" (p. 67).	📖 Develop system for effective data gathering, publishing, and analysis 📖 Literacy team members and administrators to utilize data to identify teachers and students who need additional support 📖 Provide support through extended PL opportunities specific to data analysis
Collection of Individualized Data: Interventionists use SOLO to track and graph student progress and to build student progress portfolios	"School administrators routinely review assessment data. The use of Georgia's summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners ensures appropriate identification of individuals needing support" (p. 104).	📖 Assessment program and publishing resources (poster maker, binding machine, printer, etc.) to publish individualized student learning goals, track progress toward goals, and celebrate student successes

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Effective Feedback: Intervention students' progress monitored via SOLO Internet assessment (part of Voyager Learning program) and SRI **Effective Assessment:** PL has focused on formative assessment, although further training is needed	"The literature on adolescent literacy links the establishment of learning goals to the development of self-efficacy (Roeser, Midgley, & Urdan, 1996). Implicit in the establishment of goals is the need to provide students with timely information on their progress toward the achievement of those goals. Both of these issues involve the need to provide students with a sense of autonomy. Deci and Ryan (1985, 1992) identified the need for a sense of autonomy, relatedness and competence as being key to the development of intrinsic motivation" (p. 52). "The role of progress monitoring in RTI is to: ☐ Determine whether primary prevention (i.e., the core instructional program) is working for a given student. ☐ Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability. ☐ Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities. ☐ Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible" (p. 104).	📖 Provide professional development to create protocols to ensure timely, descriptive feedback and provide students with opportunities to assess their own learning (e.g., graphing their own progress, comparing work to exemplars) 📖 Provide materials for students to create and publish graphs of progress to assist with self-assessment 📖 Continue PL on formative assessment and monitor teachers' use of it within the classroom 📖 Schedule assessment consultants to provide PL on creating effective assessments (formative, summative, and performance-based—depth of knowledge)

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Building Block 4 – Best Practices in Literacy Instruction

Strategies Presently in Place	Supporting Research from *Georgia Literacy Plan (The Why)* *	Plans to Enhance Strategies with Striving Reader Funds
Needs of English Language Learners: Important documents are translated into Spanish to ensure parent/student understanding. Teacher designated for ESOL/migrant services meets with students regularly, but time is limited.	"In keeping with the expectation of a rigorous curriculum and standards for all students, including English Language Learners, students with exceptional needs, and other at-risk populations, it is crucial that teachers access students' prior knowledge and build upon students' background experiences. By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success" (p. 41). "The principles of good instruction are not different for ELLs, but the necessity for them is intensified by the challenges that these students face" (p. 73). "A learner's literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking" (p. 31).	📖 Fund course fees for ESOL endorsement for interested teachers 📖 Explore/purchase alternative instructional strategies that may better promote understanding of CCGPS for ELL or migrant students. 📖 Training to illustrate importance of SSR and extend it to all content areas
Sustained Silent Reading: SSR is implemented in ELA classes at all grade levels and in high school social studies classes	"Literacy skills are embedded and emphasized in each content area in all grade levels" (p. 31). "To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read" (p. 51).	📖 Collaborative sessions for alignment of curriculum to address concerns related to ability to cover standards if SSR implemented 📖 Additional texts for classroom libraries
Literacy Resources to Encourage Student Engagement and Motivation: SI funds were used to purchase high-interest nonfiction texts for classroom libraries.	"In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12: ☐ P what texts to read. This highlights the importance of having rich classroom libraries ☐ Incorporat blogs, and social networking" (p. 59).	📖 Purchase content-area magazines for classrooms (subscribed in FY 2012, but funded with Title I SIG funds—unable to purchase in FY13) 📖 Periodical subscriptions for media center 📖 Purchase approved materials requested by students
Motivation of Adolescent Readers: Allow student self-selection of texts and writing assignments when possible.	In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12: ☐ Provid thus increasing their self-efficacy ☐ Co work with peers" (p. 59)	📖 "Go shopping" capability for students via media center – Account established for media specialist to purchase approved requested digital materials

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Promotion of Academic and Workplace Literacy Skills across Content Areas: Career Day in recent years has included guest speakers from local businesses who stress the importance of a quality education	"Susan Ebbers (February 1, 2011) has recently published a brief summarizing the research on the effect of motivation on comprehension. Citing a study by Schraw, Flowerday, & Lehman (2001), she lists the following as avenues for developing interest, either situational for subject matter under discussion or to nourish a more long-term interest. ☐ Relevance: Showing students how the subject at hand relates to their lives increases interest" (p. 53). "To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school" (p. 51).	📖 Develop incentive programs for reluctant readers 📖 Extend guest speaker visits with focus on literacy within the workplace and literacy skills necessary for hire and promotion within work force/career 📖 Community research projects to encourage community involvement and relevance of assignments 📖 Project-based technical writing in response to school- and community-improvement projects that highlight relevance (e.g., building academic trophy cases for each school, maintaining school and community signs, creating sets for school news productions)
Purchase of Resources to Facilitate CCGPS Literacy Instruction: WCMHS purchased texts used in DOE-created ELA units to ensure appropriate complexity of text at each grade level but were only able to order class sets of titles (30 of each).	"Recently, Lexiles have been realigned to match the CCSS text-complexity grade bands and have adjusted their grade bands upward to ensure that students are prepared for the demands of college and careers" (p. 48). "The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. That includes learning to evaluate the validity of the content on website; and familiarity with the vocabulary associated with technology. Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (p. 29).	📖 Copies of CCGPS unit texts for each child 📖 Research and purchase additional materials to support CCGPS literacy instruction and increase rigor in all grade levels
Core Program at WCMHS: WCMHS uses Pearson/ Prentice Hall texts as supplements to CCGPS unit books/novels	"*Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:… 15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community" (p. 67). "To prepare all students for increased academic achievement in a technological society, the Georgia Birth-to-12 Literacy Plan must include 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity" (p. 49).	📖 Purchase supplements to high school resources to support implementation of CCGPS (increased rigor, student choices, high-interest nonfiction for classroom libraries and media center

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Incorporation of Technology into Instruction: SMARTBoards, classroom response systems, pilot laptops program, computer lab, and classroom computers as detailed in Building Block 2	"In confirmation of the last item in her list, a policy brief on Adolescent Literacy cites Merchant (2001) saying, "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" (p. 53).	📖 Additional technology resources as outlined in Building Block 2 📖 Purchase resources to support digital literacy in all grade levels
Digital Literacy Curriculum for Grades K-8: Instruction related to digital literacy has been difficult to implement due to time, schedule, facility, and budget constraints.	"To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy" (p. 56).	📖 Identify and purchase vertically-aligned digital literacy resources for grades 6-12

Writing Across the Curriculum: We now have subscription to Internet-based writing software program, *My Access*; however, teachers do not utilize it as they should.
 	
Most ELA teachers have received PL on sentence writing strategy but need PL extended to all content areas
 	
PL on Research-Based Instructional Strategies: PL on Strategic Instructional Model (SIM) from University of Kansas for ELA teachers and literacy coach (*Basics in the Sentence Writing Strategy* and *Proficiency in the Sentence Writing Strategy*) - implemented in all WCMHS ELA classes in FY12 & FY13
	According to NCTE (2008), "Instructional practices, writing genres, and assessments should be *holistic, authentic,* and *varied*" (p. 44).
	
	"Based on research from the National Commission on Writing (2004), People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion. Half of responding companies reported that they take writing into consideration when hiring professional employees and when making promotion decisions" (p. 28).
	
	"[This technology] also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels" (p. 150).
		📖 PL on writing instruction for all teachers
		
		📖 Collaborative time for training and planning
		  • develop school-wide writing rubric
		  • plan for improved implementation of "writing across the curriculum"
		  • collaborative examination of student work to ensure alignment of evaluation criteria
		
		📖 PL on SIM writing strategies and materials to support implementation of strategies by content area teachers: sentence writing strategy, paragraph writing strategy, theme writing strategy
		
		📖 Expand SIM training to include paragraph and theme writing strategies for secondary level
		
		📖 Expand SIM training to include science, social studies, and CTAE teachers
		
		📖 Expand PL opportunities with visiting literacy consultants

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Peer Observations: WCMHS has tried to utilize peer observations, but lack of time and schedule conflicts due to small size have prevented meaningful implementation	*Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:… 13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction….15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community" (p. 67).	📖 Modeling/peer observations provided via classroom videos--as outlined earlier in building block 1 – videos shared with faculty in meetings, archived, and linked to school website
Teacher Collaborative Sessions: Teachers presently meet once/month after school for collaboration		📖 Expand time and resources for collaboration supported by stipends for summer, Saturday, and after-school PL sessions 📖 Develop a comprehensive school-wide writing rubric consistent with CCGPS 📖 Develop plans for use of technology for production, publishing, and communication of student work across classes and grade levels 📖 Develop plans for use of technology to facilitate collaborative sessions (concurrent and non-concurrent) 📖 Plan within grade levels and disciplines to align literacy instruction and assign where skills will be emphasized

