School Profile

Created Tuesday, November 11, 2014
Updated Tuesday, December 02, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Georgia College Early College
System ID	605
School ID	0100

Level of School

Other (please specify): middle/high

Principal

Name:	Runee Sallad
Position:	director
Phone:	478-445-3105
Email:	runee.sallad@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Carol Goings
Position:	instructional specialist
Phone:	478-457-3325
Email:	carol.goings@baldwin.k12.ga.us

Grades represented in the building

 example pre-k to 6

7 - 12

Number of Teachers in School

6

FTE Enrollment

220

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

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 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Noris Price

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

Address: 110 North ABC Street

City: Milledgeville, GA   Zip: 31061

Telephone: (478   )   457-3303   Fax: (478   )   457-3327

E-mail:
    noris.price@baldwin.k12.ga.us

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

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

12/2/14
_____
Date (required)

History and Demographics

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012). Due to the large percentage of students qualifying for free and reduced lunch in the county, all students in the district receive free lunch and breakfast.

Baldwin County School District (BCSD) serves approximately 5763 students in grades P-12, encompassing a Head Start/Pre-K Early Learning Center; four elementary schools: Blandy Hills, Creekside, Eagle Ridge, and Midway; one middle school, Oak Hill; one high school, Baldwin High; one Early College in partnership with Georgia College and State University; and one College and Career Academy. Student enrollment is comprised of 65% black, 28% white, 4% multiracial, 2% Hispanic, and 1% Asian populations.

Baldwin County students come to school with a wide range of life experiences, possess a variety of learning styles, present a broad range of abilities, and have varying levels of support in the home environment. A large percent of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Because of the closing of major employers in the area,

the unemployment rate in is now over 10 percent. The median household

income is$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for

college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

• Implementing Common Core Georgia Performance Standards (CCGPS)

• Participation professional learning for teachers in grades K - 12 including Depth of Knowledge,

rigor, and differentiated strategies

• Using technology as a tool for learning

• Increasing parental involvement

• Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in

grades K – 12

• Using data to drive instruction both horizontally and vertically

Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide

parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to

increasing literacy skills that will have an impact on future success include increasing the

percentage of students who meet or exceed standards in math, reading, science and social

studies; preparing students to be successful in obtaining the opportunity to enter higher

education; and fostering engaging, rigorous, and relevant education through the effective use of

technology.

Each of the schools in the BCSD uses the school improvement planning process as

recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with

AdvancED school improvement planning process. This process operates as a comprehensive

needs assessment for each school. The data collected gives feedback for parents, students and the

community. Each school analyzes test data for developing improvement strategies.

Current Management Structure

The Baldwin County Literacy Team includes administrators at the district and school level,

curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and

facilitates the decision making process by giving suggestions and recommendations based

on student data.

	Individual Responsible	Supervisor
Purchasing	Brenda Phillips	Dr. Noris Price
Site-Level Administrators	Early Learning Center – Blanche Lamb	Dr. Noris Price
	Blandy Hills Elementary – Charlene Thorpe	Dr. Noris Price
	Creekside Elementary – Tracy Clark	Dr. Noris Price
	Eagle Ridge Elementary – Shaun Wells	Dr. Noris Price
	Midway Elementary – Antonio Ingram	Dr. Noris Price
	Oak Hill Middle – Linda Ramsey	Dr. Noris Price
	Baldwin High – Jessica Swain	Dr. Noris Price
	Georgia College Early College – Runee Sallad	Dr. Noris Price
Instructional Specialist	Carol Goings	Dr. Noris Price
Professional Learning	Sharon Simmons	Dr. Noris Price
Technology	Vickie Harmon	Dr. Noris Price
EL/Assessment	Lily Grimes	Dr. Noris Price

Baldwin County School District Purchasing Policy is followed for purchases made with

grant funds**.**

Past Instructional Initiatives

A variety of instruction initiatives have been implemented: DIBELS, READ 180,

Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

Maps, KeyTrain, SuccessMaker, and Practice Planet. Many of these initiatives have been used at one or more schools, but have not been used countywide.

Literacy Curriculum

Elementary schools in Baldwin County use an integrated trade book basal reading approach at the Tier 1 level in grades K-5. *Saxon Phonics and Spelling*, K - 2 and DIBELS Next, K – 5, are used to develop phonics and phonemic awareness. Leveled readers, adaptive technology, and small group settings are used to address needs at levels beyond Tier 1. A variety of formative assessments unique to each school are individually administered to students to measure early literacy development. SRI, K - 12, DIBELS Next, K - 3 are used to benchmark and monitor student reading progress.

At the middle school level, a trade book reading series approach is used as the basis for reading instruction. SRI and SuccessMaker are used to monitor reading progress.

Literacy instruction at the high school includes basic reading courses offering fundamental literacy skills of reading and writing skills for the struggling reader. Intermediate reading courses focus on critical thinking, vocabulary development, and writing. Advanced placement literature courses include journalism, speaking, and critical thinking.

Literacy Assessments

Schools in Baldwin County use a number of high-quality academic assessments in addition to those identified by the state to monitor student progress and determine success on reading dimensions, and to inform teachers, parents, and students.

The assessment protocol is aligned across grade levels. The administration of DIBELS Next and Scholastic Reading Inventory (SRI) is consistent countywide. Reading levels are monitored through the use of SRI, which is consistent across the district in grades K - 12.

DIBELS Next is consistent across the district in grades K – 5. State assessments include GKIDS, GAA, ACCESS, and all state mandated assessments.

<u>Need for a Striving Readers Project</u>

Due to budgetary constraints funding for the purchase of literacy resources have been cut along with funding for professional learning.

Schools in Baldwin County need the Striving Readers Comprehensive Literacy Grant to successfully implement the Common Core Georgia Performance Standards (CCGPS) and create a culture of reading in Baldwin County that is aligned with the Georgia Literacy Task Force's definition of literacy. The Striving Readers Project grant will fund the acquisition of necessary materials including informational texts that will support inquiry-based learning, text complexity and professional learning based on the standards for literacy from birth to 12th grade.

Providing interactive devices for classrooms will address the Georgia Literacy Plan and expand and enhance techniques to include language development, integrated learning, responsive instruction, and partnerships with families.

Lexile measures determined from state required assessments and SRI will be used to engage struggling readers with a variety of texts, as well as for monitoring student growth in reading ability over time.

With differentiated materials selected by text complexity and considering Lexile measures, struggling students will access content more confidently, increasing their self-confidence and, in the process, improve their reading skills.

Professional learning will include examining resources to make effective instructional placements, gaining information on best practices for reading assessment administration,

learning to read and interpret data for informed decision making at district and school levels, and

receiving information to forecast student performance outcomes.

District Management Plan and Key Personnel

The Superintendent will oversee the grant implementation, with support from the fiscal department. The Assistant Superintendent for Curriculum and Instruction and the Instructional Specialist will be co-project director. The project directors will manage the day-to-day implementation. Because Baldwin County School District (BCSD) is a small district, these management positions will be adequate to implement the program. The District Leadership Team will play key roles in monitoring the progress of the program and providing direction.

BCSD Purchasing Policy will be followed for purchases made with grant funds**.** The BCSD, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

Timeframe	Tasks and Milestones	Responsibility
Month 1	1. Monthly Meetings of Literacy Team begin. 2. Planning team members will provide training and monitoring procedures for principals, grant directors, and librarians from each school on outcome/process evaluation policies procedures, program vision and implementation requirements, evaluation timelines, and fiscal accountability.	Project Director Project Director

Timeframe	Tasks and Milestones	Responsibility
Month 2	1. Purchase materials to implement program (including technology – both software and hardware). Professional Development. 2. Baseline assessments conducted on students 3. Professional development (reading, technology, etc.) will begin	Project director Librarians & Teachers Vendors of materials.
Month 3	Implementation of program 100%.	Project director Librarians Teachers
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director Librarians, Teachers
2nd Quarter	1. Ongoing data submission and tracking. 2. Monitoring visit is carried out; feedback output is submitted to staff and the committee for recommended improvements.	Project director
3rd Quarter	1. Data submission and tracking of assessments 2. Feedback output is submitted to school staff and the Literacy Team for recommended improvements.	Project director
4th Quarter	1. Ongoing data submission and final reports for first	Project director

Timeframe	Tasks and Milestones	Responsibility
	annual report submission. 2. Feedback output is submitted to staff and the committee for recommended improvements.	Site Coordinator
Years 2 – 5	Revise the grant implementation program and complete spending of award money based on evaluation findings; continue all activities and all data collection.	Project director Literacy Team Site Coordinator

Area of Responsibility	District Team Member
Project Directors – oversee implementation and funding of grant	Carol Goings, instructional specialist Sharon Simmons, assistant superintendent
Purchasing – district approval	Brenda Phillips, purchasing
Purchasing - initiate school purchase orders and manage school level grant activities	Blanche Lamb – director,Early Learning Center Charlene Thorpe – principal Blandy Hills Elem. Tracy Clark – principal, Creekside Elem. Shaun Wells – principal, Eagle Ridge Elem. Antonio Ingram – principal, Midway, Elem. Linda Ramsey – principal, Oak Hill Middle Jessica Swain – principal, Baldwin High Runee Sallad – director, Early College
Finances – approve grant budgets, submit completion reports and state required reports	Saranna Charping, finance director Donna Epps, finance specialist
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursements	Donna Epps, finance specialist
Payroll – issue stipends	Margaret Wallace, payroll clerk
Site-Level	Early Learning Center – Blanche Lamb
	Blandy Hills Elementary – Charlene Thorpe
	Creekside Elementary – Tracy Clark
	Eagle Ridge Elementary – Shaun Wells
	Midway Elementary – Antonio Ingram
	Oak Hill Middle – Linda Ramsey

	Baldwin High – Jessica Swain
	Georgia College Early College – Runee Sallad
Manage system level grant activities – coordinate professional learning, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Sharon Simmons Carol Goings
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Vickie Harmon, technology director
Special Education – coordinating requirements and managing RTI strategies	Tracie White – special education director Allen Martin – assistant superintedent

The individuals listed are responsible for the day to day grant operations and understand the goals and objectives as well as the implementation plans have been selected due to the role each one plays in increasing student achievement in BCSD. Grant recipients along with district finance personnel will review monthly grant drawdowns and review grant budget. Key personnel involved in the management plan include members of the literacy team and were instrumental in the development of our literacy plan. Each of the team members was selected because of his or her exceptional abilities in working with students in the area of reading achievement providing high level differentiated instruction to students, and his or her motivation to create an atmosphere of cooperative collaboration in building a superior academic team.

Experience of the Applicant

Baldwin County School District has proven its capacity to coordinate resources.
The district has successfully implemented initiatives and grant awards. These initiatives
have resulted in substantial changes in the abilities of individual teachers to improve
instruction and are evidenced in a significant increase in overall job satisfaction and new
methods of enhancing student achievement. Our teachers and school administrators have
increasingly shown a willingness to implement innovative instructional strategies to
increase student performance.

