School Profile

Created Wednesday, December 11, 2013

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School Information

School Information	District Name:	Wilkes
School Information	School or Center Name:	Washington Wilkes Comprehensive High School

Level of School

High (9-12)

Principal

Principal | Name:	Mark Ward
Principal | Position:	Principal
Principal | Phone:	706-678-2426
Principal | Email:	wardm@wilkes.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Lisa Isham
School contact information | Position:	Curriculum Director
School contact information | Phone:	706-678-2718
School contact information | Email:	ishaml@wilkes.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

34

FTE Enrollment

463

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: _____ Dr. Rosemary W. Caddell _____

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

Address: _____ 313-A North Alexander Avenue _____

City: _____ Washington   Georgia _____   Zip: _____ 30673 _____

Telephone: (706) 678-2718 _____ Fax: (706) 678-3799 _____

E-mail: _____ caddellr@wilkes.k12.ga.us _____

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

Dr. Rosemary W. Caddell   Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____ December 11, 2013 _____
Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

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

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

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

         1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

         1. The names of all Subject Individuals who:

             a. Participated in preparation of proposals for award; or

             b. Are planned to be used during performance; or

             c. Are used during performance; and

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

         1. The award; or

         2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III.   **Incorporation of Clauses**

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

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

  Dr. Rosemary W. Caddell   Superintendent
Typed Name of Fiscal Agency Head and Position Title

  December 11, 2013
Date

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

  Dr. Rosemary W. Caddell   Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

  December 11, 2013
Date

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

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

_____
Date (if applicable)

The Wilkes County School System is a small, rural system located in Washington, Georgia. The system serves families in Washington, Tignall, and Rayle, and several small, unincorporated rural communities. The county has one of the largest land areas in the state, 474 square miles, but has a small, rural population. There are 10,593 people in the county. Our community has a very high poverty rate with the median income at $28, 866.   The unemployment rate is 11.3%.   Twenty-five percent of the households have single heads of household. Twenty eight percent of the persons above age 25 are non-high school graduates. The community is located between Athens and Augusta, GA- about 45 minutes from each. Although this location makes it easier for our teachers to pursue higher learning, many of our students do not benefit from the proximity to these locales due to economic circumstances. The economic downturn over the last several years has caused the closing of several vital industries in our community. Enrollment in our system is down somewhat due to the lack of viable employment in our area. Likewise, the percentage of students qualifying for free or reduced lunch has risen to an all time high of 93.75% Many of our students enter school with literacy deficiencies due to a lack of literacy materials in their homes. Many also have poor vocabulary and language skills and limited background knowledge due to lack of exposure and experiences.

System Demographics

The Wilkes County School System has four schools and serves approximately 1660 students.   Washington-Wilkes Primary (K-3), Washington-Wilkes Elementary (Pre-K, 4-5), Washington-Wilkes Middle (6-8) and Washington-Wilkes Comprehensive High School (9-12). The population is mostly an equal mix of black (51%) and white (40%) students with a very small population of Hispanic (5%) or other ethnic groups. Almost 75% of our students qualify for free or reduced lunch. Wilkes County schools participate in the Title I program. Children in the Primary, Elementary, and Middle Schools (grades K-8) are served in a school-wide Title I setting.

Current Priorities

The mission of the Wilkes County School System is to increase student achievement and provide the necessary support for all students to graduate and flourish in a technological world. Our vision is to achieve "Excellence without Exception".

We believe that:

- Discipline is essential to learning.
- Caring, effective, and highly qualified personnel are essential.
- Technology literacy is vital for all learners.
- High academic performance standards stimulate the development of productive citizens.
- A safe, clean, and orderly environment promotes learning.
- Education is essential for a democracy.
- Positive community support and participation are necessary to provide a comprehensive education.
- Effective communication is essential among students, administrators, teachers, parents, Board of Education, and community.
- Cooperation and teamwork are necessary to the learning process.

Our ultimate goal is for all students to graduate from high school "College and Career Ready ".