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

Strategies Presently in Place	Supporting Research from *Georgia Literacy Plan (The Why)* *	Plans to Enhance Strategies with Striving Reader Funds
Intervention Resources: High school intervention resources purchased for the first time this year (Voyager Learning) Middle school uses VL as well, but student resources limited at all grade levels District was able to purchase SRI for grades 6-12 this year Appropriate student: teacher ratios are maintained for intervention. Interventions are provided by highly qualified teachers. Administrator walkthroughs are performed to ensure fidelity of implementation. **Communication among Teachers :** Special needs students presently have case managers to monitor their progress and communicate with parents as needed, but teachers need more collaboration time to discuss students' progress and ways to address needs of all students	"The Literacy Task Force had several overarching recommendations that extended across sub committees. One being the need for a universal screener at all ages and grades. The other salient theme was that there needs to be coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level" (p. 24). "Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards, assessment practices, and instructional pedagogy" (p. 124). "*Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:…5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed" (p. 66). "The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth-to five, elementary, and middle-and-high-school committees) is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages" (p. 99). "A necessary component of this recommendation is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them" (P. 122). "The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read* , ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans" (p. 58).	Research, select, and purchase effective resources and programs for intervention at all grades levels (renew consumable resources and software subscriptions and purchase supplemental materials to address struggling learners' needs) Provide formal PL on intervention resources for administrators and intervention personnel to ensure fidelity of implementation After- school study sessions for students who need assistance with assignments Plan PL as needed according to percentage results (e.g., examine Tier I instruction if percentages are elevated and develop strategies to improve classroom instruction at the Tier I level—in general or with specific teachers as needs warrant) Increased collaboration time supported as outlined in previous sections to provide time for • discussions between content area Tier I teachers and interventionists • discussions between special ed. teachers and co-teachers • data analysis and planning to adjust instruction as warranted for students served at each Tier

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ELA Support Classes in High School: Extended literacy instruction for struggling students	"Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005)." (p. 124).	📖 Research, select, and purchase research-based instructional program and assessment tools to accurately place students and assess progress and effectiveness of interventions 📖 Purchase SRCL-prescribed assessment tools (SRI) for all grade levels
Identification and Purchase of Assessment and Intervention Materials Aligned with Students' Needs: SRI in use, grades 6-12 Voyager Learning materials used for struggling students, but materials are very limited	"…The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth-to five, elementary, and middle-and-high-school committees) is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages" (p. 99). "A necessary component of this recommendation is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them" (p. 122).	📖 Purchase supplemental texts for classroom libraries and media centers to match Lexile levels as recorded by assessment tools 📖 Formal training on use of universal screeners and progress monitoring tools 📖 Contracted assistance with assessments
Plans for Assessments and Use of Results: Literacy coach/RTI coordinator presently works with teachers to develop assessment calendar for screenings and progress monitoring; and oversees the administration of assessments	"School administrators routinely review assessment data. The use of Georgia's summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners ensures appropriate identification of individuals needing support" (p. 104). "The role of progress monitoring in RTI is to: □ Determine whether primary prevention (i.e., the core instructional program) is working for a given student.	📖 Expanded collaboration time to develop calendar/plan for assessments and to analyze results. 📖 Use publishing resources (poster maker, binding machine, printer, etc.) to publish individualized student learning goals, track progress toward goals, and celebrate student successes
Collection of Individualized Data: Interventionists use SOLO assessment system to track and graph student progress and to build student portfolio to provide evidence of progress for student	□ Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability. □ Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities. □ Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible" (p. 104).	📖 Provide PL to develop protocols to ensure timely, descriptive feedback and provide students with opportunities to assess their own learning (e.g., graphing their own progress) 📖 Provide materials for students to graph progress as they assess their own learning and publish graphs for peers to see
Effective Feedback: Intervention students presently monitor progress through portfolios/folders that include computer-generated graphs and data reports	"The literature on adolescent literacy links the establishment of learning goals to the development of self-efficacy (Roeser, Midgley, & Urdan, 1996). Implicit in the establishment of goals is the need to provide students with timely information on their progress toward the achievement of those goals. Both of these issues involve the need to provide students with a sense of autonomy. Deci and Ryan (1985, 1992) identified the need for a sense of autonomy, relatedness and competence as being key to the development of intrinsic motivation" (p. 52).	

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Building Block 6 – Improved Instruction through Professional Learning

Strategies Presently in Place	Supporting Research from *Georgia Literacy Plan (The Why)* *	Plans to Enhance Strategies with Striving Reader Funds
Specific Literacy Training for Teachers and Literacy Coaches: All WCMHS science, social studies, and ELA teachers trained on LDC WCMHS special needs, science, and social studies teachers participated in Planet Literacy at local GLRS **Challenging Learning Environment:** Two high school math teachers are presently certified AP instructors. Three teachers at WCMHS have gifted endorsement. **Site-Based Support for Staff to Advance Development of Professional Learning Culture:** Administrators support teacher improvement and encourage PL sessions at school and elsewhere (e.g., RESA, GLRS) **Professional Learning (PL) Program:** WCMHS: Bi-monthly faculty meetings, one for PL, one for collaboration	"Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas P. 26 Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers" (p. 27). "Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning" (p.141). "Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels" (p. 150). "According to the NSDC (2001, para.1), 'staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement'" (p.144). "At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process. Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided" (p. 65).	📖 Continued professional development opportunities specific to literacy instruction across content areas – PL modalities to include but not be limited to • face-to-face after school sessions • Internet-based modules • planning period conferences • training by literacy consultants • videos to facilitate peer observations and self-assessments 📖 Funds for substitutes, stipends, and resources to be provided through SRCL grant 📖 Peer observations facilitated by video capabilities and expanded collaborative time to view/discuss videos 📖 Develop online resource (wiki, blog) with repository of PL links, documents, webinars, and classroom videos for teachers to visit individually(stipend for creator/administrator) 📖 Provide incentives and pay course fees for reading and ESOL endorsements and AP and gifted certifications 📖 Extend collaboration time to enable teacher leaders to work more closely with those teachers who struggle to incorporate literacy strategies within their classrooms 📖 Extend collaboration time for examination of student work and creation of school-wide writing rubric 📖 Purchase PL materials for department-led book studies (Each dept. to focus on different book and redeliver to rest of faculty members.)

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Individual Teacher PL Opportunities: Occasional teacher peer observations Workshops sponsored by RESA	In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, *Adolescent Literacy Reform,* 2006, p. 7) stated: Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests" (p. 141). *"Reading Next* (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners: 11. Professional learning that is both long term and ongoing" (p. 67). "According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (p. 142).	📖 Assign mentor teachers to new teachers 📖 Supplies to support creation of PL notebooks (teachers will file materials from all PL sessions and return notebooks if leaving system for distribution to new teachers) 📖 Develop PL program for incoming teachers focusing on literacy plan and effective WCMHS initiatives and trainings (supported by notebooks, archived videos) 📖 Provide consistent, frequent PL sessions for all staff members specific to literacy instruction needs evidenced by teacher survey results, student data, and administrator observations – sessions to include modalities listed above and to include but not be limited to the following topics: • Explicit instructional strategies to address components of literacy instruction • Data-driven instruction • Appropriate text selection • Modeling of specific strategies • Guided and independent practice • Frequent, descriptive feedback • Questioning Techniques • Writing across subject areas • Technology for authentic publishing opportunities • Creating effective summative assessments • Creating, implementing, and using data from formative assessments • Differentiation of instruction • Data analysis • Motivating Students • Classroom management • Instructional Technology 📖 Teachers to meet individually with administrators to perform self-assessment and develop "personal professional learning plan" – teachers to receive "vouchers" (preset allotment of funds) for resources and training to address areas of growth identified by teacher and administrator – administrators will monitor teachers' PL progress

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Needs Assessment, Concerns and Root Cause Analysis (A, B, D, E)

When determining literacy needs, team members analyzed multiple data sources:

- disaggregated student scores (state assessments, benchmarks, progress monitoring, classroom assessments, instructional readiness indicators)

- surveys of teachers/staff (all content areas and grade levels), parents, and students (disaggregated by grade level)

- minutes/discussions from faculty, departmental, and literacy team meetings

- technology and literacy resource inventories.

Student surveys questioned students' reading practices and preferences, past literacy instruction, suggestions to improve literacy, and home resources to support literacy instruction. Respondents were 43% female, 57% male, were chosen randomly from each grade level, and represented 54% of the student population. Parents provided input through surveys and letters requesting suggestions for improving student achievement and parent/school partnerships. Two separate surveys, completed by teachers of all grade levels and subjects, addressed PL and literacy instruction.

(C,F):

Six areas of need emerged, correlated to building blocks from the "What" and WCMHS Literacy Plan.