In addition, our new superintendent, Dr. Noris Price, was the Principal
Investigator of the
 Clarke County School District grants from 2007-2014. She brings vast knowledge of the
GOSA award system and the successful implementation of three Striving Readers Grants
in the Clarke County School District; three 21st Century Community Learning Centers
Grants; Race to The Top Grant in partnership with UGA; two Mathematics and Science
Partnership Grants; and three Department of Human Resources Grants.

Baldwin County School District's experience with grants is outlined below:

	Project Title	Funded Amount	Status	Is there audit?	Audit results
Midway Elem.	Title IID ARRA Student Literacy Competitive Grant	$93,538	Past	Yes	No findings
Baldwin High	Title IID Engaging AP Students through Mobile Handheld Computing Completive Grant	$64,580	Past	Yes	No findings
Baldwin High Oak Hill Middle	Title IID Increasing Student Achievement with Digital Resources Competitive Grant	$279,896	Past	Yes	No findings

Baldwin High	Title IID Teacher, Teamwork & Technology Competitive	$93,592	Past	Yes	No findings
Baldwin High	Title IID Instructional Technology Enhanced Environment (ITEE) Competitive Grant	$96,250	Past	Yes	No findings

The Title IID ARRA Student Literacy Competitive Grant for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district.

Title IID Teacher, Teamwork & Technology Competitive Grant provided professional development for standards-based teaching to engage students in the 21st Century classroom. The Striving Readers grant will allow teachers who were trained to use 21st Century strategies to use those skills while teaching literacy across content areas.

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and

file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

Baldwin County School District leaders are cognizant of the need for increasing student achievement by moving our classrooms into the 21st century and have plans for continuing the implementation of 21st Century classrooms in all of our schools. Our system curriculum, special education, English Learners (EL), and technology directors will provide direct support to teachers involved in this project. The system plans to continue to support this endeavor by providing salaries, maintenance of equipment, and substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration

with Baldwin County teachers by participating in the grant program through support of literacy specialists.

This grant project has the full support of our superintendent and board of education, as well as that of our system instructional and technology directors. Baldwin County School District currently provides full maintenance on all equipment purchased through grants.

Baldwin County School District Purchasing Policy will be followed for purchases made with grant funds**.** The Baldwin County School District, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

School Narrative

School History

Georgia College Early College (GCEC) program was founded during the 2006-07 school year. The purpose of the GCEC program is to provide the availability of attending college to those students that might not otherwise have the opportunity and/or means to do so independently. To paint a clear picture, imagine GCEC as a brick home with a great foundation, strong walls, and no roof. There is a solid foundation of principles which include respect, integrity, caring and personal responsibility. The strong upright walls consists of a supportive administrative team, nurturing yet firm faculty members, and determined students. However, as life-long learners we are not confined to the limited space within those walls. At GCEC, we motivate our students to maximize and exceed their greatest potentials leading to the fulfillment of our school motto of "We are all learners, all teachers, and all leaders". Thus, GCEC family creates a ceilingless home where the sky's the limit.

Administrative and Teacher Leadership Teams

GCEC functions as a collaboration through Georgia College and State University (GCSU), Baldwin County School District, Putnam County School District, and the Oconee Regional Educational Service Agency (RESA). Currently, it serves 199 students from Baldwin and Putnam counties with 73% qualifying for free or reduced lunch, 142 African American, 44 Caucasian, 6 Hispanic, 5 multi-ethnic, and 2 Asian students. GCEC consists of grades 7-12 taught by 11 highly qualified teachers (6 middle school and 5 high school teachers). Presently, there are 107 middle school students (grades 7 and 8) and 92 high school students. Each year, 55 students enter the program; the 55 students include 40 students from Baldwin County and 15 from Putnam County. Admission to the program is based upon the criteria as outlined by the GCEC Admissions and Recruitment Policy. Once viewed as "at-risk" but considered by GCEC to be "at-promise," GCEC students' standardized test scores are comparable, and on occasion, exceed scores of local and state counterparts.

Past Instructional Initiatives

Past initiatives and data analysis under the previous administration are very limited in documentation. From interviews with faculty that worked with this administration, it is evident that past initiatives are influencing the instructional strategies of Early College. These initiatives, although lacking in substantial data support, do show evidence of implementation in the instructional procedures of the teachers at Early College. The following is a list and brief explanation of past initiatives that originated and have continued within GCEC:

1. **Book studies**:

- *Strengths Finder* (Tom Rath)- Provided the faculty a means of analyzing individual and group instructional strengths
- *Strategic Reading* (Jeffery D. Wilhelm)- Provided instructional strategies for reading across the curriculum.
- *The Creative Habit* (Twyla Tharp)- Helped to add creativity to instructional strategies.
- *What Works in Schools-Translating Research into Action* (Marzano)-Provided focus to the instructional strategies including scaffolding, writing to learn, classroom talk, compare/contrast, and flexible grouping.

2. **Travel Opportunities**

Due to the original grant that funded the establishment of GCEC, travel opportunities for professional development were made possible. The opportunity to visit the University Park Early College in Massachusetts gave those individuals attending, the opportunity to develop an understanding of the six Early College focuses (classroom talk, collaborative group work, writing to learn, literacy circles, question strategies, and scaffolding) and redeliver to GCEC. These strategies support the Georgia Literacy Task Force's definition of literacy which is to "speak, listen, read, and write; as well as to view print and non-print text in order to communicate effectively with others; think and respond critically in a variety of settings to print and non-print text; and access, use and produce multiple forms of media, information, and knowledge in all content areas.

3. **Thinking Maps**

Thinking Maps were introduced as an instructional strategy to help develop skills in reading, writing, and comprehension across the curriculum. The practice of reading content-related literature, developing thought regarding the literature, and the organization of those thoughts improved students understanding of content.

4. **Rounds Model**

A process of looking at the instructional process and how to develop strategies that address the learner was put into place. Its analysis of reading enhancement strategies such as literacy circles provided teachers with the opportunity to fine-tune their methods of literacy instruction to meet the needs of striving readers on an individual basis.

Present initiatives employ many factors of the past strategies. Some of the past reading enhancement initiatives continue to help facilitate instruction. As with all processes, the lack of analyzing its effectiveness often results in the demise of the practice. Presently, a move to reinstate the Thinking Maps, a book study on *Seven Strategies of Assessment for Learning* (Jan Chappuis), analyzing past and present data, and to assess for instruction are priority focuses at GCEC

Current Instructional Initiatives

Since the change of administration at the beginning of the 2011-12 school year, there has been a realignment of instruction and academics to emphasize its focus on the Early College Initiative and the state requirements and standards. Improvements have included targeting professional learning, literacy across the curriculum through the use of Thinking Maps and novels, student-focused learning through self-assessment, a continuous revision and improvement process, and a focus on the components of standards-based classrooms and the implementation of Georgia's Common Core Standards. These improvements have supported the Early College Six Instructional Practices: classroom talk, collaborative group work, writing to learn, literacy circles, question strategies, and scaffolding. All of this is done in alignment with the expectations of the Teacher Keys Effectiveness System. To promote the exceeding of state standards, the faculty and staff of GCEC are currently participating in the following initiatives and professional learning:

- Book Studies
    - STEM to STEAM
    - Teach Like a Champion
    - Lost at School
    - Leverage Leadership
- Formative Instructional Practices (FIP) Modules with a focus on Student Learning Targets / Students Ownership
- 5 Es STEAM-Integrated Classroom Lesson Studies
- Paideia Seminar & Performance Tasks
- Blended Learning Environments Training
- Math in the Fastlane
- Positive Behavior Support System

Professional Learning Needs

Staff professional development at Georgia College Early College is based on a root cause analysis of data from state mandated tests administered in Spring 2014 compared to the results of the Spring 2013 administration. Professional development with an emphasis on literacy would assist teachers in developing effective lessons that provide relevant and engaging learning experiences. Professional learning needs to include, but are not limited to, training on how to:

- use various textual resources (i.e. Galileo, podcasts, videos, etc.)
- promote and support students' critical thinking skills, including at a metaphysical level
- teach students to express academic knowledge in their own words verbally and in writing
- effectively and systematically collaborate to use textual evidence in all contents
- teach student in a way that they understand how all contents are connected
- provide seamless literacy instruction to promote "natural" learning

Need for a Striving Readers Project

The following needs have been identified at GCEC as goals for the implementation of the Striving Readers Literacy Grant:

1. To close the gap, as measured by Lexiles, between the students enrolled in the GCEC program and their needs to read and write at the college level by the end of the tenth grade year;
2. To increase reading comprehension in the content areas and literature;
3. To improve vocabulary knowledge and increase vocabulary used in productive and receptive situations;
4. To encourage students to use literacy and written language as a means of communication at all levels;
5. To increase communicative abilities in listening and speaking commensurate with the needs of the students;
6. To create a community of literate individuals who can use a variety of platforms for authentic communication.
7. To place a strong emphasis on writing across the curriculum

Georgia's Adolescent Literacy Plan, "Reading Next: A Vision for Action and Research in Middle and High School Literacy" provides a shared interdisciplinary approach to ensure Georgia's students meet end-of–the-year expectations of the Georgia Performance Standards (GPS) in 2012 and the Common Core Georgia Performance Standards(CCGPS) beginning in 2013-14 that will enable them to be college-and-career ready. Literacy development in the middle/high school grades proves more challenging as secondary school literacy skills are embedded in content subjects that prove to be more complex in respect to comprehension; plus, universally, adolescents lack the motivation to be interested in school-based reading. Research indicates approximately eight million people between fourth and twelfth grade struggle to read at grade level (Reading Next, 2004). These readers and writers are often not struggling for lack of literacy, but for the understanding of what they read and write. The need is for better dissemination and implementation of skills and strategies that create the ability to comprehend the literacy challenges of today's global society, in other words "Making Education Work for All Georgians". The Striving Readers Comprehensive Literacy Grant will help provide the means to employ the strategies and components of interventions that are most appropriate for the students at GCEC.

Needs Assessment, Concerns, Root Cause Analysis

a. Description of the Needs Assessment Process
Georgia College Early College (GCEC) engages in a continuous analysis of our comprehensive needs to identify and prioritize gaps in our school performance. The GCEC leadership team consists of our entire faculty of eleven teachers. Beyond weekly professional learning meetings, this team meets every three and a half weeks to engage in a rigorous data-dive process to create an understanding of student success and to discuss strategies to enhance achievement on an individual and global perspective.

The needs assessment analysis survey has produced a vivid understanding of structural strengths and weaknesses. The literacy team has determined the following summary based on the findings of surveys and assessments taken by our stakeholders.

Data Collection
The Leadership Team at GCEC works together to analyze information related to school improvement and student achievement. The information is shared with our parent advisory council, as well as parents and students during our monthly parent awareness meetings. To impact school improvement and student achievement, teachers, parents, and students thoroughly analyze and discuss data to determine how we will implement specific needs and create action steps/initiatives. Our data samples include:
• State Standardized test results. (Milestones, SLOs, etc.)
• Quarterly benchmark results
• Formative Assessment Data via surveys and observations
• Data from Summative Classroom Assessments
• State Longitudinal Data System (SLDS)
• Data from stakeholder conferences and surveys

Examination of Data
Georgia College Early College leadership team collects and analyzes data to guide our students in various self-assessment strategies. The principal supports team members in a weekly conference to examine individual classroom data.