We are charged with providing them with the skills necessary to be successful. In order to do so,

our current priorities include:

- Implement the CCGPS, including literacy standards for content areas
- Increase number of meets/exceeds on state required tests (CRCT/EOCT) especially SpEd students
- Increase number of students passing and exceeding writing assessments (3,5,8,11)
- Increase the graduation rate
- Increase technology implementation in the classroom

Strategic Planning

The system has a team, the District Change Team (DCT) that is responsible for school

improvement planning. This team works to revise the vision or mission statement as needed, identify

goals and check progress toward those goals. Everything going on in the system is to be aligned with

the mission and goals. The principals are expected to convey the vision, purpose and goals to their

schools. Principals work with their Leadership or Better Seeking Teams to analyze data and work on

progress toward goals. The DCT revises the school improvement plan each year by identifying

achievement gaps or areas that need to be addressed. Each school team does the same with its school

improvement plan. The system improvement plan guides our professional learning and budget

planning for the year.

Current Management Structure

Dr. Rosemary Caddell has been superintendent of Wilkes County Schools for five years. She has worked in the system for 24 years, serving as an Elementary teacher and principal prior to becoming superintendent. She knows the district well and provides excellent leadership. District Leadership also includes a Director of Curriculum and Instruction, a Director of Student Services, a Director of Instructional Technology.

Each school is led by a principal and an assistant principal, with the exception of the elementary school, which does not have an assistant principal. Two instructional coaches help support the primary, elementary and middle schools. System leadership works as a team to make decisions, share and align resources, and create a focus on student achievement.

Past Instructional Initiatives

Past instructional initiatives for our system include:

- Reading First Grant (K-3
- E-Math (3-5)
- Math/Science Partnership (6-12)
- Learning Focused Schools (K-12)
- Georgia Performance Standards/Standards Based Classrooms (K-12)
- Technology Integration
- Least Restrictive Environment and Co-Teaching

Literacy Curriculum

The literacy curriculum utilized in grades K-12 is the English Language Arts Common Core Georgia Performance Standards. These standards include foundational literacy skills for early learners (concepts of print, phonological awareness and phonics), fluency, vocabulary, comprehension, writing and conventions. Resources available for teachers to use to implement these standards include basal readers and leveled readers, novels, nonfiction texts and trade books.

Literacy Assessments

Literacy assessments used in the system include:

- Georgia Kindergarten Inventory of Developing Skills (GKIDS, K)
- Cognitive Abilities Test(CogAT, Grade 1)
- AIMSWeb (K-8)
- Georgia Alternate Assessment (GAA, Grades 3-12)
- Georgia Writing Assessments (Grades 3,5,8 & 11)
- Iowa Test of Basic Skills (ITBS, Grades 3,5,8)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT,K-12 EL)
- Assessing Comprehension and communication in English State-to State (ACCESS, K-12 EL)
- Georgia Criterion Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, Grades 9-12)
- PSAT,SAT 9-12)
- Advanced Placement Exams (9-12)

Need for a Striving Reader Project

The Wilkes County School system has a history of meeting AYP targets and performing well on state tests. Despite our performance, we still have areas of concern. Many of our students live in poverty and have little access to literacy materials and technology resources. Our graduation rate has decreased with the new cohort calculation due to the fact that many of our students need more than 4 years to meet graduation requirements. Our retention rate for ninth grade students is a concern, and as a small system, we all take responsibility. We have much room for improvement in certain areas in order to better prepare our students for high school and to ensure that they are college and career ready. A system wide focus on literacy is necessary in order to help us meet ever increasing expectations and prepare our student for the world beyond us.

After working with school literacy teams to identify needs, the following goals have been established for our system.

- Goal 1: Create a Culture Focused on Literacy
- Goal 2: Utilize a System of Assessments to Drive Instruction
- Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students
- Goal 4: Providing On-Going Professional Learning Focused on Literacy

Working toward these goals will improve literacy instruction and overall student achievement. The Striving Reader Comprehensive Literacy Grant would help us achieve our goals and greatly impact our community.