Identified Need	Correlating Building Block
Time for Assessment of Initiatives	1. Engaged Leadership
Improved Stakeholder Involvement	2. Continuity of Instruction
PL/Collaboration for Data Review and Analysis	3. Ongoing Formative and Summative Assessment
Improved Student Motivation	4. Best Practices in Literacy Instruction
Resources to Support Struggling Students' Literacy	5. System of Tiered Intervention for All Students
Professional Learning	6. Improved Instruction through Professional Learning

Time for Assessment of Initiatives

WCMHS has four administrators: one principal, one assistant principal (also athletic director) who manages discipline, and two instructional coaches who each teach half a day. The new Georgia teacher evaluation system requires administrators to perform six observations on each teacher. While this process increases administrators' presence in all classrooms, it limits time for administrator-focused PL and literacy walkthroughs in targeted classes. One coach is responsible for overseeing PL and spends much of his time preparing for meetings and facilitating implementation of strategies. The second coach's time is also limited because she oversees RTI and assists with data analysis and assessment. While WCMHS's multiple PL opportunities are admirable, if accountability is absent, program integrity suffers. SRCL funds would provide contracted consultants to assist with literacy walkthroughs and assessments. Their expertise would inform better practices, and their assistance would free administrators' time for literacy-specific PL.

Stakeholder Involvement

Stakeholder involvement is a challenge for WCMHS, and even though the school sponsors numerous events to encourage engagement, participation is minimal. Most recently, the school provided a much-advertised parental involvement workshop; only four parents attended. Parents and teachers agree improvement is needed, as evidenced by survey results. Grade level teams asked parents to suggest ways they could contribute to student success. Ironically, most respondents stated it was important for them to become more involved; however, parental engagement has not improved.

Teachers' and parents' consensus on the importance of stakeholder involvement is the first step toward addressing the need and providing continuity of instruction through home and school collaboration. Proposed SRCL-supported initiatives include opportunities to engage parents such as parent/student/teacher book clubs and "showcase nights" for students to share projects and present achievements while instilling pride in both students and parents.

PL/Collaboration for Data Review and Analysis

When literacy team members completed the SR needs analysis worksheet, time and training for data analysis and data-driven decision-making emerged as pressing needs. While teachers receive state assessment information, it is usually provided only on their present students, and they review scores individually within their classrooms. Administrators should lead teachers in sharing local and state assessment data across grade levels and disciplines. Teachers need time for structured training and data analysis collaboration. Substitutes and stipends funded by SRCL could support a more comprehensive understanding of data use for instruction.

Teachers have participated in state longitudinal data system training, but use is sporadic. Teachers have also participated in formative assessment training and in January will begin work with state-provided Formative Instructional Practices modules. But again, time is an issue; this constant press for time contributes to teacher frustration and discouragement.

Student Motivation

Teacher responses, coupled with classroom grades and uncompleted assignments, reveal that poor student motivation is a major challenge to WCMHS teachers. Teachers routinely hear student complaints such as, "I hate to read," complaints that are truly unfortunate since student motivation is critical to adolescent literacy development. Apathy is prevalent in all WCMHS

student populations. Lack of resources and personnel prevent the ability to provide separate gifted or AP classes, so advanced students are often not challenged as they should be. Many struggling students have poor home support and utilize apathy to disguise their academic weaknesses. They need targeted intervention with research-based resources to support self-selected reading materials, relevant instruction, and integrated technology.

Students' reading choices are limited as well. The media center, funded only by one book fair per year, does not have resources to renew periodicals or purchase current, student-requested books. Lack of technology limits authentic publishing opportunities and digital literacy proficiency. When asked what resources they had at home, student survey results revealed 12.1% of students had iPads or tablets, 11.7% had Internet connections at home, 12.1% had dictionaries, 6% had encyclopedias, and 7% had books to help with schoolwork. Poorly educated parents contribute to student apathy. Many parents do not understand the importance of literacy, do not provide literacy-rich resources at home, are unable to assist students with assignments, and often report their own inability to motivate students.

Student motivation is one of the most powerful elements of adolescent literacy instruction. Best practices dictate high-interest resources to promote self-selection and autonomy, challenging yet relevant assignments to facilitate literacy development, and technology integration to promote student engagement. SR funds would provide resources to support these initiatives and engage all learners in the important business of reading and writing.

<u>Resources to Support Struggling Students' Literacy</u>

WCMHS administrators understand a pressing need is an effective RTI program that includes research-based resources and assessments, comprehensive resource training, and

adequate time and staff for successful implementation. WCMHS subscribed to SRI this year for the first time and has implemented quarterly benchmarks with results shared among all teachers. Teachers' ability to match student Lexile ranges with appropriate texts is an important advancement. ELA support classes in grades 6-12 utilize research-based resources for struggling learners and maintain appropriate teacher:student ratios. However, more students could benefit from specialized instruction if resources and personnel were available. SR funds would provide these additional resources as well as formal PL to ensure fidelity of implementation. Teachers also need texts coded by difficulty, instructional resources to challenge readers as they tackle more complicated texts, and yet again, time for planning,

Professional Learning (PL) and Collaboration

For the past several years, WCMHS teachers have participated in administrator-led PL sessions focused on differentiated learning, formative assessment, and research-based instructional strategies. Sessions have provided numerous resources, digital copies of which have been provided to teachers. Teacher survey results reflect the emphasis on PL. All teachers have participated in site-based training, and 80% reported attending PL activities off campus. Teachers agreed that PL activities have helped improve their instruction (95%: 37% strongly agree/58% agree) but disagreed that they had adequate time to collaborate with peers (65%: 20% D/45% SD). Teachers agreed that literacy should be taught in all subjects (89%: 47% SA/42% A) and that training specific to literacy skills is needed at the school (85%: 20% SA/65% A). When asked for PL suggestions, many teachers responded they just need time to meet with peers, plan, and implement activities already learned. While 85% of faculty agreed literacy instruction training is an important need, when asked to choose 3 PL topics that would

most improve their instruction, the most frequently chosen topics (in order) were motivating

students, differentiated instruction, instructional technology, and research-based instructional

strategies. The results indicate literacy instruction is not a priority for most teachers, even though

85% reported that it is important. "Promoting literacy in all areas" and "writing across the

curriculum" were chosen as topics to improve instruction by only 5% of teachers. After

reviewing needs assessment data, the WCMHS literacy team outlined the following steps needed

for effective PL to improve literacy instruction:

- instruct faculty on importance of literacy instruction in all classes

- provide targeted literacy training specific to individual teachers' needs

- schedule collaboration time with peers

- assist with implementation of literacy instruction

- perform frequent literacy walkthroughs to provide accountability

WCMHS staff members continue to implement research-based best practices and to

utilize the evidence-based decision-making cycle to assess effectiveness of initiatives and

identify and address problems. Resources provided by SR would further assist stakeholders as

they endeavor to create a literacy-rich environment designed to address the needs of struggling

readers.

Analysis and Identification of Data

WCMHS staff members analyze formative and summative data derived from state assessments, SRI, Teacher Keys Pre/Post-Data, school-level benchmark tests, and classroom assessments to inform instructional decisions. Teachers and administrators develop goals and objectives in response to analysis and outline action steps in school improvement plans to achieve goals/objectives. Plans are re-examined quarterly and include ongoing professional learning activities correlated to identified needs. The following chart provides an overview of student and teacher data.

Weaknesses	Present Strengths/Initiatives to Address Weaknesses	Goals/Objectives By the end of 2013/2014….

School-wide SRI reading level results-fall 2013 benchmark:
 	
    36% below basic
    33% basic
    22% proficient
    9% advanced
 	
Middle grades SRI scores reflect greatest weakness: below basic=
    46%-6th grade
    52%- 7th
    44%-8th
	• FY14 is the first year implementing SRI and the first year for any HS universal screener; it is administered to all students, 6-12
	
	• Very limited district funds, but staff prioritized need, allotted money for SRI, and cut budget elsewhere.
		• 75% of WCMHS students will score at basic proficiency or above on SRI.