Identification of School Targets and Strategies
The GCEC leadership team uses monthly data analysis to address student needs and to guide instructional practices.

Professional Learning
Professional learning opportunities are determined by a school improvement plan and needs assessment data to target areas of critically needed growth. Professional learning is supported by the district and our collaborating university, Georgia College.

Evaluating Literacy and Improvement Plan
Georgia College Early College utilizes formative and summative assessments of students as well as faculty through observations and evaluations. This is documented via weekly written and verbal feedback, comments, notes, and minutes.

b./c. Description of surveys used and Areas of Concern from Needs Assessment Process

The Georgia College Early College Leadership Team completed the Georgia Literacy Plan Needs Assessment Rubric electronically. The literacy team used the results from the needs assessment rubric to identify critical need areas which are as follows:
- Time for horizontal and vertical collaborative planning during the school day.
- Additional literacy instructional time, which includes content area literacy.
- Acquisition of an instructional facilitator to monitor, train, and support staff in the implementation of literacy improvement strategies.

In our program of only eleven teachers, each member of the faculty is fully engaged in the teaching or education of the student body for the entire school day. This means that planning time to adequately implement literacy instruction is not provided. Specialized professional learning to provide support and assistance by means of a part-time literacy instructional facilitator to further train other faculty, as well as students, would allow additional time and resources to be allocated to all areas of critical literacy growth.

d. Participants in Needs Assessment Process
The Striving Readers Grant needs assessment survey was completed by our entire team of teachers as described below:

7th Grade
The GCEC seventh grade consists of three teachers: Teachers A, B, and C. Teacher A conducts three blocks of Math courses as well as one block of ELA. Teacher B conducts three blocks of Science course and one block of ELA. Teacher C conducts three blocks of Social Studies courses as well as one course of ELA.

8th
The eighth grade consists of three Teachers: D, E, and F. Teacher D conducts three blocks of Math courses as well as one block of Georgia History. Teacher E conducts three blocks of Science course and one block of Georgia History. Teacher F conducts three blocks of Literature courses as well as one course of Georgia History.

High School
The GCEC high school team consists of one teacher for each content area: Literature, Mathematics, History, Science, and Foreign Language.

The administrative team consists of one director and one administrative assistant.

e. Concern Groups Disaggregated from Needs Assessment

Trends from the CRCT results over the past three years show that the need varies in middle school. Seventh grade aims to increase percentage of students that exceed expectations on all state mandated assessments in all content areas. Although there were no significant subgroup gaps for the eighth grade, a content gap was noted with Georgia History meeting expectations and the overall percentage exceeding expectations for all content areas.

Grade	Reading Exceeds	Social Studies Exceeds
7th	44.7%	50%
8th	11.7%	9.3%

For the high school, no significant subgroup gaps were noted, but again there was a content gap for Coordinate Algebra and Analytic Geometry meeting expectations. Whereas all other courses GCEC strives for an increased percentage of exceeded expectations. The GCEC High School data shows that the greatest need for growth is the meeting expectation percentile on the Analytic Geometry and Coordinate Algebra portions of state-mandated standardized tests.

Many issues have been noted with student acquisition of vocabulary and writing ability. For example, a vocabulary quiz was given early on in the school year for both the tenth and ninth grade English courses. Nearly 90% of the students failed this preliminary exam which consisted of only ten words. Vocabulary teaching strategies were reexamined and studying techniques were modeled repeatedly until student vocabulary quiz scores increased. This example shows how many students struggle with word recognition and comprehension as well as the proper studying habits to ensure the requisition of college-level vocabulary required for higher-order cognition.

f. Concerns related to the "What"
According to the Georgia College Early College goals for student success and college readiness, critical literacy is paramount to all areas of the curriculum at all ages. To thrive in a college-level environment, students *must* be able to quickly and effectively comprehend, analyze, and deconstruct all sources of literature across all types of literary mediums. They must also be able to effectively and explicitly apply that knowledge to all other content, via writing and verbal expression, to increase student understanding of both the physical and metaphysical worlds around them.

The following areas of concern from the "What," for both the GCEC Middle and High Schools are as follows:

Area of Concern	"What" Building Block
School Literacy Team	1
Maximize Literacy Instructional Time	1,2,4
New Vocabulary Acquisition and Writing Skill Development	1,2,3,4,
Promotion of Student Ownership	1,4
Professional Learning of Literacy Strategies:	1-6
Use of technological and physical textual resources to facilitate literacy.	1,2,4
Horizontal and Vertical Planning	1,2,4,5
Part-time Instructional Facilitator	1-6

In previous years, there was an active literacy team. However, due to the recent turnover of five out of eleven teachers, GCEC has had to reconstruct its literacy team and reteach its literary instructional practices. In an attempt to address our concerns, it became imperative that we support our new teachers in implementing our literacy practices. The literacy team is composed of 2 middle school teachers and 2 high school teachers. One of the main purposes of the literacy team is to serve as a literacy liaison between the instructional facilitator and parents/stakeholders concerning vital literacy information. The literacy team will work in accordance with the instructional facilitator to analyze literacy data to ensure appropriate student growth through implementation of literacy strategies in all GCEC classrooms.

Instructional time is a concern for GCEC due to the limited amount of hours within the school day, and the fact that 25% of the school population commutes from Putnam County (a 30 minute drive). In comparison to the instructional time per course for our students' home schools, our instructional time has been reduced by 27% for the Middle School while the High School loses 8% of its instructional time per class period. In Middle School, students only receive sixty-six minutes of direct instruction in the area of English Language Arts. This sixty-six minutes is sometimes impeded by transitional time between classes. For high school, students lose 28 minutes a day. Because of the time that has been lost due to these factors, the literacy team has decided to focus on the maximization of literacy instructional time to counteract. In order to fully maximize

literacy instructional time, teachers will have access to relevant learning materials to engender natural learning environments for students. In order to fully maximize literacy instructional time, we will foster an academic environment where students are able to express academic knowledge both verbally and through writing. This will be achieved through the use of direct literacy professional learning and will require students to actively collaborate using textual evidence. The implementation of natural learning environments and relevant learning materials will allow students to make cross-curricular connections in the middle and high school.

At Georgia College Early College, teachers do not have a period during the day where they are able to meet with their fellow teachers to horizontally or vertically plan instruction. This is primarily due to our status as a program instead of a school. Because of this, teachers are realistically only able to meet after school to work on vertical and horizontal planning. This becomes an issue in itself as there is only one day, Friday, when all of the Early College can meet to discuss instruction due to teacher tutoring requirements (at least 1x per week), professional learning Mondays and teacher-led clubs. A vertical/horizontal instructional planning day once per quarter has been implemented this year, but it only allows for partial vertical and horizontal grouping as all 11 teachers are split between 2 days. In order to effectively plan horizontally and vertically, the literacy team has determined that professional learning is needed to aid in the implementation of horizontal and vertical strategies across GCEC. Since there is not enough time during the work week, Professional Learning is needed on Saturdays and during the summer so that the GCEC faculty can effectively plan lessons. Professional learning will include training for teachers on how to find and utilize various relevant and engaging textual resources, which include Galileo, podcasts, videos, and others. Teachers will receive training to more effectively and consistently maximize cross-curricular literacy connections, which is a major need as a school which emphasizes STEAM. Integrated lessons for grade levels can strategically be planned with breadth and depth (especially in the summer) as a part of STEAM and vertical unit planning. Professional Learning will also include how to effectively close literacy gaps which occur within each content area across grade levels.

Vocabulary acquisition is another literacy concern at GCEC. One of our major goals for students is to be prepared for college within two years of entering our program. Foundationally, students have a low level of vocabulary, primarily due to a lower level of exposure. Additionally, students continuously struggle due to a lack of study skills and a lack of perceived literary relevance to day-to-day life. As a result of these phenomena, students are unable to consistently apply academic vocabulary. In order to address these major concerns, GCEC plans to provide teachers with professional learning on student vocabulary acquisition, student application of content and academic vocabulary in speech and writing, and the implementation of relevant writing in all content areas. The literacy team strongly believes that the use of professional learning for teachers will allow for precise instructional tools for addressing these major vocabulary issues.

In order to most effectively implement literacy strategies, the literacy team has decided to use part of the Striving Readers grant funds to hire a part-time instructional facilitator.

The part-time instructional facilitator will work as an administrative assistant and also assist in the area of implementing literacy instructional strategies. The instruction facilitator will serve as a living source for current research based literacy practices to aid teachers in the continued and evolved usage of effective literacy strategies which will be disseminated through Literacy Professional Learning Communities within each content area. He or she will assist and mentor the faculty in the application of new knowledge and skills in the area of literacy. The instructional facilitator and literacy team will collaborate to analyze statistical trends related to content area literacy through SRI scores and standardized tests. The instructional facilitator will determine students' literacy needs at an individual and group level and determine appropriate strategies which will then be implemented by the teachers. Last, the instructional facilitator will aid and monitor the implementation of literacy strategies in teacher lesson plans to ensure the continued effective implementation of these strategies.

The literacy team has also noted the effective implementation of technological and literary resources as an important concern for Early College faculty and students due to a societal shift towards more of a reliance vocationally through technological usage. Teachers have realized the importance of computers, tablets, and smartphones across the workforce, but the literacy team has noted to effectively use technological devices for literacy necessitates effective professional learning for faculty members. With effective professional learning and class sets of laptops (20) and tablets (20), teachers will be able to incorporate relevant and engaging technological resources in the classroom to enhance literacy instruction. Examples of technological resources include online e-textbooks, enhanced blended learning, webquests, in addition to currently undiscovered resources. Teachers and students will also have access to engaging and thought-provoking textual resources (philosophical, fictional and nonfictional) for all subject areas. Teachers and students will be given a more direct access to technical devices (particularly iPad usage) for research, podcasts, and e-textbooks. However, printed materials such as textbooks for science and math, class sets of novels, anthology of short stories (Jr. Great Books), and writing handbooks (St. Martin's Handbook) will still be needed to implement literacy strategies.

School Literacy Plan

Georgia College Early College consists of a small team of only eleven teachers with one administrative figure. This setup requires our school motto of "We are all teachers, we are all learners, and we are all leaders" to be a defining characteristic of every working day. Our primary goal as a school is to create intellectuals that are ready to communicate and perform effectively so they may achieve in every aspect of their lives and career. We ensure this possibility by creating a system that progressively raises literacy goals for students in all content areas to push them towards mastery in literacy skills and reading comprehension.