District Management Plan and Key Personnel

Lisa Isham, the Director of Curriculum and Instruction, will be the SRCL administrator at the district office. She has been at the district office for 5 years and has experience with managing a Reading First grant in the past. Mrs. Isham oversees curriculum and instruction, testing, professional learning and Title II-A. She is also involved with the development and monitoring of the Consolidated Application and the System Improvement Plan.

SRCL Project Title	Person Responsible & Title	Supervisor
SRCL District Project Administrator	Lisa Isham Director of Curriculum & Instruction	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Primary School Project Coordinator	Florence Sandifer Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Elementary School Project Coordinator	Angela McGill, Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Middle School Project Coordinator	Deleki Lee, Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Comprehensive High School Project Coordinator	Mark Ward, Principal	Dr. Rosemary Caddell, Superintendent

Each school principal will be responsible for overseeing the grant at his/her school. Project coordinators and District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the SRCL District Project Administrator and the Superintendent. Our established procedures for internal control for federal programs will be followed.

All project coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Leadership Team.

SRCL goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

The Wilkes County School system is very experienced in grant implementation and has a record of sound fiscal management. The Georgia Department of Audits conducts an audit of the system's financial records annually. During the FY12 audit, Wilkes County was issued a finding to the Title I Grants to LEAs program that it failed to implement internal control procedures over the distribution of salaries for employees working on multiple federal programs. This finding was corrected with the remission of a check in the amount of $221.76.

The system has a procedure for internal controls that is strictly enforced. All purchases are pre-approved with a purchase order prior to any purchases, expenses incurred or contractual agreements being made. Approved requests must supplement and not supplant, must align with grant guidelines and school improvement plans, and must be allowable expenditures for the respective program or grant.

The Wilkes County school system is experienced in coordinating funds from different sources in order to implement an overall plan that will benefit all students in the system.

Previous Initiatives Funded

	Project Title	**Funding Received**	**Is there audit?**	**Audit results**
Schools				
WWPS WWES	Competitive E-Math Grant FY05-FY06	$255,612.	yes	Clear
WWPS WWES	Competitive Ed-Tech Math Grant FY07	$39,492.	yes	Clear
WWMS WWCHS	Competitive Math & Science Partnership Grant FY07	$109,845.	yes	Clear
WWPS	Reading First FY07&FY08&FY09	$790,793.	yes	Clear
WWPS WWES WWMS WWCHS	21st CCLC FY10-FY13	$1,550,000.	yes	Clear

System Coordination of Funds for FY14

FY14	Title I Funds (before carryover)	Title II Part A Funds	Title VI Part B Funds
LEA			
Washington-Wilkes Primary School	$305,796. for teachers	$96,106. for Class Size Reduction teachers	
Washington-Wilkes Elementary School	$105,490. for teachers		
Washington-Wilkes Middle School	$105,814. for teachers $81,002. for Instructional Coach		
Washington-Wilkes High School			$1,634. for Student Agendas for Parent Involvement support $2,125. for student workbooks for Math for Coordinate Algebra

Washington-Wilkes Comprehensive High School

History

Washington-Wilkes Comprehensive High School (WWCHS) serves 454 students in Wilkes County. The demographic make-up of the student population is 48% African-American, 44% Caucasian, 5.5% Hispanic, 1.7% Mulit-racial, and .8% Asian. In 2012, the graduation rate was 61.8%.

Administration and Leadership

WWCHS is committed to improving student achievement. We recognize the importance of collaboration; therefore, administrators, faculty, and staff work together with stakeholders for continuous school improvement. Department chairpersons coordinate activities such as the management of physical resources and collaboration among teachers within the department. Each department is given an amount in the budget and it is up to the teachers and department head to make wise judgments in how that money is spent. Each department head serves as a vital part of the WWCHS Leadership Team. The Leadership Team keeps a steady hand on the heartbeat of his/her department, seeks out concerns from their department, and brings concerns and important information from the teachers to the leadership team meetings. It is a goal for individuals to be heard by their department head, and for the department head to convey what is heard to the leadership team. This insures that all faculty and staff have a voice in the decisions made at WWCHS.

Past Instructional Initiatives

Writing Across the Curriculum (WAC) and Reading Across the Curriculum (RAC) – Teachers made it routine for students to consistently read articles and write about what they read.	**Graduation Coaching** – Students at risk were monitored to ensure a successful path to graduation.