Decline in reading scores as students progress-
 	
    Failure % rate:
 	
    6th grade = 5%
    7th grade = 6%
    8th grade = 12%
    9th grade = 15%
    11th grade = 22%
 	
Increasing text complexity and less targeted reading instruction contribute to progressively decreasing scores
	• ELA support classes began 2012-2013 but without formal resources
	• Minimal instructional materials were purchased this year
	• Improved 2013 6th/7th grade reading scores;8th grade scores decreased 1%(2013 was first year of remedial/support classes in MS)
	• Support classes continue, grades 6-11
		• Grade-level reading performance gap will decrease at each level

Weaknesses	Strengths/Initiatives to Address	Goals/Objectives By the end of 2013/2014….
Decreased ELA scores in all middle school grades	• Teachers provide more writing assignments • Planet Literacy training	• ELA scores will improve by 3% in all MS grades
Dismal middle school science and social studies scores (33%-53% failure rate)	• MS teachers participated in Literacy Design Collaborative training and worked with grade level teachers to develop interdisciplinary, literacy-based units	• MS Science and SS scores will improve by minimum of 7% each year
Drastic decrease in 8th grade writing assessment scores (failure rate =39%)	• Instituted practice writing tests in all MS grades this year. • Essays will be collaboratively graded utilizing state assessment rubric.	• 8th grade writing assessment scores will improve by 15%
All 2013 high school assessment scores below state average except U. S. History (15%-32% failure rate)	• HS science/SS teachers participated in LDC and Planet Literacy training • U.S. History instructor who has integrated literacy instruction for years has moved into instructional coach role ½-day to assist with incorporation of literacy standards	• State/local score gaps will not exceed 20%
Gaps exist in almost every subgroup and grade on 2013 assessments, 9-12	• Economically disadvantaged gap minimal	• Subgroup gaps will decrease by 4%
Students with disabilities have largest achievement gap	• SpEd teachers participated in literacy and co-teaching PL	• SpEd teachers will begin reading endorsement classes.
African-American students have performance gaps in every grade level except 8th; *7th and 11th reading and 8th writing are most pronounced	• Teachers participate in differentiated instruction/formative assessment PL	• PL opportunities will include structured literacy-instruction training.
Marked difference in MS male/female reading scores - Percentage failure rate: 6th grade-male 0, female 11 7th grade- male 12, female 2 8th grade- male 17, female 3	• This year MS piloted single-gender classes due to gender reading score gaps	• Differentiated instruction/ formative assessment PL will continue to meet needs of subgroups.

SRI Results – Fall 2013

Grade	Advanced	Proficient	Basic	Below Basic
6th	5%	17%	32%	46%
7th	3%	8%	37%	52%
8th	6%	22%	27%	44%
9th	16%	20%	42%	22%
10th	9%	19%	51%	21%
11th	9%	26%	33%	32%
12th	17%	42%	13%	28%
School	9%	22%	33%	36%

%Does Not Meet

6th Grade CRCT Reading

	Overall	African-American	ED	SWD	Female	Male
2012-2013	5	12	8	50	11	0
2011-2012	13	37	17	30		
2010-2011	9	9	12	N/A		

6th Grade CRCT ELA

	Overall	African-American	ED	SWD	Females	Males
2012-2013	20	31	23	100	18	22
2011-2012	16	21	21	30		
2010-2011	18	21	22	N/A		

6th Grade CRCT Social Studies

	Overall	African-American	ED	SWD	Females	Males
2012-2013	36	50	38	100	39	31
2011-2012	49	74	51	80		
2010-2011	56	59	66	N/A		

6th Grade Science

	Overall	African-American	ED	SWD	Females	Males
2012-2013	46	63	49	100	50	41
2011-2012	37	63	43	70		
2010-2011	40	50	44	N/A		

%Does Not Meet

7th Grade CRCT Reading

	Overall	African-American	ED	SWD	Females	Males
2012-2013	6	18	8	25	2	12
2011-2012	10	12	13	50		
2010-2011	19	29	24	N/A		

7th Grade CRCT ELA

	Overall	African-American	ED	SWD	Females	Males
2012-2013	13	24	17	25	7	24
2011-2012	11	9	13	67		
2010-2011	14	24	18	N/A		

7th Grade Social Studies

	Overall	African-American	ED	SWD	Females	Males
2012-2013	41	53	44	75	35	40
2011-2012	51	57	57	75		
2010-2011	56	67	63	N/A		

7th Grade Science

	Overall	African-American	ED	SWD	Females	Males
2012-2013	33	59	37	58	35	32
2011-2012	28	32	34	88		
2010-2011	32	48	39	N/A		

%Does Not Meet

8th Grade CRCT Reading

	Overall	African-American	ED	SWD	Females	Males
2012-2013	12	11	10	50	3	17
2011-2012	11	24	13	33		
2010-2011	4	10	5	15		

8th Grade ELA

	Overall	African-American	ED	SWD	Females	Males
2012-2013	12	14	11	50	3	17
2011-2012	2	6	2	--		
2010-2011	14	17	18	46		

8th Grade Social Studies

	Overall	African-American	ED	SWD	Females	Males
2012-2013	33	42	35	75	25	37
2011-2012	41	56	52	100		
2010-2011	38	47	38	73		

8th Grade Science

	Overall	African-American	ED	SWD	Females	Males
2012-2013	53	67	58	88	50	52
2011-2012	39	58	49	100		
2010-2011	51	57	53	73		

8th Grade Writing Assessment

	Overall	African-American	ED	SWD	Females	Males
2012-2013	31	39	37	100	14	46
2011-2012	11	17	15	75		
2010-2011	18	27	21	64		

%Does Not Meet

9th Grade Literature & Composition EOCT

	Overall	African-American	ED	SWD	Female	Male
2012- 2013	15	19	18	83	11	21
2011-2012	26	31	28	71		
2010-2011	37	57	47	N/A		

American Literature & Composition EOCT

	Overall	African-American	ED	SWD	Female	Male
2012-2013	22	33	26	100	20	23
2011-2012	16	31	22	100		
2010-2011	19	25	24	N/A		

Biology EOCT

	Overall	African-American	ED	SWD	Female	Male
2012-2013	32	37	36	58	29	34
2011-2012	40	61	48	100		
2010-2011	41	41	46	N/A		

U.S. History EOCT

	Overall	African-American	ED	SWD	Female	Male
2012-2013	22	41	28	67	25	19
2011-2012	28	52	35	100		
2010-2011	32	40	37	N/A		

Physical Science EOCT

	Overall	African-American	ED	SWD	Female	Male
2012-2013	23	32	25	86	11	39
2011-2012	28	27	32	64		
2010-2011	31	46	38	N/A		

Does Not Meet

Economics EOCT

	Overall	African-American	ED	SWD	Female	Male
2012- 2013	27	57	31	100	34	17
2011-2012	23	44	29	100		
2010-2011	58	88	68	90		

GHSWT

	Overall	African-American	ED	SWD	Female	Male
2013-2014	15	24		80	0	32
2012-2013	12	14	-	80		
2011-2012	18	41	23	100		
2010-2011	4	10	9	36		

Graduation Rate = 87.5%

WCMHS Teacher Data

Highly Qualified Teachers	100%
Annual Retention Rate	80.1%

Experience	
Average Years	15
<3 Years	17%
3-20 Years	64%
>20 Years	19%

Certification	
Level 4	47%
Level 5	33%
Level 6	14%
Level 7	6%

Number of Teachers per Discipline	
ELA	7.5
Math	6
Science	4
SS	3.5
Spanish	0.5
CTAE	3.5
SpEd	3
Health/PE	3
Electives	3
Media	1
Paraprofessionals	6
Counselors	2
Instructional Coach	1 (0.5 +0.5)
Administrators	2

Project Plan, Procedures, Goals, Objectives, and Support

a, b, c, & j: The following information outlines goals and objectives of a SR-funded literacy plan for WCMHS. Each goal reflects a need identified in the root cause analysis, and each is tied to the building blocks/research-based practices outlined in the Georgia Literacy Plan (the "What" and "Why").

Building Block 1: Engaged Leadership

Goals:

- School and district administrators trained in literacy instruction will regularly monitor classroom best practices.
- Students will receive a minimum of 2 hours of targeted, explicit literacy instruction each day.

Objectives: Administrators/consultants will...

- participate in literacy-specific PL activities monthly.
- observe content area classes at least twice/month to monitor literacy instruction time.
- examine lesson plans weekly to monitor content area literacy instruction.
- meet with literacy team monthly to examine data and plan future implementation of grant funds.
- examine scheduling options each semester to ensure adequate literacy instruction time.

Building Block 2: Continuity of Instruction

Goals:

- WCMHS staff will implement multiple strategies to improve communication with stakeholders.
- Parental and community involvement will increase through SR-sponsored activities as evidenced by sign-in sheets and parent contact logs.

Objectives:

- HS students will complete yearly community projects with literacy components.
- WCMHS will host "showcase nights" once/semester to share student projects with stakeholders.
- WCMHS will publish monthly student-authored newsletters.
- WCMHS will sponsor monthly parent/student/teacher book clubs.
- WCMHS will host annual career day for community partners to share literacy-related career duties.
- Stakeholders will complete yearly surveys to inform decision-making.

Building Block 3: Ongoing Formative and Summative Assessment

Goals:

- Teachers will collaborate regularly to analyze data and plan effective literacy instruction.
- Students will maintain positive growth on regularly administered SR-required assessments.
- Student self-assessment will become an integral part of instruction in all content areas.

Objectives:

- Teachers will receive formal training on assessment resources.
- Literacy/Data team will meet quarterly to review data, identify needs, and plan responses.
- Teachers will collaborate for data review, interdisciplinary literacy instruction planning, or professional learning activities at least once/month.
- Teachers will participate in PL activities on effective student self-assessment practices.
- Students will develop individualized goals and maintain records/portfolios with monthly updates.
- Teachers will complete Formative Instructional Processes modules by May, 2015.

Building Block 4: Best Practices in Literacy Instruction

Goals:

- WCMHS staff will use best practices to engage learners and improve student motivation.
- Student achievement data (state assessments, screeners) will improve by 5% each year.