The literacy plan that follows was created in collaboration with several literacy instructors from our partnering university. The Georgia Literacy Plan Why document was also used to generate the proceeding list of research-based strategies and methods that our team feels aligns perfectly with our current program standards as well as the areas where we feel significant growth would have the greatest impact on our students:

- Establish a learning environment that encourages student autonomy and self-motivation so that student may set and achieve high personal goals for their education and other life aspects (pg. 51, 54, The Why).
- Provide interesting, engaging, and appropriately challenging texts with material related to all subject areas to all students at all ability levels (pg. 51, The Why).
- Create an academic atmosphere in the community to show students the real-life applications of literacy skills and other academic content, particularly by administering a STEAM and project-based learning instructional style (pg. 51, The Why).
- Provide meaningful opportunities for students to create, share, and present articles of exemplary writing achievement (pg. 44, The Why).
- Provide meaningful opportunities to allow students to engage in academic communication (including: writing, speaking, and other performances) to various types of audiences (pg. 44, The Why).
- Utilize modern online technologies to establish a persistent means of interactive communication via various internet-based applications and social media sources (pg. 52, The Why).
- Train teachers in effective strategies for teaching content-specific vocabulary to increase intellectual discourse across the curriculum (pg. 62, The Why).
- Teach a rigorous program to students of all learning styles that wholly considers the individual's strengths and weaknesses (pg. 46, The Why).
- Ensure that all students are practicing effective writing techniques and styles in all content areas on a daily basis (pg. 46, The Why).
- Use appropriate summative and formative assessment strategies to diagnose student need and supply teachers with the appropriate data needed to administer course-correcting instruction where needed (pg. 44, 67, The Why).

Building Block 1. Engaged Leadership

A.   Action: Demonstrate commitment of all teachers to participate in professional development for effective and evidence-based literacy instruction in content area instruction and to support adolescent literacy development.

Planning:
The administrator will:
- Schedule a designated time for teacher collaboration on literacy.
- Schedule and participate in literacy-based professional learning opportunities for faculty.

Implementing:
The administrator will:
- Provide support for professional learning based on student data and teacher needs as discussed in the "Areas of Concern" chart of the Needs Assessment.
- Monitor the use of literacy strategies, effective instructional practices, student engagement, and ownership of learning via walkthroughs and one-on-one conferences with teachers.

Expanding
The administrator will:
- Ensure continual analysis of all data to adjust professional learning opportunities as needed.

Sustaining
The administrator will:
- Provide orientation training on literacy programs, materials, strategies, and procedures to new staff.
- Conduct literacy seminars to create an atmosphere of consistent updating, reviewing, and sharing of all literacy implementations for all teachers in all content areas.

B. Action: Organize a Literacy Leadership Team.

The administrator-led literacy team will:

Planning:
- Create a leadership team of faculty, stakeholders, community leaders, and parents.
- Analyze data from multiple assessments and educational outcomes to create a comprehensive list of goals for literacy-based school improvement.
- Participate in professional learning communities to select strategies and resources to be used to achieve goals.

Implementing
- Implement research-based strategies to ensure the meeting of goals

set by the team.
- Use universal assessment measures to place students into appropriate RTI tiers.

Expanding:
- Disseminate literacy achievement information to faculty and stakeholder.
- Reevaluate goals for school improvement as current goals are met.

Sustaining
- Meet on a regular basis to re-assess effectiveness and visibility of implemented strategies.
- Analyze formative and summative assessment data to determine any new areas of needed growth or reinforcement.

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

The administrator and faculty will:

Planning:
- Develop a schedule and procedure for implementing literacy instructional practices.
- Have opportunities to plan collaboratively for literacy instruction.

Implementing:
- Use evidence-based literacy strategies from professional development for classroom instruction.
- Use both formative and summative assessment to determine success of strategies.
- Monitor individual student performance in literacy.

Expanding:
- Improve use of instructional time by identifying the most effective strategies for differentiating instruction, promoting active engagement, and teaching core areas of literacy and writing instruction.
- Collaborate with all members of GCEC instructional staff including those from the host school districts, as well as the host university to share the most effective evidence-based strategies for the student population.

Sustaining:
- Share professional learning at team and staff meanings.
- Share examples of success with the community through university and district sources, social media, and face-to-face meetings.

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

The administrator and faculty will:

Planning:
- Evaluate school culture and current practices by surveying strengths and needs for improvement.
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
- Identify and prioritize a list of students to be targeted for intervention or support.

Implementing:
- Incorporate digital media to more creatively and effectively support student, family, and community engagement.

Expanding:
- Use digital media to assist in maintain culturally and linguistically appropriate two-way communications with parents, host districts, and the community.

Sustaining:
- Maintain the focus, both fiscal and instructional, on literacy development regardless of competing initiatives.
- Utilize social media to communicate and promote goals of the literacy development team.
- Maintain a network of academic supports that may include tutoring and online learning.

E. Action: Optimize literacy instruction across all content areas by implementing evidence-based literacy instruction and routines in his/her classroom and critically reflect on results.

The GCEC faculty and staff will...

Planning:
- Participate in professional learning communities focused on evidence-based literacy and writing instruction across the curriculum.
- Provide collaborative planning time for teachers to discuss how to use best-practices in instruction.

Implementing:

- Ensure the use of research-based strategies and appropriate resources to support the learning of the CCGPS
- Develop a progressive school-wide writing rubric that is aligned with each individual grade's CCGPS to set clear expectations and goals for performance.

Expanding:

- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency in literacy and writing abilities.
- Identify common or enduring themes in all texts and in all content areas as they may relate to other subjects.
- Encourage appropriate textual comprehension strategies to enhance student textual immersion and vocabulary acquisition

Sustaining:
- Use various online strategies to remain up to date with effective strategies for the development of disciplinary literacy within the content areas.
- Expand opportunities for students to engage in meaningful writing, listening, and speaking.

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

Planning:
- Create a shared and visible set of goals and standards for the school and its community.

Implementing
- Establish a mentoring system inside and outside of the school for each student who needs additional support.

Expanding:
- Observe other school communities and systems to gain new ideas about how to best engage our own system.
- Communicate literacy goals throughout the school community via various methods of social media (Facebook, Twitter, Foursquare, etc.)

Sustaining:
- Celebrate academic successes via various methods of online media.

- Continually focus on broad issues that may prevent students from learning at their full potential.

Building Block 2. Continuity of Instruction

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

Planning:
- Develop administrative awareness of the need to identify any student literacy gaps.
- Administration will established shared expectations and responsibilities for the implementation of literacy improvement strategies across the curriculum.

Implementing:
- Meet in disciplinary teams physically and virtually to discuss and share student data, new strategies, and needed areas of improvement on a regular basis.
- Identify and address student literacy needs by implementing various research-based methods into lesson plans of all content areas.

Expanding:
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of reading and writing instruction.
- Use formative and summative assessment data to inform educators on the appropriate needed material.
- Literacy team will assess effectiveness of all applied strategies on individual student learning.

Sustaining:
- Utilize online professional learning opportunities to increase teacher exposure to new strategies.
- Share new learning strategies and opportunities with other teachers in all areas.

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

Planning:
- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
- Study text structures most frequently used in texts of each content area.
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students

need to learn for each subject area
- Discuss ways to infuse literacy throughout the day including the innovative use of technology, devices, and programs that promote innovation and creative use of literacy skills

Implementing:
- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure. These strategies will come from various sources as found and shared by other teachers and our community.
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Provide variety and choice in the types, media and genre of both reading and writing assignments to meet all levels of student interests
- Develop meaningful opportunities for students to write, speak, and listen to various types of audiences in various types of settings.

Expanding:
- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Utilize community members (local university students) to help create a mentoring environment to reach all students' literacy needs.

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

Planning:
- Research and prepare school for the implementation of appropriate and effective screening measures to determine student literacy achievement levels.
- Provide professional learning for teachers to aid in the understanding of diagnostic testing data, and how to use that information in the classroom.

Implementing:
- Implement appropriate benchmark assessments to monitor student growth in literacy skills in all content areas over time.
- The literacy team will ensure appropriate implementation and analysis of assessment data during, and beyond, year one.

Expanding:

- Use designated teacher teams to analyze student data to inform instructional practices.
- Distribute relevant student data and successes to parents, stakeholders, and the local communities.

Sustaining:
- Continue to provide access to and set new, higher goals and standards to increase student ability over time.
- Continually research new topics, strategies, and diagnostic measures to constantly improve the GCEC literacy environment.

Building Block 3. Ongoing Formative and Summative Assessments

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

Planning
- Formative assessments daily in lesson plan
- Weekly common assessments across content areas
- Benchmark assessments (pre, medial, and post)
- Unit assessments for summative assessments

Implementing
- Teachers administer assessments
- Teachers gather and analyze assessment data

Expanding
- In PLCs or grade level teams, teachers conduct data dives to determine effectiveness of instruction and need of intervention for specific students
- Monitor the progress of students in three groupings: (a) 79-75%, (b) 74%-70%, and (c) 69% and below to determine intensity of interventions.

Sustaining
- Progress monitoring using assessment data.

B. Action: A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

Planning:
- Identify literacy skills needed to master the CCGPS.
- Research and select appropriate and effective progress monitoring

tools.
- Develop school-wide assessments to determine the efficacy of instruction.

Implementing:
- Teach academic vocabulary in all subjects using well-researched and effective strategies.
- Integrate appropriate and effective strategies for relevant literacy instruction in all content areas.

Expanding:
- Identify all areas in which improvement is needed to strengthen the efficacy of the school's literacy practices as a whole, as well as at an individual level.
- Create an environment of student ownership of learning so that students are in charge of their own learning and can set goals for their own improvement.

Sustaining:
- Learning communities will research and share new ideas, strategies, resources, and topics to constantly update school practices and ensure the researched effectiveness of already-implemented practices.
- Expand types and varieties of writing in all content areas, as well as create meaningful writing experiences to various types of audiences.

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

Planning:
- Develop methods to ensure students identified by screening measures receive appropriate assistance.
- Identify diagnostic measures most appropriate to monitor and assist in providing help for specified student needs

Implementing:
- Attach diagnostic information to specific interventions and instructional strategies.
- Use various technologies as well as online tools to differentiate individual student needs.

Expanding:
- Use assessment data to students and teachers in setting new goals for further improvement.
- Publish all data and significant literacy information via various technological and social media sources to the associated public.

Sustaining:
- Recognize individual, class, grade, and school-wide student successes at different intervals to celebrate growth and achievements in reaching literacy goals in all areas.

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

Planning:
- Use yearly assessment data to determine appropriate measures and needed areas of improvement for moving forward in the following school year.
- All teachers will study and understand specific literacy based content standards.

Implementing:
- Discuss assessment data with students to allow them to set their own goals and understand
- Update technological capacity to ease student technology-use traffic and increase availability.
- Plan specific times for teacher teams to analyze assessment data and determine a plan of action.

Expanding:
- Share student work samples at various levels of success as a means of informing instruction during collaborative planning sessions.
- Plan lessons, re-teaching, and intervention activities that target areas of needs.

Sustaining:
- Use summative assessment data to improve learning goals, applied strategies, and to close literacy learning gaps.

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

Planning
- Define responsibilities for each member of the vertical teacher teams.
- Scheduled collaborative meeting times for all teacher team member to discuss data and next-step strategies.

Implementing
- Apply appropriate data team responsibilities and ensure team member alignment.

- Provide online options to train teachers to analyze and understand relevant assessment data.

Expanding
- Evaluate data analysis processes to ensure that they are consistently up to date and effective.