Current Instructional Initiatives

Common Core Georgia Performance Standards – Staff is involved in extensive rollout of CCGPS and have participated in training sessions at CSRA RESA.	**At-Risk Freshmen –** Students who do not do well as freshmen are assigned to a specific advisor who has a heart for at-risk students and who has been very successful in motivating these students.
Math with Support – Low performing math students are assigned to a year-long math class as 9th and 10th graders in an effort to improve their math skills.	**21st Century and departmental tutoring before and after school** – Students may voluntarily participate in tutoring before and after school in all content areas.

Remediation software – Students are provided an opportunity in study skills to participate in ongoing content remediation and enrichment for standardized test preparation. An SAT prep class is offered. USA TestPrep and other software are used to help prepare for standardized tests.	**Learning Focused Schools** – Teachers use strategies outlined in the LFS system.
Career, Technical, and Agriculture Education (CTAE) pathways are emphasized – Beginning with 8th graders we expect students to pick a pathway concentration. Students complete a pathway and are assessed with end-of-pathway examinations.	**AP and Honors –** An honors curriculum is available to students and includes advanced courses in all content areas.
Dual High School and College Enrollment – Students who meet specific criteria may jointly enroll in high school and college courses.	**Literacy Design Collaborative –** Four teachers (one in each content area) are attending four days of training to design a literacy module in their content area. They will share and redeliver to other teachers in their content area.

Professional Learning Needs

Professional Learning Needs – Faculty needs professional learning in:
- Literacy strategies in all areas   - Focused literacy interventions   - Screening students to determine Lexile levels and how to use that information for literacy improvement in their classrooms   - How to write and implement units to improve literacy in all content areas

Need For Striving Readers Project

At WWCHS, we believe in Excellence without Exception, and we have high expectations for every student. Research shows that literacy is a strong indicator of student success. If we want our students to have a chance of success then we must provide them an opportunity to increase their literacy skills every day in every classroom. Our resources are limited due to lack of finances. Our teachers work hard to increase rigor and relevance in the classrooms of WWCHS. We do not allow the challenges of poverty and being a rural school to change our belief that everyone will be excellent, without exception. We do look for and ask for help. We believe all students will benefit from an intense literacy curriculum with strategies prescribed to help them. Through the *Striving Reader Comprehensive Literacy Grant,* WWCHS will have the necessary funding to implement a project that will help increase each student's level of literacy and in turn increase their productivity as a citizen.

Building Block 1. Engaged Leadership

Research in Action—"The Why"

According to the Georgia Literacy Task Force, leadership is a "key piece in virtually every literacy initiative undertaken at any level in education" (p. 156, Why). The administrators at Washington-Wilkes Comprehensive High School understand the importance of literacy skills for their students. They are committed to creating a school culture that supports literacy and incorporates reading and writing into all content areas.

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Best Practices in Place	Best Practices to be Implemented
➢ Participates in CCGPS trainings and webinars to learn about transition to the CCGPS ➢ Conducts observations and walk-throughs to monitor instructional practices ➢ TKES walkthroughs and evaluations	➢ Participate in professional learning in literacy leadership in order to support classroom instruction ➢ Schedule observations to monitor use of literacy strategies, student engagement and learning and consistent use of effective instructional practices

B. Action: Organize a Literacy Leadership Team

Best Practices in Place	Best Practices to be Implemented
➢ Holds regular Leadership team meetings to discuss school improvement goals ➢ Analyzes data and discusses with teachers ➢ Focuses on student achievement	➢ Establish a Literacy Team that will be comprised of representatives from each content area, including electives ➢ Create a shared literacy vision for the school that aligns with the state literacy plan ➢ Use technology resources and social media to involve parents and community members in literacy efforts ➢ Provide teachers with specific tools, suggestions and tasks for use in their subject area that addresses literacy deficits