Objectives:

- Students will complete yearly community service/research projects with required literacy components.
- WCMHS will broadcast daily news program written/filmed/edited by students.
- WCMHS students will publish one literary magazine/semester.
- Students will participate weekly in authentic Web-based publishing activities.
- School/class libraries will be updated each semester with quality, high-interest, student-requested texts.
- Students will utilize technology to support literacy instruction daily.
- Teachers will implement digital literacy instruction in all grade levels weekly.

Building Block 5: System of Tiered Intervention for All Students

Goals:

- WCMHS staff will administer SR-required assessments at appropriate intervals to maintain current striving reader data.
- Striving readers will receive intervention at the appropriate tier and will exhibit consistent progress as evidenced through progress monitoring and universal screening.

Objectives:

- Teachers will utilize research-based resources to support intervention practices.
- WCMHS teachers will receive formal training on research-based resources.
- ESOL/classroom teachers will review EL student data each semester and develop responsive plans as needed.
- WCMHS will implement study sessions to assist striving readers.
- Administrators will provide collaboration/discussion time twice/month among Tier I, intervention, SpEd, & co-teachers.

Building Block 6: Improved Instruction through Professional Learning

Goals:

- WCMHS staff will participate in PL activities specific to literacy instruction through a variety of modalities.
- WCMHS staff will participate in PL activities differentiated to needs.

Objectives:

- By August, 2016, five additional WCMHS teachers will have reading endorsement.
- Literacy consultants/administrators will provide targeted modeling/support to teachers monthly.
- Teachers will create PL notebooks to be redistributed with teacher turnover.
- Administrators will film effective classroom literacy instruction and archive at least one video per teacher for self-evaluations and PL activities.
- By May, 2016, three additional WCMHS teachers will have gifted endorsement.
- WCMHS staff will establish school PL wiki and provide monthly updates.
- Teachers will complete self-assessments with administrators, develop personalized PL plans, use vouchers for individualized PL materials, and participate in monthly customized PL activities.

d: The sample student schedule provided in section **(i)** shows that WCMHS students receive a minimum of 3 periods of ELA, science, and social studies instruction. Most students participate in CTAE classes, which also incorporate literacy standards. Students targeted for intervention participate in ELA support classes, so they could feasibly receive 5 or more periods with explicit literacy instruction daily. The plan outlined above would provide increased accountability to ensure appropriate strategies and time are dedicated to literacy instruction.

e: WCMHS has a seven-period schedule with 50-minute class periods. This schedule provides students with an additional period for electives, time that can be dedicated to support classes and additional assistance as needed. SR-funded stipends for extended day schedules would improve opportunities for quality, individualized intervention. Tier I instruction is supported by CCGPS and accompanying instructional units, USA TestPrep, Georgia Online Assessment System, SRI, computer lab, 10th grade pilot laptop initiative, Pearson/Prentice Hall literature series, novel sets, and My Access writing software. Tier II and III students are served during English remedial classes with co-teacher support and appropriate student: teacher ratios. Tier IV students are served all day with support teachers, paraprofessionals, and accommodations/modifications as specified in Individualized Education Plans. The WCMHS RTI coordinator meets regularly with teachers and parents to coordinate services.

f: Unless training is subject-specific, all faculty members participate in WCMHS on-site professional learning activities. Content area teachers often participate in research-based PL provided by RESA and GLRS, and administrators identify attendees based on needs and PL topics. With the implementation of SR-supported vouchers and personalized PL plans, teachers will participate in activities specifically tailored to their needs. Additional assistance provided by consultants will help administrators evaluate teachers' classroom practices in response to PL activities. All students are presently involved in literacy instruction; that focus will continue. However, the introduction of relevant, engaging projects made possible with SR funds will ensure students' active participation in achieving plan goals.

g: The following practices are already in place at WCMHS to facilitate plan implementation:

- Targeted, regular professional learning
- Peer observations
- Off-site training (RESA, GLRS)
- Formative and summative assessments
- SRI for all students
- Walkthroughs and observations (TKES)
- 4-tiered RTI process
- Literacy team
- 10th grade pilot laptop initiative
- Classroom technology (SMART Boards, student response systems)

h: Other funding sources can provide support as we strive to meet each goal.

- State PL funds and Title II, Part A funds can support professional learning activities (Goals related to Building Block 6)
- Title VIB REAP funds can provide support for technology (goals related to BB4)
- Title I funds can support Tier II and III instructional resources (goals related to BB5)

i: **Sample Student Schedule**

	9th Grade Student	10th Grade Student	11th Grade Student	12th Grade Student
8:00 – 8:50	9th Literature	Analytic Geometry	P. E.	Computer Apps
8:53-9:03	Homeroom	Homeroom	Homeroom	Homeroom
9:06 – 9:56	ELA Support	Computer Apps.	Chemistry	Economics
10:05 – 10:55	Agriculture Science	Biology	American Literature	British Literature
10:58 – 11:48	Coordinate Algebra	Drivers' Ed.	ELA Support	Math IV
11:51 – 12:41	Government	World History	Math III	Animal Science
12:41-1:10	Lunch	Lunch	Lunch	Lunch
1:14 – 2:04	P.E.	10th Literature	U. S. History	Course Recovery/Study Skills
2:04 – 2:16	Break	Break	Break	Break
2:20 – 3:10	Physical Science	ELA Support	Study Skills (writing test review)	Drama

j: See correlation of goals with building blocks above.

Assessment/Data Analysis Plan

WCMHS is in the formative stages of developing an effective data analysis plan. Until completing the SR needs assessment documents, WCMHS staff did not realize the weaknesses inherent in present practices. Striving Reader funds would assist with initiative implementation by providing more resources, collaboration time, and professional learning opportunities (PL). Until this year, WCMHS utilized AIMSweb for universal screening and progress monitoring in middle school only. After reviewing last year's SR grant research, staff chose to utilize Scholastic Reading Inventory (SRI) in FY14 and expand use to <u>all</u> students, grades 6-12. The FY14 budget was limited more than ever, but school administrators were dedicated to improved assessment and intervention for struggling students. Assessment results, included in data analysis section of grant, are shockingly low and confirm the need for an effective screener. Students identified for intervention participate in targeted reading instruction and regular progress monitoring facilitated by *Voyager Journeys* resources. Students participate in computer-based literacy assignments customized to individual needs one day/week.

(a): Teachers and administrators also examine state assessment scores (CRCT, EOCT, writing assessments), benchmark test results, classroom formative assessment data, and grades to determine student placement, tier advancement, and instructional alternatives. With emphasis on literacy instruction across the curriculum, it is imperative that teachers are aware of students' capability, so scores are shared with all teachers. However, more time for data review and related planning is necessary to most effectively utilize SRI data to improve instruction.

(b, c, and d): Striving Reader funds would support continued use of SRI and provide collaborative time for data analysis, instructional planning, and data-specific PL supported by stipends. SR-required assessments mirror current practices, so no changes in assessment schedule would be necessary.

(f): Standardized test reports are sent home every year and linked to the school's web page. However, many parents have difficulty interpreting scores. SRCL funds would support stakeholder educational sessions to improve understanding of student scores and to explain how teachers and administrators implement the data use cycle to improve student achievement.

(e, g, and h): The SRCL assessment plan that follows was devised according to recommendations from the Institute of Education Sciences/U. S. Department of Education. It includes PL needs, how data will be used, and how assessments are administered.

Current Assessment Protocol	SRCL Supports to Assessment Plan
Make Data Part of an Ongoing Cycle of Instructional Improvement	
Triangulation of Data	**Triangulation of Data**
Present data sources:	Expansion of data sources:
*CRCTs, EOCTs, state writing assessments, PSAT/SAT results	*More structured and frequent formative assessment practices for all students and grade levels
*Unit benchmarks	*Professional learning (PL) to support data use and ensure instruction directly aligned to content standards and student needs
*Quarterly SRI benchmarks, grades 6-12	
*Curriculum-based progress monitoring for intervention students	*PL for intervention/assessment resources to ensure validity and fidelity of implementation
*Classroom formative assessments, grades, and performance	*Collaborative time to examine data and student work and plan appropriate instruction
*Attendance/discipline records	*Technology to facilitate data retrieval and frequent computer-based assessment within the classroom
Data Interpretation	**Data Interpretation**
*Data analysis is largely performed in isolation, without group discussion	*PL on Data Use Cycle
	*PL on features of LDS and Power School to assist with targeted data collection and analysis
*Administrators provide disaggregated state assessment data to facilitate thorough analysis	*Collaborative time to
	• Analyze data, discuss possible causes, and develop hypotheses/ methods to improve student learning
*Teachers have received training on use of state longitudinal data system (LDS)	• Compare results of hypotheses, develop plans accordingly
	• Examine attendance and discipline records and devise plans to address needs of frequent absentees
*Benchmarks are implemented in all academic subjects/grade levels to identify weaknesses	• Adjust curriculum maps as warranted to meet students' needs
	• Brainstorm alternate instructional strategies for remediation of difficult content
	• Assess alignment of instructional materials with student needs and adjust accordingly