Sustaining
- Continue to meet every three and half weeks to participate in horizontal data meetings

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Building Block 4. Best Practices in Literacy Instruction

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

Planning
- Lesson plans reflect explicit reading instruction across content areas
- Data dives to examines student data as a grade level to identify areas of instruction with greatest needs

Implementing
- Teachers provide explicit instruction in evidence-based strategies based on student learning needs and CCGPS.
- Lessons demonstrate a gradual release of responsibility, scaffolding instruction from explicit-direct, through guided practice, including opportunities for collaboration in authentic tasks, and independent tasks.
- Teachers include formative assessment strategies across all levels of the gradual release model to effectively scaffold learning.

Expanding
- All content areas incorporate literacy strategies.
- Teachers collaborate during vertical meetings to share and discuss best practices.

Sustaining
- Monitor and analyze teacher and student data weekly to guide instructional practices.
- Teachers participate in Professional Learning to stay abreast on new and/or innovative best practices.

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

Planning

- Intentional planning of literacy strategies as tools of learning for content objectives
- Focus on language development (i.e., vocabulary instruction, academic conversation skills, academic language), reading, and writing in daily lesson planning

Implementing
- Teachers participate in horizontal and vertical meetings to ensure that instruction in writing is consistent with CCGPS.
- Teachers regularly provide instruction in constructing coherent pieces of writing by citing textual evidence.

Expanding
- Teachers identify the protocol and/or materials necessary to implement effective writing instruction at each level.

Sustaining
- Teachers participate in professional learning communities (PLC)
- Teachers and administrators discuss and analyze student work samples during weekly administrative conference.

C. Action: Provide extra time for literacy instruction.

Planning
- Teachers will receive training to more effectively and consistently maximize cross-curricular literacy connections.

Implementing
- Teachers will foster an academic environment where students are able to express academic knowledge both verbally and through writing.

Expanding
- All content areas incorporate literacy strategies.

Sustaining
- Teacher will have access to relevant learning materials to engender natural learning environments for students.

D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Planning
- Teachers research high level resources to plan for integrating literacy strategies (i.e., speaking, listening, reading, and writing).
- Lesson planning is focused, intentional and reflect both content area objectives and objectives for reading, writing, and language

development.
- Teachers support critical thinking through high-interest, relevant materials that connect content to real life experiences and current events.
- Planning and organizing an Early College Library for high interest books.
- Professional development in high quality Young Adult Literature (YAL) and matching readers to books.

Implementing
- Teachers implement strategies and instructional routines designed to engage students' interests across grade levels and content areas.
- Teachers engage in adolescent book study, student surveys, and book award searches to identify high interest titles to recommend with students
- Teachers implement strategies for matching readers to books (Text Complexity of the Common Core)

Expanding
- Teachers use a variety of problem-based instruction to learning relevant to the lives of students.

Sustaining
- Students and teachers engage in book advertisements to generate interest in reading.

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

A.   Action: Information developed from the school-based data teams is used to inform RTI process.

GCEC faculty and administration will:
Planning
- Collect relevant information to determine Tier 1 students.
- Participate in professional learning to determine strategies to differentiate reading instruction.

Implementing:
- Use information from school-based data teams, classroom observations, and daily ongoing formative assessments to inform differentiated instruction at Tier 1 for all students based upon the CCGPS for middle and secondary levels.

Expanding:
- Implement professional learning and appropriate strategies to assure growth in teacher ability to instruct all needs of Tier 1 students and to deter ascension to higher Tiers.

Sustaining:
- Use appropriate assessment strategies to promote student growth and close any gap in individual student reading ability to ensure an increase in "exceeds" percentages on all standardized assessments.

B. Action: Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.

The GCEC faculty and administration will:

Planning
- Develop and implement intentional instruction and interventions in flexible grouping and focus groups that target the learning needs of specific students.
- Participate in professional learning to be able to provide literacy support in all content areas.
- Examine relevant data to ascertain percentages of student success in literacy.
- Examine relevant data to determine areas of greatest need.

Implementing
- Provide instructional time for content-area reading.
- Provide collaborative planning time and meetings with the literacy team to ensure that all adopted literacy practices are being effectively implemented by all teachers.
- Use project-based learning as well as the Paideia model and other instructional practices to expose students to literary content in all subject-areas.

Expanding
- Research new resources, topics, reading material, etc. for all content areas.
- Share relevant materials and resources with all teachers.

Sustaining

- Teachers develop lesson plans that reflect differentiated instruction that address different learning modalities.

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

Planning
- Plan and provide professional learning in classroom assessment strategies, formative assessment, and using assessment information to inform differentiated instruction.
- Schedule time for collaborative planning and discussion for all teachers.

Implementing
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring, and benchmark data.)

Expanding
- Monitor student movement between T1 and T2.
- Continue to provide sufficient resources (time, training, cost, materials and implementation of interventions)
- Consistently monitor student progress.
- Collect appropriate data.

Sustaining
- Ensure that teachers consistently provide research-based interventions designed to meet individual needs.
- Use various technologies (cellular, Web 2.0, email, etc.) to proactively communicate between students, parents, and teachers.

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

GCEC faculty and staff will:

Planning:
- Provide planning time for data teams to discuss students who do not respond to intervention and to verify implementation of proven interventions.

Implementing:
- Meet monthly to discuss student progress and performance.

Expanding
- Provide relevant research-validated interventions to meet all students' individual needs.
- Individual student progress will be monitored via various assessment methods, observations, and other data points.

Sustaining
- Ensure that the school and all of its teachers consistently use

appropriate decision-making procedures to inform recommendations of evidence-based interventions.
E. Action: Leadership development through knowledge sharing of differentiated instructional practices and routines and critical reflection of results in student learning outcomes and progress.

The GCEC faculty and staff will…

Planning:
- Provide and plan professional learning for various research-based and effective instructional practices to aid in the administration of differentiation in the classroom**.**

Implementing:
- Consistently implement and utilize differentiated instructional strategies across grade levels and content areas maintaining alignment with CCGPS.

Expanding
- Critically reflect on student learning outcomes from differentiated instruction and identify recommendations for ongoing instruction in a continuous cycle of improvement.

Sustaining
- Assume leadership by sharing findings with colleagues in professional learning communities and in conferences and workshops for other teachers.

Building Block 6. Improved Instruction through Professional Learning
A.   Action: Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

Planning:
- Revise the teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas.

Implementing:
- Enlist the local university to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy**.**

Expanding:
- Ensure that mentoring teachers are fully trained in providing

instruction in disciplinary literacy.

Sustaining:
- Continue to monitor and support the integration of disciplinary literacy.

B. Action: Provide professional development for all teachers in disciplinary literacy instructional strategies, assessment tools, and creating literate contexts for learning content and developing effective communication strategies.

Planning
- Schedule protected time for teachers to meet and analyze data, share ideas, exchange and workshop lesson plans.
- Assess data to determine appropriate and needed professional learning opportunities.

Implementing
- Provide professional learning as determined in the above mentioned meetings.
- Provide training in administering chosen assessments and interpreting the results to help make appropriate decisions.

Expanding
- Revisit and revise professional learning opportunities on a yearly basis to ascertain which learning opportunities are no longer necessary or need alteration, or which to add to fill missing gaps.

Sustaining
- Analyze data to evaluate effectiveness of professional learning on student mastery of CCGPS and school-set literacy goals.

Analysis and Identification of Student and Teacher Data

a./b. GCEC Student Data Grades 7-11 by Content and Subgroup

GCEC CRCT Data-7th Grade Reading

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	90.2%	7.3%	97.5%	78.9%	21.1%	100.0%	60.0%	40.0%	100.0%
Black	94.1%	2.9%	97.0%	75.0%	25.0%	100.0%	60.7%	39.3%	100.0%
White	80.0%	20.0%	100.0%	100.0%	0.0%	100.0%	40.0%	60.0%	100.0%
Hispanic	0.0%	100.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	0.0%	100.0%
Econ. Dis.	90.6%	9.4%	100.0%	74.2%	25.8%	100.0%	55.2%	44.8%	100.0%

GCEC CRCT Data-7th Grade English/Language Arts

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	73.2%	26.8%	100.0%	52.6%	44.7%	97.3%	54.3%	45.7%	100.0%
Black	70.6%	29.4%	100.0%	50.0%	46.4%	96.4%	50.0%	50.0%	100.0%
White	80.0%	20.0%	100.0%	77.7%	22.3%	100.0%	80.0%	20.0%	100.0%
Hispanic	100.0%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	50.0%	50.0%	100.0%
Econ. Dis.	71.9%	28.1%	100.0%	51.6%	45.1%	96.7%	48.3%	51.7%	100.0%

GCEC CRCT Data-7th Grade Math

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	90.2%	7.3%	97.5	78.9%	5.2%	84.1%	62.9%	22.9%	85.8%
Black	88.2%	8.9%	97.1	78.6%	7.1%	85.7%	60.7%	21.4%	82.1%
White	100.0%	0.0%	100.0%	88.9%	11.1%	100.0%	60.0%	40.0%	100.0%
Hispanic	100.0%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	50.0%	0.0%	50.0%
Econ. Dis.	87.5%	9.4%	96.9%	83.9%	3.2%	87.1%	55.2%	27.6%	82.8%

GCEC CRCT Data-7th Grade Science

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	70.7%	29.3%	100.0%	55.3%	42.1%	91.4%	57.1%	37.0%	94.3%
Black	67.6%	32.4%	100.0%	64.3%	32.1%	96.4%	64.3%	27.5%	92.9%
White	80.0%	20.0%	100.0%	33.3%	66.7%	100.0%	20.0%	80.0%	100.0%
Hispanic	100.0%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	50.0%	50.0%	100.0%
Econ. Dis.	75.0%	25.0%	100.0%	87.1%	9.7%	96.8%	51.7%	41.4%	93.1%

GCEC CRCT Data-7th Grade Social Studies

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	43.9%	53.7%	97.6%	47.4%	50.0%	99.4%	34.3%	62.9%	97.1%
Black	50.0%	47.1%	97.1%	46.5%	53.6%	100.0%	32.1%	64.3%	96.4%
White	20.0%	80.0%	100.0%	66.7%	33.3%	100.0%	40.0%	60.0%	100.0%
Hispanic	0.0%	100.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	50.0%	50.0%	100.0%
Econ. Dis.	43.8%	53.1%	96.9%	3.2%	48.4%	96.8%	31.0%	65.5%	96.6%

GCEC CRCT Data-8th Grade Reading

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	73.2%	26.8%	100.0%	52.6%	44.7%	97.3%	54.3%	45.7%	100.0%
Black	70.6%	29.4%	100.0%	50.0%	46.4%	96.4%	50.0%	50.0%	100.0%
White	80.0%	20.0%	100.0%	77.7%	22.3%	100.0%	80.0%	20.0%	100.0%
Hispanic	100.0%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	50.0%	50.0%	100.0%
Econ. Dis.	71.9%	28.1%	100.0%	51.6%	45.1%	96.7%	48.3%	51.7%	100.0%

GCEC CRCT Data-8th Grade English/Language Arts

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	77.1%	22.9%	100.0%	76.7%	23.3%	100.0%	65.9%	34.1%	100.0%
Black	79.3%	20.7%	100.0%	77.8%	22.2%	100.0%	60.0%	40.0%	100.0%
White	60.0%	40.0%	100.0%	80.0%	20.0%	100.0%	81.8%	18.2%	100.0%
Hispanic	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	80.6%	19.4%	100.0%	80.0%	20.0%	100.0%	61.1%	38.9%	100.0%