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

Best Practices in Place	Best Practices to be Implemented
➢ Provides opportunities for content area teams to meet ➢ Schedules for maximum instructional time during the school day	➢ Provide time for collaborative planning teams within and across the curriculum ➢ Establish protocols for team meetings, including looking at student work ➢ Build time into schedules for interventions for those students is Tiers 2 and 3 ➢ Plan for the delivery of two to four hours of

	literacy instruction across language arts and in content area classrooms
	➢ Share common assessment tools and literacy strategies created by the literacy team

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

Best Practices in Place	Best Practices to be Implemented
➢ Received training on Common Core Literacy Standards for Content Areas ➢ Sent team of teachers to Literacy Design Collaborative to be trained and redeliver ➢ Surveyed faculty and staff to view their perception of literacy and current practices regarding literacy instruction	➢ Make literacy a focus ➢ Plan for targeted, sustained professional learning for the staff on literacy strategies ➢ Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

E. Action: Optimize literacy instruction across all content areas

Best Practices in Place	Best Practices to be Implemented
➢ Utilize writing in many courses ➢ Implement teaching strategies and learning units designed to develop critical reading and thinking skills ➢ Require more nonfiction and informative texts	➢ Create a plan to integrate literacy in all subjects as articulated in CCGPS ➢ Identify research-based strategies and appropriate resources to support student learning of the CCGPS ➢ Train teachers in the use of Lexiles and text complexity (SRI) ➢ Train teachers on incorporation of writing into content areas (all different types) ➢ Purchase technology hardware and software to support literacy instruction ➢ Identify or develop common rubrics and tasks that are aligned with CCGPS to set clear expectations and goals for performance ➢ Increase rigor of reading tasks throughout different subject areas ➢ Require writing as an integral part of every class

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

Best Practices in Place	Best Practices to be Implemented
➢ Celebrate successes publicly through traditional and online media ➢ Supported by community and civic groups through clubs, booster organizations and other partnerships ➢ Holds meeting of school council and CTAE	➢ Utilize technology resources and social media to communicate and promote the goals of literacy to stakeholders and the community ➢ Continue to celebrate academic successes publicly through traditional and online media ➢ Survey higher education instructors to

advisory council	determine needs of college-ready students in literacy and inform all stakeholders
	➢ Invite professionals in the community to talk about the importance of strong literacy skills in the workplace
	➢ Recognize and promote the various types of literacy already being practiced in our school population

Building Block 2: Continuity of Instruction

Research in Action—"The Why"

For any literacy initiative to be successful, it is essential that literacy be emphasized consistently across all grades, subject areas, and settings, including the community. *Reading Next* suggested that schools "coordinate assignments and reading with out-of-school organizations and the community" (pg. 51, The Why). The need for consistency in literacy instruction across content areas has also been identified with the implementation of the Common Core Georgia Performance Standards (CCGPS). According to the Georgia Literacy Task Force, these standards have made the integration of literacy more explicit. These standards recognize that different and specific reading and writing skills are required across the various content areas. (pg. 48, The Why)

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

Best Practices in Place	Best Practices to be Implemented
➢ Sent a team to Literacy Design Collaborative training ➢ Worked as department teams to align instructional units with CCGPS ➢ Worked as teams to refine learning units for each course based on data	➢ Establish an expectation of shared responsibility for literacy across the curriculum ➢ Establish cross-disciplinary teams for literacy instruction ➢ Provide time for team meetings ➢ Establish protocol for team meetings ➢ Encourage collaboration among team members ➢ Encourage and provide time for peer observations

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

Best Practices in Place	Best Practices to be Implemented
➢ Provided minimal Professional Learning on CCGPS Literacy Standards ➢ Provide opportunities for students to write, speak, and listen in all classes	➢ Expand opportunities for students to write, speak and listen ➢ Use technology resources to expand the students' options to write, speak and listen ➢ Integrate appropriate comprehension strategies into all subject areas ➢ Identify and plan direct, explicit instructional strategies to teach text structure, vocabulary, and background knowledge