Current Assessment Protocol	SRCL Supports to Assessment Plan
Teach Students to Examine Their Own Data and Set Learning Goals	
Explain Expectations and Assessment Criteria *Teachers regularly employ rubrics, but student understanding of rubrics is not always ensured, and some rubrics are very rudimentary.	**Explain Expectations and Assessment Criteria** *PL on clearly-defined scoring criteria and effective rubric creation Collaborative sessions to • Develop school-wide writing rubric to facilitate writing across the curriculum and consistent grading practices • Examine content standards and ensure alignment with instruction and assessments • Training on depth of knowledge and creation of effective assessments
Timely, Constructive Feedback *Teachers exhibit varying levels of success; some provide little or no feedback; others provide feedback that is too generalized; others focus too much on including references to standard and not enough on providing specific suggestions for improvement *Many teachers struggle with timeliness of feedback and content coverage when incorporating literacy instruction (e.g., writing assignments to grade, inclusion of SSR in class period)	**Timely, Constructive Feedback** *PL on • Constructive, specific feedback • Organizational methods to facilitate grading of writing assignments and incorporation of individual student conferences into classroom activities *Collaborative time to • Practice creating feedback with other teachers while scoring student work • Brainstorm ideas for creating timely feedback, scheduling student conferences, and providing class time for students to review and use feedback appropriately

Current Assessment Protocol	SRCL Supports to Assessment Plan
Student Self-Assessment *Students in remedial ELA classes presently keep progress folders with graphs of assessments but have not set specific goals for themselves	**Student Self-Assessment** *PL to illustrate importance of student self-assessment and methods to incorporate it into the classroom *Materials to facilitate self-assessment (e.g., supplies for student folders, progress graphs, and data posters) *Technology to facilitate writing instruction and develop student e-portfolios *Collaborative time to • Develop templates for student self-assessment • Develop or select exemplars for student scoring/evaluation practice within the classroom

| **Establish a Clear Vision for School-Wide Data Use** ||

| **School-Wide Data Team**

*WCMHS leadership team members developed initial data plan but no data team per se exists at present. Leadership team to assume role of data team beginning in January and add data plan elements and goals to present school improvement plan | **School-Wide Data Team**

*PL for new data team members

*Time for redelivery of PL information to entire faculty

*Time for team meetings to
• Develop comprehensive data plan complete with schedule and timeline
• Develop goals for data use within the school based on student and staff needs
• Discuss plan progress and adjust goals or procedures as needed

*Resources to distribute data to faculty |

Current Assessment Protocol	SRCL Supports to Assessment Plan
Provide Supports that Foster a Data-Driven Culture within the School	
School-Based Data Facilitator *Because our system and school are so small, the instructional coach serves as school-based data facilitator. *The instructional coach is a member of the leadership/data team.	**School-Based Data Facilitator** *Ongoing PL for data facilitator/instructional coach *Regular PL sessions to inform and involve all staff members in data review process (PL as outlined previously in plan)
Develop and Maintain a District-Wide Data System	
LDS *The Georgia DOE provides the Longitudinal Data System (LDS), which is linked to all staff members' Power School page *Teachers have received training on LDS but have not used it collaboratively to examine data in decision-making process	**LDS** *Ongoing PL opportunities on LDS as changes arise or new teachers or hired *Collaborative time for teachers to triangulate data for informed decision making

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Resources, Strategies, and Materials Needed to Support SRCL Plan

Existing Resources Funded with State, Local, and Federal Funds	Proposed Resources Funded with SRCL
BB1: Engaged Leadership	
- Administrator walkthroughs/evaluations via Georgia's Teacher Keys Evaluation System (TKES) - Protected literacy blocks, grades 6-8 - High school ELA support classes - Instruction aligned with CCGPS literacy standards in CTAE, science, and SS classes - Literacy team	- PL resources and activities for administrators (literacy-specific journals, conferences, consultant training) - Consultants/retired literacy experts to assist with student assessments and classroom walkthroughs
BB2: Continuity of Instruction	
- Inclusion classes in all academic areas/grade levels - Stakeholder involvement events, but history of poor participation - Annual stakeholder surveys - Gifted program	- Stipends/tuition/ travel expenses for gifted and reading endorsement - Books/materials for monthly parent/student/teacher book clubs - Funds to support innovative, community-based student projects to improve student and stakeholder engagement - Materials to promote "showcase nights" to share student projects with community - Technology for daily school news broadcast to be streamed to classrooms and linked to school website for all stakeholders - Guest community speakers for literacy career day(s)

Existing Resources Funded with State, Local, and Federal Funds	Proposed Resources Funded with SRCL
BB3: Ongoing Formative and Summative Assessments	
- Study Island and USA Test Prep subscriptions for benchmark development and student practice - SRI assessment for all students, grades 6-12 - Extensive PL on differentiated instruction and formative assessment - Training and use of Georgia's Longitudinal Data System (LDS) - Disaggregated score reports provided by administrators - Formative Instructional Practices (FIP) Modules provided by state DOE	- Extended subscriptions to Internet-based assessment programs - Stipends/substitutes to support collaborative PL and data analysis - Research-based universal screening and progress monitoring tools for all grade levels - Training on assessment resources - Supplies to support development of individual student progress folders, e-portfolios, and charts - LDS training with updates, new hires - PL specific to data analysis and data-driven instruction; effective feedback; and depth of knowledge/assessment creation - Contracted consultants to assist with assessment administration - Effective system for data gathering, analysis, and dissemination - Supplies for parent data analysis night

Existing Resources Funded with State, Local, and Federal Funds	Proposed Resources Funded with SRCL
BB4: Best Practices in Literacy Instruction **(Including (a): Activities to Foster Student Engagement)**	
10th grade pilot 1:1 laptop program funded by SPLOST - Items purchased with School Improvement grant funds in FY12 still available for use: - High-interest, non-fiction books for ELA, science, and SS classroom libraries - Materials for ELA teachers on the Strategic Instruction Model (SIM) *Basics in Sentence Writing Strategy* and *Proficiency in Sentence Writing Strategy* - Class sets of texts to accompany DOE-created common core units - SSR in ELA classrooms - Pearson/Prentice Hall's core literature program for grades 6-12 *Voyager Journeys* Intervention Resources	- Instructional resources for EL students as needed - Time for collaborative planning for literacy instruction across curriculum (stipends/substitutes) - Quality high-interest, student-requested texts for media center and class libraries 1:1 technology initiative (explanation of technology support below) - Renewal of media center and discipline-specific classroom periodical subscriptions - E-texts and textbooks - Supplies for authentic publishing activities (newsletters, literary magazines, podcasts, blogs, news broadcasts) - Additional SIM training for CTAE, science, social studies, and ELA teachers (*Paragraph Writing Strategy* and *Theme Writing Strategy*) - Curriculum and supplies for digital literacy instruction - Guest speakers (authors) - Materials to support community projects that will provide relevant literacy instruction

Existing Resources Funded with State, Local, and Federal Funds	Proposed Resources Funded with SRCL
BB5: System of Tiered Intervention (RTI) for all Students	
- High school ELA support classes for struggling readers/writers - Voyager Journeys Intervention resources for middle/high school - Voyager SOLO assessment software for progress monitoring - SRI	- Renewed subscriptions and replacements of research-based instructional and assessment programs for intervention - Supplemental instructional/assessment resources as warranted to address student needs (e.g., Tier II and III materials) - Formal training on new instructional resources - Contracted assistance with assessments - Funds to support after-school or summer study sessions - Supplemental high-interest texts for classroom libraries at appropriate Lexile levels - Supplies to publish individualized student goals, track progress, and celebrate students' successes

Existing Resources Funded with State, Local, and Federal Funds	Proposed Resources Funded with SRCL
BB6: Improved Instruction through Professional Learning	
- PL sessions are led by instructional coaches, but time limits and schedule conflicts pose a constant challenge - Participation in Literacy Design Collaborative (LDC) at local RESA - Planet Literacy training provided through local RESA/GLRS - Monthly collaborative sessions - Laptops for teachers of 1:1 wireless pilot group	Professional Learning Resources Targeted to Explicit Literacy Instruction: - Substitute pay, stipends, and travel expenses to support professional learning and collaboration among grade level and disciplinary teachers - PL materials for department book studies - Technology to create and archive classroom videos - Teacher laptops - Technology PL to facilitate 1:1 initiative - Guest speakers/literacy consultants - Funds to support teacher vouchers for individualized PL materials - Regularly updated PL notebooks to be redistributed with teacher turnover - Materials for individualized PL logs - Tuition/incentives for reading and gifted endorsements - WCMHS PL Wiki (stipend for site administrator) - Supplies to facilitate PL sessions - SIM training for ELA, science, social studies, and CTAE teachers (*Sentence Writing Strategy, Paragraph Writing Strategy* and *Theme Writing Strategy*)

(b) Activities that Support Literacy Intervention Programs

In Place:
- Universal screening/progress monitoring
- 4-Tier RTI model
- Research-based instruction and assessment resources
- Research-based writing program
- Highly qualified interventionists
- Co-teaching/Inclusion
- Gifted Program

Proposed SR-Supported Additions:
- Extended literacy instructional time
- Updated/expanded research-based resources for instruction and assessment
- Expanded writing program (materials and PL for all content area teachers)
- Adequate resource training
- Data analysis/collaborative time
- After-school study sessions
  Individual student progress folders

(c) List of Shared Resources

- One computer lab shared for all grades
- Novel Sets (shared among grades 6-12 and with elementary school as needed)
- Student Response Systems (shared among classroom teachers, grades 6-12)

(d) Library Resources

The media center received funds in FY12 for the first time in five years, but funds were not renewed in FY13 or FY14. Periodical subscriptions have expired, and new materials are funded solely by the yearly book fair. The library has 13 computers and two printers for student use. The average age of library holdings is 24 years. SRCL funds would provide improved resources and technology to support student engagement and effective literacy instruction.