GCEC Data-8th Grade Writing Assessment

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	91.4%	0.0	91.4%	81.1%	1.8%	82.9%	87.8%	2.4%	90.2%
Black	93.1%	0.0	93.1%	79.1%	2.3%	81.4%	90.0%	3.3%	93.3%
White	80.0%	0.0	80.0%	87.5%	0.0%	87.5%	81.8%	0.0%	81.8%
Hispanic	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	93.5%	0.0	93.5%	91.4%	2.9%	94.3%	88.8%	2.7%	91.5%

GCEC CRCT Data-8th Grade Math

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	91.4%	2.9%	94.3	91.0%	2.3%	93.3%	92.7%	2.4%	95.1%
Black	89.7%	3.4%	93.1	88.9%	2.8%	91.7%	90.0%	3.3%	93.3%
White	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%
Hispanic	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	90.3%	3.2%	93.5%	91.4%	2.8%	94.2%	91.7%	2.8%	94.5%

GCEC CRCT Data-8th Grade Science

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	85.7%	2.9%	88.6%	93.0%	2.3%	95.3%	82.9%	7.3%	90.2%
Black	82.8%	3.4%	86.2%	91.7%	2.8%	94.4%	83.3%	6.7%	90.0%
White	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	90.9%	9.1%	100.0%
Hispanic	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	87.1%	3.2%	90.3%	94.3%	0.0%	94.3%	80.6%	8.3%	88.9%

GCEC CRCT Data-8th Grade Social Studies

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	62.9%	5.7%	68.6%	76.7%	9.3%	86.0%	85.3%	2.5%	87.8%
Black	58.6%	6.9%	65.5%	77.8%	11.1%	88.9%	76.7%	3.3%	80.0%
White	80.0%	0.0%	80.0%	60.0%	0.0%	60.0%	100.0%	0.0%	100.0%
Hispanic	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	61.3%	6.5%	67.8%	77.1%	22.9%	100.0%	83.3%	0.0%	83.0%

High School Student Performance Data:
EOCT Results: SY 2012, SY2013, and SY 2014

GCEC EOCT Data-9th Grade Literature

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	84.6%	3.8%	88.4%	74.3%	20.0%	94.3%	83.3%	11.9%	95.2%
Black	80.9%	4.8%	85.7%	76.6%	16.7%	93.3%	88.6%	8.6%	97.1%
White	100.0%	0.0%	100.0%	66.7%	33.3%	100.0%	80.0%	0.0%	80.0%
Hispanic	N/A	N/A	N/A	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Asian	100.0%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%
Econ. Dis.	83.3%	4.2%	87.5%	70.0%	23.3%	93.3%	79.4%	14.7%	94.1%

GCEC EOCT Data-10th Grade American Literature

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	N/A	N/A	N/A	93.3%	6.7%	100.0%	90.0%	10.0%	100.0%
Black	N/A	N/A	N/A	100.0%	0.0%	100.0%	87.5%	12.5%	100.0%
White	N/A	N/A	N/A	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Multicultural	N/A	N/A	N/A	0.0%	100.0%	100.0%	100.0%	0.0%	100.0%
Econ. Dis.	N/A	N/A	N/A	92.3%	7.7%	100.0%	92.9%	7.1%	100.0%

GCEC Data-11TH Grade Georgia High School Writing Test (GHSWT)

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%
Black	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%
White	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	0.0%	100.0%
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%

GCEC EOCT Data-9th Grade Math I

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	62.5%	0.0	62.5%	N/A	N/A	N/A	N/A	N/A	N/A
Black	50.0%	0.0	50.0%	N/A	N/A	N/A	N/A	N/A	N/A
White	100.0%	0.0	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	100.0%	0.0	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Econ. Dis.	60.0%	0.0	60.0%	N/A	N/A	N/A	N/A	N/A	N/A

GCEC EOCT Data-10th Grade Math II

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	30.0%	5.0%	35.0%	66.7%	0.0%	66.7%	N/A	N/A	N/A
Black	33.3%	6.7%	40.0%	54.5%	0.0%	54.5%	N/A	N/A	N/A
White	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	29.4%	5.9%	35.3%	61.5%	0.0%	61.5%	N/A	N/A	N/A

GCEC EOCT Data-9th Grade Coordinate Algebra

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	N/A	N/A	N/A	23.0%	0.0%	23.0%	16.7%	0.0%	16.7%
Black	N/A	N/A	N/A	28.5%	0.0%	28.5%	17.2%	0.0%	17.2%
White	N/A	N/A	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	N/A	N/A	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	N/A	N/A	N/A	100.0%	0.0%	100.0%	50.0%	0.0%	50.0%
Econ. Dis.	N/A	N/A	N/A	19.0%	0.0%	19.0%	11.1%	0.0%	11.1%

GCEC EOCT Data-10th Grade Analytic Geometry

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	N/A	N/A	N/A	N/A	N/A	N/A	20.0%	0.0%	20.0%
Black	N/A	N/A	N/A	N/A	N/A	N/A	25.0%	0.0%	25.0%
White	N/A	N/A	N/A	N/A	N/A	N/A	0.0%	0.0%	0.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	0.0%	100.0%
Econ. Dis.	N/A	N/A	N/A	N/A	N/A	N/A	78.6%	0.0%	78.6%

GCEC EOCT Data-9th Grade Physical Science

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	N/A	N/A	N/A	N/A	N/A	N/A	59.6%	28.6%	88.1%
Black	N/A	N/A	N/A	N/A	N/A	N/A	62.9%	25.7%	88.6%
White	N/A	N/A	N/A	N/A	N/A	N/A	40.0%	40.0%	80.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	0.0%	100.0%
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	N/A	N/A	N/A	N/A	N/A	N/A	0.0%	100.0%	100.0%
Econ. Dis.	N/A	N/A	N/A	N/A	N/A	N/A	55.9%	32.4%	88.2%

GCEC EOCT Data-10th Grade Physical Science

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	N/A	N/A	N/A	45.4%	54.5%	100.0%	21.1%	78.9%	100.0%
Black	N/A	N/A	N/A	50.0%	50.0%	100.0%	26.7%	73.3%	100.0%
White	N/A	N/A	N/A	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Multicultural	N/A	N/A	N/A	N/A	N/A	N/A	0.0%	100.0%	100.0%
Econ. Dis.	N/A	N/A	N/A	100.0%	60.0%	40.0%	23.1%	76.9%	100.0%

GCEC EOCT Data-9th Grade Biology

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	52.0%	0.0%	52.0%	68.5%	17.1%	84.5%	N/A	N/A	N/A
Black	45.0%	0.0%	45.0%	66.6%	16.7%	83.3%	N/A	N/A	N/A
White	66.7%	0.0%	66.7%	66.7%	33.3%	100.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	100.0%	0.0%	100.0%	N/A	N/A	N/A
Asian	100.0%	0.0%	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Multicultural	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	52.2%	0.0%	52.2%	71.4%	14.3%	85.7%	N/A	N/A	N/A

GCEC EOCT Data-10th Grade U.S. History

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	34.8%	65.2%		72.7%	27.3%	100.0%	36.8%	63.2%	100.0%
Black	22.2%	77.8%		75.0%	25.0%	100.0%	40.0%	60.0%	100.0%
White	100.0%	0.0%		100.0%	0.0%	100.0%	33.3%	66.7%	100.0%
Hispanic	0.0%	0.0%		N/A	N/A	N/A	N/A	N/A	N/A
Asian	0.0%	0.0%		0.0%	100.0%	100.0%	N/A	N/A	N/A
Multicultural	100.0%	0.0%		N/A	N/A	N/A	0.0%	100.0%	100.0%
Econ. Dis.	30.0%	70.0%		66.7%	33.3%	100.0%	38.5%	61.5%	100.0%

GCEC EOCT Data-11th Grade Economics

Subgroups	2012			2013			2014		
	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds	Meets	Exceeds	Meets & Exceeds
All	N/A	N/A	N/A	70.6%	29.4%	100.0%	54.5%	36.3%	90.9%
Black	N/A	N/A	N/A	71.4%	28.6%	100.0%	50.0%	37.5%	87.5%
White	N/A	N/A	N/A	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	0.0%	100.0%
Multicultural	N/A	N/A	N/A	0.0%	100.0%	100.0%	N/A	N/A	N/A
Econ. Dis.	N/A	N/A	N/A	64.3%	35.7%	100.0%	62.5%	37.5%	100.0%

The data indicates inconsistency in students' ability to exceed expectations in social studies. Project and performance based learning, with a focus on vocabulary and verbal/written expression may impact the percentage of students who are able to exceed expectations in science.

The 3-year, longitudinal data provides information of application and sustainability over time. From this data, a significant percentage of students in grades 7 and 8 expectations the reading and ELA skills on the Criterion Reference Competency Test (CRCT). In comparison, the high school End of Course Tests (EOCT) and the Georgia High School Writing Test (GHSWT), confirm the research that indicates that comprehension skills become more sophisticated in content specific tests and higher order literacy skills are needed in transference of understanding to the more challenging material. The reading areas tested in high school (9th grade literature and American literature) show a decrease in percentage sustainability. It is not enough for reading and writing instruction to focus solely on literature, as it does not promote the transfer of the skills into the context of the content-area materials. This may contribute to the percentage decreases evident in 9th grade literature and American literature EOCT.

The percentages exceeding expectations reveal that although the skills were present, instructional practices did not sustain the application of content related skills in terms of applying understanding (comprehension) to the increasingly more demanding literacy based content. When comprehension strategies are embedded in the content of subject-areas, instruction reinforces the skills and strategies that are effective in understanding the demands of the text.

Although 100% of seventh graders passed the Reading portion of the Criterion Referenced Competency Test, in comparison, the percentage of students who exceeded expectations in grade 7 was 8.3 % higher than the percentage of students who exceeded expectations in grade 8. The percentage of students exceeding in English language arts grade 7 was 11.6% higher than the percentage of students who exceeded expectations in grade 8. In the area of Science, the percentage of students in grade 7 exceeding expectations was 29.7% higher than the percentage of students exceeding expectations in grade 8. In Social studies, the percentage of students in grade 7 exceeding expectations was 60.4% higher than students exceeding expectations in grade 8. Although grade 8 students at GCEC are able to demonstrate their ability to meet expectations on the Grade 8 Writing Assessment, less than 2.5% have exceeded expectations during the past three years.

c. **Strengths and weaknesses based on prescribed assessments**

Georgia College Early College (GCEC) students continuously meet/exceed on standardized testing, with the exception of high school mathematics. However, GCEC students score lower in math on standardized testing compared to other subject areas. The GCEC faculty contributes low literacy skills to this deficiency in mathematics. Vocabulary acquisition, reading comprehension, written expression, and speaking with an academic audience are specific literacy areas that need improvement.

d. **Data for all teachers, including CTAE, Special Education, and media**

		Administrators	Support Personnel	Teachers
Positions		1	1	11
Personnel	**Full-time**	1	1	11
	Part-time	0	0	0
Gender	**Female**	1	1	4
	Male	0	0	7
Certificate Level	**Bachelor's**	0	0	4
	Master's	0	0	3
	Specialist	0	0	3
	Doctoral	1	0	1
Race/Ethnicity	**Black**	1	1	2
	Hispanic	0	0	0
	White	0	0	9
Years Experience	**<1**	0	0	2
	1-10	0	0	5
	11-20	0	1	2
	21-30	1	0	2
	>30	0	0	0

e. **Teacher Retention Data**

Georgia College Early College currently has eleven content teachers, one administrative assistant, and one principal. We do not have any ancillary teachers or other support staff. Of the eleven content teachers from the previous school year, six returned for the 2015 school year and five did not return which led to five new teachers were hired to fill the empty positions.