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

Best Practices in Place	Best Practices to be Implemented
➢ Coordinate with 21st Century Community Learning Centers grant to support student	➢ Establish more creative ways to use technology for communication with

achievement ➤ Collaborates with Civic organizations for various activities ➤ Utilize technology to communicate between school and stakeholders	community/stakeholders (blogs, social media, etc) ➤ Conduct parent surveys to identify literacy needs ➤ Refer family members in need of literacy instruction and English language services to the local sources of assistance ➤ Create a list of literacy supports to distribute within the school and throughout the community ➤ Develop a Community Literacy Team ➤ Share literacy plan with community leaders and community organizations ➤ Host literacy night for families and community members ➤ Encourage student participation in community writing contests ➤ Encourage student participation in out-of-school programs that emphasize literacy

Building Block 3. Ongoing formative and summative assessments

Research in Action—"The Why"

According to Dr. Richard Stiggins (2007), "The principle assessment challenge that we face in schools today is to ensure the sound assessment practices permeate every classroom—that assessments are used to benefit pupils" (pg. 95, The Why). Schools need to ensure that a variety of assessment tools are in place to measure student growth and plan instruction that meets students' needs. Many researchers have note that, "Having the 'right' assessments in place is only one element of an effective literacy assessment plan" (pg. 96, The Why). It is important for teachers to have access and time to analyze assessment results and collaboratively make instructional decisions based on these results. Teachers need to have a process of improvement that is on ongoing and focused on data.

Work needs to be done to improve the assessment process. The Georgia Literacy Task Force noted that both summative and formative assessments are needed in effective reading and writing instruction (pg.97, "The Why"). Teachers need more professional learning on formative assessments and using data to drive instructional decisions. Time should be designated for data teams to analyze data and examine student work.

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

Best Practices in Place	Best Practices to be Implemented
➢ Analyze summative assessment data in department level teams ➢ Administer common assessments in some areas	➢ Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students ➢ Ensure that teachers understand the purpose for and use of formative assessment ➢ Use screening, progress monitoring and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for RTI ➢ Analyze student data in teams to develop and adjust instructional plans ➢ Identify and purchase assessment and intervention materials or software aligned with students' needs ➢ Update technology infrastructure to support assessment administration and dissemination of results ➢ Update hardware and software to provide more access to technology ➢ Create a data collection plan for sharing, analyzing and disseminating assessment results

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

Best Practices in Place	Best Practices to be Implemented
➢ Administer course pre-tests for screener ➢ Utilize 8th grade summative assessment data for upcoming 9th graders	➢ Identify literacy skills needed to master CCGPS in each content area ➢ Implement a comprehensive screener ➢ Provide and utilize professional learning in analyzing data so teachers understand text complexity and its relationship to student reading level ➢ Purchase technology infrastructure to support use of assessment data ➢ Select a person to be responsible for ongoing scheduling and monitoring the implementation of school-wide formative assessments ➢ Make data-driven budget decisions aligned with literacy priority ➢ Analyze student data in teacher teams to develop and adjust instructional plans ➢ Develop a formal formative assessment calendar designating persons responsible

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

Best Practices in Place	Best Practices to be Implemented
➢ Utilize pre-tests for courses as screener, but have no diagnostics at this point	➢ Administer a universal screener for literacy (SRI) ➢ Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessments ➢ Identify and purchase diagnostic tools and intervention tools to meet the needs of students ➢ Identify and develop interventions that are based on diagnostic assessment results ➢ Upgrade, purchase, and utilize technology to differentiate learning within content areas ➢ Utilize technology to share relevant student progress with all stakeholders

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

Best Practices in Place	Best Practices to be Implemented
➢ Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement o EOCT, GHSWT, GAA, CRCT (for upcoming 9th graders) ➢ Adjust schedules, as needed, to make sure students are placed in appropriate programs	➢ Develop and apply protocols for analyzing student work ➢ Analyze data and adjust curricular needs and professional learning for literacy plan ➢ Identify and/or develop common mid-course assessments used to measure student progress ➢ Include specific times on school calendar for analyzing school data ➢ Analyze assessment data to identify teachers who need support ➢ Disaggregate data to ensure progress of subgroups ➢ Focus collaborative team meetings on changes that can be made to improve the instructional program for all student ➢ Evaluate the capacity of technology infrastructure to support test administration and disseminate results ➢ Purchase technology needed to improve assessment processes (administration, data sharing/dissemination)