(e) Activities that Support Classroom Practices

- Classroom high-interest texts of varied complexity to engage and challenge readers
- Regular formative assessment
- Regular, Needs-Based PL sessions
- Off-site PL opportunities sponsored by RESA and GLRS
- Universal screening
- Unit benchmarks in all academic classes and grade levels
- Use of LDS
- Interdisciplinary planning
- Technology integrated into instruction

(f) Additional Strategies Needed to Support Student Success

- Larger selection of texts for student self-selection
- Individualized (differentiated) PL for teachers
- Additional technology as outlined below
- Adequate collaboration time
- Digital literacy curriculum
- Consistent grading practices

(g) Current Academic Classroom Resources

- SMARTBoards
- Student response systems
- Classroom libraries
- Average of 1-6 computers/1 printer per classroom
- Novel sets
- Laptops for all sophomore students

(h) Alignment Plan

- Funding alignment is outlined in chart above and organized by components of Literacy Plan.

(i) Technology Support

RTI
- Intervention activities individualized to students' needs
- More efficient assessment due to instant accessibility
- Listening stations for every classroom

Student and Parent Engagement
- E-reader capability and expanded reading materials for student self-selection
- Authentic publishing activities (e.g., podcasts, blogs, wikis, newsletters, literary magazines)
- Increased opportunities to share student work with parents and community through school website and "showcase events"
- Improved cooperative learning via technological collaboration

Instructional Practices
- Digital textbooks with "anywhere access"
- Improved digital literacy skills for all students
- Improved differentiated instruction
- Improved data analysis tools
- Regularly updated teacher web pages

Writing
- Creation of student E-portfolios
- Immediate access to Internet-based writing program and research resources
- Collaboration for teacher/peer reviews

Professional Learning
- Individualized PL resources and opportunities
- More accessible PL opportunities via multiple modalities
- Archived classroom videos

Professional Learning Strategies

(a, b): WCMHS staff members regularly participate in professional development activities to improve instruction. Past activities have focused on differentiated instruction, research-based instructional strategies, formative assessment, and Common Core Georgia Performance Standards. In 2012-2013, a RESA consultant met monthly with faculty to facilitate incorporation of literacy standards across the curriculum. The following charts outline PL meeting topics at WCMHS and PL sessions offered through RESA, GLRS, and other outside agencies. Campus-based activities have focused on improved instruction for all subject areas; most subject-specific PL opportunities have focused on math because of low scores in all grade levels. However, recent abysmal science and social studies scores and lower ELA scores reflect the need for improved PL focused on literacy instruction across the curriculum.

WCMHS In-House Professional Learning (100% of Teachers)

Date	Topic
1/18 & 1/25/11	Differentiated Instruction
2/8/11	Vertical Planning
2/15/11	Time Management for Differentiation
3/11/11	Smart Response Training
3/14/11	Inclusion/Co-Teaching
3/15/11	SMARTBoard Training
4/5/11	Departmental Meetings
5/3/11	Grade Level Meetings
8/15/11	"Creating Equity and Excellence for All Learners "
8/22/11	Backwards Design; Standards-Based Instructional Planning
9/26/11	Improving Student Engagement with "The Learning Cube" Modeled Instructional Strategies
10/3/11	Report from School Improvement Training
10/17/11	Modeled Instructional Strategies
10/20/11	CCGPS/GPB telecast
10/31/11	Modeled Inst. Strategies: Summarizing
11/14/11	Modeled Inst. Strategies
12/5/12	Grade Level Meeting for interdisciplinary planning
1/19/12	Using Longitudinal Data System
2/1-2/12	Departmental Meetings – Vertical Planning

Date	Topic
3/8/12	Leadership Team Mtg.
8/9/12	Review/discussion of school improvement plan
8/16-17/12	SIM training for ELA teachers
8/23/12	Planning for benchmarks, departmental meetings
9/6/12	Lesson plan template changes and directions
9/7/12	SMART Response training
9/13/12	Classroom management strategies
10/18/12	Modeled Instructional Strategies
10/22/12	Meeting with RESA math consultant
11/1/12	*The Motivation Breakthrough*
11/5/12	Questioning techniques with RESA literacy consultant for teachers of all subjects
11/15/12	Math/Science technology training
12/5/12	RESA math consultant – individual support during planning periods
1/17/13	Co-Teaching/Supportive Instruction, Formative Assessment
1/31/13	LDC Training for ELA, Science, Soc. Studies, and CTAE teachers
2/12/13	Peer Observation Discussions
3/14/13	Additional Instructional Strategies for differentiation
4/25/13	TKES – Standards 1 and 2
8/8/13	Teacher Keys, Parental Involvement, SLOs
8/22/13	Teacher Keys, Parental Involvement, RTI
9/12/13	Differentiation
9/26/13	Benchmarks, Multiple forms of assessment, literacy standards
10/24/13	LDS –Using Data
11/14/13	Collaboration on Differentiation Strategies

Off-Campus Professional Learning

Training	Percentage of Teachers Participating
Planet Literacy	100% ms/hs Sci. and SS; 50% SpEd, Inst. Coach (IC)
Literacy Design Collaborative	100% ms/hs Sci., SS, CTAE; IC
Math Design Collaborative	100% ms/hs math; IC
SIM - 2 days	100% ms/hs ELA; IC
Math in the Fast Lane	50% ms/hs math
Belita Gordon Writing Workshop	25% ms ELA
Conceptual Mathematics	50% ms SpEd
NCTM Rock Eagle Conference	25% ms math
AP Calculus training	50% hs math
School Improvement	75% Leadership Team Members
Georgia Council for the Social Studies	50% hs SS
Statewide Social Studies Conference	100% hs SS;IC
GACTE Leadership Conference	66% hs CTAE teachers; 50% hs SS
Gizmos Training	50% hs math; IC
CCGPS Coord. Algebra	50% hs math; IC
Career Pathway Seminar with Dr. Bill Daggett	IC, Principal

Training	Percentage of Teachers Participating
CCGPS training 2 days	Principal
LDS Training – ½ day	IC; Counselor
RTI training with Dr. John McCook	IC
New Teacher Induction	100% of new teachers
Teacher Keys Effectiveness System	80% administrators
Building the Instructional Toolbox	100% ms/hs math teachers
Using Depth of Knowledge to Guide Assess./Inst.	IC attended – redelivery to 100% faculty
Math Science Partnership	75% ms math
The 3 C's (CC Literacy Standards)	50% ms ELA
Georgia Educational Technology Conference	IC, Curriculum/Technology Director
Differentiation for SS	100% ms/hs SS
Flexible Grouping and Tiered Assignments	IC (redelivery to 100% of staff)
Co-Teaching	1 MS math teacher, 1 SpEd teacher – will redeliver to 100% of faculty

(c) Ongoing Professional Learning:

In November, WCMHS administrators met with Mrs. Couey, system director of curriculum, technology, and federal programs, to plan PL opportunities to be funded with federal funds. To improve literacy instruction, the system allotted Title II funds to support reading endorsement classes in 2014. Funds can support only a few teachers, however, so applications will be competitive. Mrs. Couey has also scheduled a noted differentiated instruction consultant to observe classes, model research-based strategies, and provide support to all academic teachers. Teachers' PL survey results overwhelmingly reflect the need for time to collaborate and plan effective implementation of strategies. In light of these results, administrators have adjusted plans for the remainder of the year and will examine the best way to implement FIP and Striving Reader Modules, activities previously planned for 2014. Administrators and SR-funded consultants will regularly observe classrooms to identify needs and plan appropriate, ongoing PL to support quality, explicit literacy instruction across the curriculum. SR funds will also assist with more individualized PL delivery, making sessions more meaningful for teachers, more convenient to personal schedules, and more time-efficient for everyone.