There are three teachers for the seventh grade, one each for Science, Social Studies, and Math. Each teacher also teaches one block of ELA/Writing/Reading on top of their main content courses. For the eighth grade, there is one teacher each for Math, Science, and ELA. The Georgia Studies content is shared by all three teachers.
There is one teacher for each content area for the high school: Literature, Social Studies, Math, Science, and Foreign Language.

Content	Number of Teachers 2014-2015
7th Math	1
7th Science	1
7th Social Studies	1
7th ELA	Shared amongst 7th grade
8th Math	1
8th Georgia Studies	Shared amongst 8th grade
8th Science	1
8th ELA	1
High School ELA	1
High School Math	1
High School Social Studies	1
High School Science	1
High School Foreign Language	1

f. Develop goals and objectives based on formative and summative assessment.

Goals	Objectives
• All students will receive relevant and rigorous instruction in literacy strategies across the curriculum. • All teachers will conference with students about their work and assist them in setting targets and establish	• The percent of students exceeding expectations on state mandated assessments will increase by 25 %. • Vocabulary acquisition and use will be an integral part of all content area instruction.

strategies for improvement. All students will use these strategies to move their work toward exceeding the standards. • All teachers will provide relevant reading and writing opportunities across the curriculum. • Teachers will implement project-based learning across the curriculum.	• Individual student-led conferences will be conducted with teachers on a monthly basis and receive specific learning targets and strategies to continue their growth in the area. • All students will use these strategies to increase the percentage of students exceeding on standardized assessments. • Teachers will provide opportunities for students to work with content specific vocabulary for understanding. • Students will produce relevant writing in all content areas. • Students will be able to identify text structures used in specific content areas, and use that to aid comprehension. • Students will be able to apply appropriate close reading strategies across the curriculum. • Student projects will include evidence of applications of reading, writing, and appropriate strategies.

g. Include additional district-prescribed data, such as universal screeners, formative and summative benchmark information as well as diagnostic literacy assessment.

Georgia College Early College uses a variety of additional district-prescribed data. Standardized benchmarks are given every other month. The middle school administers SRI. In the past, the high school has administered the SRI, but for the school year 2015, the test could not be afforded. Teachers also use constant formative assessments to gather data to aid in planning instruction. Summative assessments are implemented to show the encompassed state of learning. These assessments are standards-based and weighted as per district guidelines. The results are distributed via the State Longitudinal Data System.

h. Address teacher participation in professional learning communities or ongoing professional learning at school.

All teachers and administrators are constantly involved in professional learning on and off campus. Teachers attend seminars around the state, complete PLCs online, and collaborate with multiple professors at Georgia College.

Professional Learning	Faculty Attendance
STEAM Implementation	All Faculty (11 teachers and 1 administrator)
Paideai Model	All Faculty (11 teachers and 1 administrator)
SIP (School Improvement Plan)	All Faculty (11 teachers and 1 administrator)
Project Based Learning	All Faculty (11 teachers and 1 administrator)

Even though all GCEC faculty are participating in professional learning opportunities, more literacy focused PL opportunities are needed for teachers in all content areas.

Project Plan, Procedures, Goals, Objectives, and Support

a. Project goals directly related to the identified needs

Goals	
1	Within three years, 100% of GCEC Teachers will use the Paideia model of instruction at least 4 times a semester.
2	Within one year, 100% of GCEC Teachers will use relevant reading and/or writing strategies at least once a week.
3	Within three years, 100% of GCEC Teachers will conduct monthly peer observations through the use of the rounds model.
4	Within one year, 100% of GCEC Teachers will implement formative and summative data analysis to inform teachers' instructional practices.
5	Within five years, there will be an increase in Lexile levels, as measured by SRI, of all students to college level by the end of 10th grade.
6	Within three years, 100% of GCEC students will be required to give an individual presentation at least once a semester per content area.
7	Within three years, 75% of teachers will implement projects which involve the application of digital literacy (Weebly, Popplet, Prezi, etc.)
8	Within one year, the instructional facilitator will analyze the literacy needs of 100% of the GCEC students and assist teachers in the implementation of group and individual strategies.

b. Project objectives that relate to implementing the goals identified

Objectives	
1	All teachers will serve as literacy coaches for dual-enrolled students as they make real life application of the literacy instruction they received from grades 7-10.
2	The SRG will provide necessary technology and literacy materials to implement research based instruction in all content areas.
3	The SRG will provide professional learning opportunities to support faculty and staff in the use of technology, inquiry based instruction, research based literacy instruction, RTI procedures, and data analysis.
4	Teachers will meet on a quarterly basis to discuss school-wide progress of student literacy. This progress will be delivered to community stakeholders via quarterly

	meetings.
5	Administrator will conduct weekly observations to monitor the implementation of literacy based instruction.
6	Beginning second semester of the 2014-15 school year, teachers will use the Paideia model at least 2 times a semester.
7	Teachers will receive professional learning on the implementation of digital literacy in the classroom.
8	A literacy-centric RTI plan will be implemented to track student progress, provide support, and to encourage success.
9	The SRG will provide a book fund for college preparatory and college courses.
10	The SRG will allow for the quarterly usage of the Scholastic Reading Inventory in middle and high school.
11	Teachers foster environments which increase student speaking and listening abilities to ensure success with college-level seminars and other discussion-based courses.

c. Goals and objectives are measurable either formatively or summatively

Formative	Summative
Documentation of teachers actively participating in professional learning	Disaggregation of SLO and Milestones data by subgroups
Administrative monitoring of standard based instruction and strategies based on observations and walkthroughs	Writing test data
Weekly Formative Assessments (Concept Maps)	Overarching, multi-year, STEAM Capstone Project
Benchmark assessments	Program Completion Rate
Progress monitoring results	Percentage of college hours earned
Scholastic Reading Inventory	
Practice writing test	

d. Shows that students in high school receive 2-4 hours through the content areas
In GCEC, middle and high school students will receive 2-4 hours of content area literacy daily.

e. The application provides the RTI model.

GCEC Tiered Intervention Schedule

	Instructional Time	**Strategies**
Tier I	Full Instructional Time	Every student receives differentiated instruction.
Tier II	High School- occurs during after school tutoring and independent work sessions. Middle School- occurs during extended learning time and after school tutoring.	Instruction is adjusted by student self-evaluations via student-led conferences.
Tier III	High School- occurs during after school tutoring and independent work sessions. Middle School- occurs during extended learning time and after school tutoring.	In addition to student self-evaluation, teachers implement research based interventions.
Tier IV	These students are served at their home school.	

f. The application is inclusive of all teachers and students (where relevant) in the school
Teachers will participate in professional learning in addition to the implementation of research based strategies that promote student engagement. All students will have access to high quality instructional resources to help them improve literacy in all content areas. School administrators will monitor and provide professional feedback to teachers, as needed.

g. Considers practices already in place when determining goals and objectives
The following practices are in place at GCEC and are used to inform the goal and objective setting:
RTI, administrative walkthroughs/observations, professional learning, and the Leadership/Literacy Team formative and summative assessments.

h. Goals to be funded with other sources

Goals	Other Funding Sources
Professional Learning Communities	State staff development funds, in kind services of Georgia College College of Education, and annual funds from Georgia College.
Middle School SRI	Georgia College
Current Technology	Funded and maintained by Georgia College

i. Detail a sample schedule by grade level indicating a tiered instruction schedule with appropriate interventions

High School Sample Schedule

Grade	Block 1 (8:30-9:53)	Block 2 (9:58-11:21)	Block 3 (11:26-12:49)	Block 4 (1:29-2:50)
9th	Spanish I	9th Grade Lit	Coordinate Algebra	Physical Science
10th	American Literature	Analytic Geometry	Civics/Government	Spanish I
11th	Economics	Environmental Science	Advanced Algebra	College Course
12th	College Course	College Course	Environmental Science	College Course

Middle School Sample Schedule

Grade	Block I (8:30-9:36)	Block II (9:39-10:45)	Block III (10:48-11:54)	Block IV (12:38-1:44)	Block V (1:47-2:53)
7th	Ext. Learning: RELA	7th Grade Math	7th Grade Science	7th Grade Social Studies	7th Grade: RELA
8th	Ext. Learning: Math	8th Grade Science	8th Grade RELA	8th Grade Math	8th Grade Social Studies

Assessment/Data Analysis Plan

a. **List of school's current assessment protocol**

GCEC Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Milestone	**Outcome**	**Academic Content**	**1x/year in designated content area.**
SLO	**Progress Monitoring**	**Academic Content**	**2x/year in designated content area.**
COMPASS	**Dual Enrollment Entrance**	**Academic Content**	**Monthly until passing score is achieved.**
GHSWT	**Writing**	**Writing**	**11th Grade.**
ACT	**Dual Enrollment/ College Entrance**	**Academic Content**	**Until Passing score is achieved.**
SRI	**Reading**	**Reading**	**4x/year. (Middle School Only)**
Benchmarks	**Progress Monitoring/ Criterion Referencing**	**Academic Content**	**Minimum 2x/semester.**
Teacher-Made Formative and Summative Assessments	**Grades**	**Academic Content**	**As Needed**
USATestprep	**Formative Data/ Criterion Referencing**	**Academic Content**	**As Needed**

The assessments listed above allow teachers to create an atmosphere of continuous assessment. This information helps the teachers and students monitor growth and progress of student performance and set goals for future student achievement.

b. Comparison of current assessment protocol with the SRCL assessment plan

Currently, the GCEC Middle School utilizes the SRI exam, however the funds to afford the service for our High School were not available. This would be possible for implementation with the SRCL grant funds.

c. Brief narrative detailing how the new assessments will be implemented into the current assessment schedule.

The High School could easily administer the SRI at least three times annually during normally scheduled class time. Grant fund could be used to train faculty to administer the assessment, comprehend the results, and create a plan and strategy for how to implement the information that the scores relay.

d. Brief narrative detailing current assessments that might be discontinued as a result of the implementation of SRCL.

No standing assessment would be replaced or deleted as a result of SRCL implementation.

e. List of professional learning needs that teacher will need to implement any new assessments

In order to use SRI most effectively, teachers will need training. This necessitates training on Data Analysis to ensure that teachers are able to use effective instructional strategies based on SRI results.

f. Brief narrative of how data is presented to parents and stakeholders.

GCEC has parent meetings every month with parents being expected to attend. These meetings serve as both a forum for stakeholders to meet to discuss the state of the program and means for our administration to spread news concerning test data and important upcoming events.
Governance Board
BOE Meetings/Stakeholders

g. Description of how the data will be used to develop instructional strategies as well as determine material and need

GCEC uses leading and lagging data to develop instructional strategies. At the conclusion of each school year, the administrators and teachers disaggregate results from state mandated tests and compare these results with content benchmarks given throughout the year. The results from this meeting are used to create a data-driven learning environment and set goals for future academic achievement. Throughout the year, teachers use results from classroom assessments and benchmarks to gauge our progress toward the aforementioned goal.

GCEC would benefit from additional literacy-focused professional learning in area's such as increasing literary engagement, vocabulary instruction, content related and relevant literacy implementation.

h. A plan detailing who will perform the assessments and how the plan will be accomplished.

The entire GCEC family is involved with the administration of student assessments. The tests are delivered by highly qualified teachers and the results are thoroughly examined by teams of teachers associated to the particular student body in question to create and administer an appropriate plan of action.

Resources, Strategies, and Materials

a. **List of resources needed to implement the literacy plan, including those that factor student engagement**

- Mobile computer lab to include laptops with wireless capabilities and iPad minis to allow for completion of research, use of the blended classroom model, and online testing
- Formative and summative assessment materials (print and web-based)
- Materials and resources for effective professional development
- Stipends for teacher development and collaborative planning time on weekends and during the summer
- Funding for consultations
- Travel, lodging, and food expenses for conferences, workshops, and training
- Training on effective RTI strategies
- Materials and resources to implement RTI strategies
- Software to adequately monitor student performance in literacy
- E-textbooks and print materials to allow teachers to provide explicit literacy instruction in all content areas
- High interest, challenging, and relevant books, novels, etc.
- Copier, toner, ink, and paper (color & black/white)

b. **List of activities that support literacy intervention programs**
- Professional development in providing explicit literacy strategies in all content areas
- Professional development on developing and implementing interdisciplinary units
- Web-based assessment instrument to systematically assess and identify students' literacy strengths and weaknesses
- Formative and summative assessment tools to monitor students' progress and specific needs
- Protected instructional time to provide remediation and acceleration
- Incentives for achieving and mastering literacy goals

c. **List of shared resources available at each building**
- 40 iPad minis
- Novels
- Two copiers
- Printers
- Promethean boards
- Document cameras
- Science lab equipment

d. **General list of library resources or a description of the library as equipped**
- Fiction and nonfiction books

- National Geographic magazines
- References books

e. **List of activities that support classroom practices**
   - Monthly horizontal data analysis
   - Quarterly vertical meetings
   - Units aligned with CCGPS and GA Department of Education frameworks
   - Thinking Maps
   - Math in the Fast Lane
   - Paideia Seminar
   - Promethean boards
   - Documents cameras
   - Use of Schoology to allowed for blended classrooms
   - Professional learning for faculty and staff that support STEAM initiatives
   - Use of best practices in direct instruction

f. **List of additional strategies needed to support student success**
   - Remediation and acceleration opportunities provided during the summer to promote and support literacy
   - Professional development to support teachers' implementation of writing across the curriculum
   - Literacy strategies
   - Research-based instructional strategies

g. **General list of current classroom resources for each classroom in the school**
   - Wireless internet
   - Promethean board
   - Document camera
   - Printer
   - Thinking Maps

h. **Clear alignment plan for SRCL and all other funding**

Area	Strategies	Funding
Professional Learning	- Training on how to use Galileo, Radiolab, NPR, and Podcasts - Helping students think critically, including at a metaphysical level - Instruction to teach students to - express academic knowledge with	SRCL, Georgia College Wing Account

	their own words both verbally and in writing ○ collaborate using textual evidence in all content areas ○ understand how all contents are interrelated ○ view and embrace learning as a natural process	
Classroom Resources	• Access to print and digital texts • Use of differentiated instruction to reach all learners at their level • Implementation of standard-based learning to provide engaging and rigorous instruction • Use of available technology to implement reading and writing across the curriculum	SRCL, Georgia College Wing Account
Technology	• e-textbooks • blended classrooms • web quests • teacher and student access to engaging and thought-provoking textual resources (philosophical, fictional, nonfictional) for all content areas • direct student access to technical devices for research, podcasts, etc.	SRCL, Georgia College Wing Account

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

RTI	Student Engagement	Instructional Practices	Writing
Software and resources to implement intervention strategies	Formative and summative assessments to gauge students' mastery	Data analysis to inform instructional practices	Resources to support research and critical thinking
Scholastic Reading Inventory (SRI)	Support scaffolding of instruction	Use of promethean board and document cameras to utilize online resources	Resources to provide exposure to and use of content-specific vocabulary
	Allow access to e-textbooks, podcasts, and web quests		

Professional Learning Strategies

Professional Learning During the Last Year (Rubric a)	% of Staff Attended (Rubric b)
• School Improvement Plan • STEM • Thinking Maps	100% (11/11) 100% (11/11) 100% (11/11)

On-going Professional Learning (Rubric c)	% of Staff Attended (Rubric b)
• School Improvement Plan • STEAM • Paideia Model • Math in the Fast Lane • STEM Teacher Academy • 5 E's Inquiry Model	100% (11/11) 100% (11/11) 100% (11/11) 27.3% (3/11) 18.2% (2/11) 100% (11/11)

PL Needs Identified in the Needs Assessment (Rubric d)
• School Literacy Team • New Vocabulary Acquisition and Writing Skill Development • Professional Learning of Literacy Strategies • Use of technological and physical textual resources to facilitate student literacy • Horizontal and Vertical Planning • Part-time Instructional Facilitator

Determining the Effectiveness of Professional Learning (Rubric e)

Literacy surveys were used to determine professional development. Specifically, the Literacy Team analyzed the results from the survey and determined the needs that were addressed by the faculty.

Needs-Assessment Based Future Professional Learning

Needed (Rubric f)	Methods of Measurement (Rubric g)
STEAM (Vertical & Horizontal Planning)	• Capstone • Science Fair • Technology Fair
Paideia	• Teacher Observation • Student Self-assessments
Vocabulary Acquisition & Writing Strategies	• Formative & Summative Assessment • SRI • Standardized Testing
School Improvement Plan	• Standardized Data • SRI Data • Benchmark Testing
Math in the Fast Lane	• Teacher Observation • Student and Teacher Feedback • Formative & Summative Assessments

Sustainability Plan

The GCEC program benefits from its location on the GCSU campus with provisions of support in curriculum, facilities, and opportunities of enrichment that are readily accessible due to GCEC's location. The resources of the GCSU faculty have supported efforts in program evaluation, student enrichment classes, and financial support of those teachers seeking continued professional growth. In return, GCEC classrooms are utilized for student-teacher experiences, research, lesson study protocol (college students plan, present, observe students' respond to the lesson, and revise to reteach the same group) and graduate assistant employment.

As far as sustaining principles and practices from the SRG, GCEC will continue to implement best practices gained from participating in professional learning communities. Administrators and teachers will work collaboratively to become experts on information and strategies gleaned from their participation in the professional learning communities. Teachers will also continue to implement classroom formative and summative assessments. Teachers will continue to utilize strategies from the Formative Instructional Practices (FIP), which is of no cost to the district. Scholastic Reading Inventory (SRI) and USA TestPrep will be used as an instrument for literacy data during the grant, and GCEC will continue using SRI and USA TestPrep after the grant expires.

GCEC has several partnerships already in place. Our collaboration with Georgia College has multiple facets corresponding with literacy such as the Smith House, Health Sciences (Theater), Creative Writing, and the graduate and undergraduate programs through the School of Education. GCEC will continue working with Communities in Schools as a resource for our students. Lastly, the general fund will be utilized as necessary to sustain instructional practices and assessments implemented with the Striving Readers Grant.

Teachers will continue to use data and researched-based methods to drive instruction. Professional Learning will be implemented weekly to continue planning both vertically and horizontally so that our students' growth is measured short and long term. Professional Learning that addresses instructional strategies that coincides with STEAM, including Paideia, will continue for both new and existing teachers. Teachers will document high quality assessments via weekly and unit lesson plans, and students' work will be used as evidence and as a learning tool for all faculty.

Print materials will be replaced as needed through the general fund. Also, students will be responsible for lost and damaged print materials. Digital textbooks that will be implemented in lieu of unavailable print materials will continue to be used after the completion of the Striving Readers Grant. Any new technologies bought through the usage of the SRG, tablets and/or computers, will be maintained through our relationship with Georgia College's Serve (Georgia College's campus technology help center).

Budget Summary

Georgia College Early College is committed to using the Literacy Plan to further the professional learning needs of the teachers and administration of the program. First, the Georgia College Early College Literacy team has unanimously decided that the program needs a part-time literacy instructional facilitator to aid in the implementation of the strategies and resources that will be gained through the usage of the SRG. The facilitator will serve as the expert for literacy professional learning strategies, who will then distribute the strategies during professional learning times for the teachers. One of our uses for the SRG funds will be to hold professional learning during summer break and on Saturdays to allow teachers an additional day during the week to focus on the creation of lesson plans to implement the literacy strategies. Additionally, funds will be used to allow the creation of vertical and horizontally integrated lesson plans as a continuation of the STEAM model. The Georgia College Early College Literacy Team has agreed that two of the major academic issues the students struggle with are vocabulary acquisition and verbal/written expression. The SRG will allow for the passing of strategies related to these two important areas to the instructional facilitator vertically to the faculty of Georgia College Early College. The SRG will allow the program to continue its usage of the Paideia model, which provides a literacy method of combining literacy analysis and verbal expression by student led discussions. Because the SRG will provide for the usage of SRI scores from middle to high school, there will also be a need for professional learning on how to analyze and create individual and group literacy strategies for the students based on the standardized score results.

The Georgia College Early College literacy team has also noted the importance of technology in the 21st century classroom. Students of this day and age have had access to computers and other smart devices since an early childhood age. As a result of these circumstances, the literacy team has first determined the need for a mobile computer lab. This mobile computer lab would consist of 20 laptops. These laptops would be primarily used for the implementation of online tests, USA Test Prep, research assignments through Galileo, and paper writing. In order to fully utilize the potential of the laptops, Georgia College Early College will also need to purchase software including Microsoft Office, USA Test Prep, online textbooks, educational apps, and the Scholastic Reading Inventory. In addition to the purchasing of laptops, the SRG will also allow GCEC to purchase an additional 20 iPad minis which will allow for the usage of USA Test Prep, research assignments, and the use of Schoology for an additional class set.

In addition to technological resources, the Georgia College Early College team has agreed on the necessity of non-technological resources for the implementation of effective reading strategies. Prior to the SRG, students have primarily had to purchase their own novels for use in their literature classes. The SRG would allow for the purchasing of multiple class sets of novels for usage in 7th, 8th, 9th, and 10th grade literature classes. In order to better prepare students for research papers in college, the high school section of the literacy team has agreed on the importance of the purchasing a class set each year of the "St. Martin's Handbook", which is a complete style guide for modern writing. The SRG will also allow for the purchase of additional textbooks,

especially in Mathematics where there is the greatest need for improvement in literacy. The SRG will also provide for toner, paper, and ink for the Georgia College Early College copier in order to more readily use classroom and individual sets of documents for annotation, STEAM, research, and Paideia.