(e and g) Evaluation:

To ensure SRCL-funded PL activities are adequate and effective, teachers will complete evaluations for all activities. Their feedback will help administrators plan further training and tailor instruction to needs. SRCL-funded literacy consultants will assist with classroom observations to ensure implementation of strategies. PL activities differentiated to teachers' needs will provide additional methods to ensure effectiveness as teachers will be able to alter PL plans as warranted.

(d, f, and g): The proposed PL plan includes goals aligned with identified needs and organized according to the building blocks of the "Why" and the "What." The plan, charted below, includes initiatives arranged by building block that can be evaluated by goals listed and objectives outlined in the Project Plan Procedures, Goals, Objectives, and Support section.

Professional Learning Plan Aligned with Literacy Plan and Project Goals

Literacy Plan Building Block	Project Goal	Related PL Initiative
Engaged Leadership	School and district administrators trained in literacy instruction will regularly monitor classroom best practices.	Literacy-specific PL for administrators Literacy Consultants to assist with walkthroughs, monitor implementation of strategies, and evaluate PL activity effectiveness Subscriptions to PL resources for administrators and teachers (e.g., *Educational Leadership, Reading Teacher, Journal of Adolescent and Adult Literacy*)
Continuity of Instruction	WCMHS staff will implement multiple strategies to improve communication with all stakeholders.	Archived videos of WCMHS classroom best practices and PL sessions to provide resources for new teachers Regularly-updated PL notebooks to be redistributed with teacher turnover Collaborative sessions to examine student work, create school-wide writing rubric, and improve consistency of grading practices/ literacy instruction Department-led book studies with redelivery to faculty
Ongoing Formative and Summative Assessment	Teachers will collaborate regularly to analyze data and plan effective literacy instruction across the curriculum.	SRCL-funded stipends/substitutes will support data-analysis PL and collaborative sessions for data analysis and instructional planning PL on effective feedback and collaborative grading sessions to improve formative assessment practices
Best Practices in Literacy Instruction	WCMHS staff will use best practices to engage learners and improve student motivation.	Self-assessments/personal PL plans to identify teachers' needs; Differentiated PL provided through PL voucher system Administrators to approve resources/PLPs; resources will remain property of WCMHS to support PL for other teachers PL on instructional technology will facilitate instructional technology integration

Literacy Plan Building Block	Project Goal	Related PL Initiative
System of Tiered Intervention for All Students	Teachers will utilize research-based resources to support intervention for striving readers.	Formal training on intervention resources to ensure fidelity of implementation Literacy instruction PL provided by consultants (whole-faculty instruction, classroom observation, modeling)
Improved Instruction through Professional Learning	WCMHS staff will participate in PL activities specific to literacy instruction through a variety of modalities.	Reading/gifted endorsements to improve strategic literacy instruction WCMHS PL wikis/blogs for access to multiple resources

Sustainability Plan

SRCL funds will help establish a strong literacy foundation and prepare WCMHS for sustained successful literacy initiatives through the following activities:

(a): Formal assessment/instructional resource training for staff members will ensure proper implementation and build an expert faculty base to mentor and train new teachers. Copies of assessment training materials will be maintained in the school media center. SR-prescribed assessment plans are similar to the school's present assessment plans, so they will be supported by local funds as they are now.

(b): WCMHS is part of a very small, rural, high-poverty community. Few businesses exist within the county, and they are small with limited resources. WCMHS staff members realize the need for improved community involvement, and it is an important goal in school improvement and literacy plans. SR-supported authentic publishing opportunities will provide opportunities for students to share achievements and progress with all stakeholders and improve support for future activities. Students' community-based service/research projects will develop positive, engaged relationships among the school, students, parents, and community and provide a strong base that can support future initiatives requiring yearly cost commitments.

(**c) and (e):** WCMHS staff members have participated in numerous PL activities in the last three years. SR-funded vouchers will provide individualized PL resources to improve teacher "buy-in" and establish a more comprehensive selection of PL resources within the school media center. Archived classroom and training videos will provide resources for incoming teachers, as will school PL wikis/blogs and PL notebooks. As teachers' proficiency with research-based resources and strategies increases, they will be equipped to redeliver information to new teachers and extend the success of programs. The school system has recently allocated Title II funds for reading endorsement classes and instructional consultants, and federal funds will continue to support school improvement/literacy initiatives. WCMHS staff members understand the importance of PL and have worked hard in the last few years to create a

productive, collaborative professional learning community that will continue supported by federal, state, and local professional development funds.

(c) and (f): WCMHS has integrated technology into instruction for years, supported by SPLOST and ERate funds. In November, 2013, the system invested in memory to upgrade all computers and operating systems to increase speed of old computers and maximize use of present resources. A pilot 10th grade laptop initiative has helped prepare for a full-scale implementation of 1:1 technology for middle/high school students if funds become available. Of the 50 computers issued in early September, 2013, all are still fully functional, and two high school classrooms house wireless laptop labs that are 7 years old and still functional. Contracted technology personnel will continue to maintain technology resources. Our students and teachers appreciate the technology within their classrooms; their continued care of it, coupled with the selection of rugged devices created especially for education environments, will ensure equipment longevity. WCMHS has used Title VIB REAP funding for technology purchases in the past, and these funds will be utilized to replace units as needed. Technology such as digital cameras will be housed in the media center for security and equal access. As teachers utilize technology within their classrooms, they will develop proficiencies that will enable them to assist new teachers.

(d, f,& g): Administrators and literacy team members will meet monthly to review initiative implementation and effectiveness and to identify needed adjustments as evidenced by lessons learned through SR project execution. Administrators and teachers will assess the effectiveness of instructional resources each year and renew site licenses and consumable resources only if they prove effective. Literacy team members will meet bi-annually to review print resources and plan for future needs.

Wheeler County School System: Wheeler County Middle High School

Budget Summary

SR funds will be allocated to address the needs correlated to the six literacy plan building blocks as outlined in the Needs Assessment, Concerns and Root Cause Analysis. Funds will be allocated over a three to five-year period as outlined in the following chart:

Identified Need (Literacy Plan Building Block)	% of Budget	Funded Initiatives	Timeline
Time for Assessment of Initiatives (Engaged Leadership)	10%	* Salaries for contracted literacy experts to assist with observations, assessment implementation, and classroom modeling	Over first 3 years
Stakeholder Involvement (Continuity of Instruction)	20%	*Books for Parent/Student/Teacher Book Clubs (copies for all members to be returned to media center for future use) *Supplies to Support Authentic Publishing Opportunities (e.g., technology, software subscriptions, paper, ink cartridges, binding/laminating machines, equipment to create and edit school newscasts) *Supplies for Student Community Research/Service Projects (e.g., publishing materials as listed above, lumber, tools, etc. depending upon project requirements) *Supplies to support "Showcase Nights" to share student accomplishments with all stakeholders (e.g., flyers, light refreshments)	Over 5 years

Identified Need (Literacy Plan Building Block)	% of Budget	Funded Initiatives	Timeline
PL/Collaboration for Data Review and Analysis (Ongoing Formative and Summative Assessment)	5%	*Salaries for contracted consultants to provide training on data analysis *Stipends for data analysis workshops/collaborative sessions before/after school or during breaks *Substitute pay to support teacher collaboration and planning *Supplies to promote data analysis (supplies for printing and publishing data publicly and individually) *Subscriptions to Scholastic Reading Inventory for all students	Over first 3 years
Student Motivation (Best Practices in Literacy Instruction)	35%	*Tuition/incentives for teachers to add gifted endorsement *Texts to provide wide variety of print and digital materials to promote student self-selection of texts appropriate to their reading level and age—in media center and classroom libraries *Technology integrated into instruction to improve differentiated instruction, provide immediate access to assignments and reading materials, provide authentic publishing activities, improve cooperative learning, and engage students in learning process *High-interest nonfiction texts to facilitate literacy instruction in SS, science, and CTAE classes	Majority in 1st year – replacement/ additional texts added over 3-5 years

Identified Need (Literacy Plan Building Block)	% of Budget	Funded Initiatives	Timeline
Resources to Support Struggling Students' Literacy (System of Tiered Intervention for All Students)	10%	*Tuition/incentives for teachers to add reading endorsement *Research-based intervention programs for grades 6-12 *PL on intervention programs *Software and subscriptions to Internet-based resources to promote individualized instruction and creation of appropriate benchmarks *Stipends/substitute pay to support collaboration time for intervention and co-teachers to meet with faculty and discuss student progress	Majority in 1st year—necessary subscriptions renewed over 5-year period
Professional Learning (Improved Instruction through Professional Learning)	20%	*Technology to create, edit, and archive classroom videos and faculty training sessions *Funds for PL vouchers to be used for PL resources differentiated to teachers' needs *Materials for department-led book studies *Registration fees, professional dues, travel fees to support off-site literacy-specific PL for faculty and administrators *Stipends/substitute pay to support rigorous PL plan *Stipend(s) for staff member to create and regularly update WCMHS PL wiki/blog *Salaries for contracted consultants to monitor and assist with implementation of literacy-specific instructional strategies *Fees for consultants to provide formal PL on purchased resources	Over 3-5 years