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

Best Practices in Place	Best Practices to be Implemented
➢ Analyze summative assessment data in isolation ➢ Utilize data to make program decisions by the Leadership team	➢ Adopt and utilize protocols for analyzing data to make instructional decisions for all learners ➢ Train teachers to use the adopted decision-making protocol ➢ Implement all protocols with fidelity through proper professional learning ➢ Schedule collaborative planning time for data meetings

Building Block 4. Best Practices in Literacy Instruction

Research in Action—"The Why"

Effective communication is essential for students to be successful both in the classroom and in 21st century workplaces. According to "The Why" document, teachers should focus instruction on seven main reading comprehension strategies (visualizing, questioning, making connections, predicting, inferring, determining importance, synthesizing/creating) referred to as The Seven Habits of an Effective Reader. These strategies must be taught and utilized in an orchestrated manner, and not in isolation, to help students learn to self-monitor as they read (pg, 41, The Why). Teachers should also model these strategies to help students become more efficient at using them (pg. 52, The Why). A strong writing program is also a crucial component of effective literacy instruction (pg. 45, The Why). *Writing to Read* made three recommendations concerning writing instruction: have students write about what they read, teach writing skills and process that are used in creating text, and increase the amount that students write. These have been found to be more effective than other traditional methods of teaching reading (pg. 45-46, The Why). *Reading Next* highlighted the importance of motivating students. It recommends that students have some level of autonomy in their reading and writing. Schools also need to emphasize the relevancy of what students read and learn (pg. 51, The Why). Teachers should also consider should also consider the use of technology in increasing student motivation.

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

Best Practices in Place	Best Practices to be Implemented

➢ Implement the CCGPS for ELA
➢ Provided limited training on implementation of the CCGPS Literacy standards for
	➢ Implement the CCGPS including literacy standards in all content areas
	➢ Identify and purchase all necessary supplies for literacy instruction
	➢ Plan and deliver professional learning opportunities for all staff that provide research-based, best practices for literacy instruction, including The Seven Habits of an Effective Reader and differentiated instruction
	➢ Provide professional learning on the tenets of explicit instruction:
	  • Use of data to inform instructional decisions and explicit teaching
	  • Selection of appropriate text for strategy instruction
	  • Telling students specific strategies to be learned and why
	  • Modeling of how strategies are used
	  • Guided and independent practice with feedback

	• Discussion of when and where strategies are to be applied
	➢ Schedule time for collaborative planning across grades and departments to ensure continuity of literacy instruction
	➢ Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways
	➢ Review teacher and student data to improve instruction
	➢ Share effective differentiated lessons and strategies in teacher team meetings
	➢ Provide instructional and assessment accommodations/adaptations for English Language Learners according to their English proficiency levels

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

Best Practices in Place	Best Practices to be Implemented
➢ Implemented focus on writing across the curriculum and reading across the curriculum based on the new CCGPS literacy standards ➢ Included writing assignments for students to demonstrate their understanding ➢ Included performance tasks that allow student to demonstrate their ability to apply knowledge	➢ Develop a coordinated plan for writing instruction across all subject areas to include: • Explicit instruction • Guided Practice • Independent Practice ➢ Focus professional learning on writing instruction in all subject areas ➢ Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum ➢ Develop rubrics for writing so that expectations

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

Best Practices in Place	Best Practices to be Implemented
➢ Utilize different strategies for different types of learners ➢ Designed learning units to promote students' active engagement in learning ➢ Implemented some incentives to foster or promote positive behaviors and academic success (Student of the Month, etc.)	➢ Provide students with the opportunities to self-select reading material and topics for research ➢ Provide students with an understanding of the relevance of their academic assignments to their lives ➢ Increase access to texts that students consider interesting ➢ Engage the community in a massive operation of developing college and career ready

	students.
	➢ Use technology within the learning process to promote engagement and relevance
	➢ Schedule cross curricular team planning to coordinate
	➢ Leverage the creative use of technology within the learning process to promote engagement and relevance
	➢ Create seamless access to multimedia tools available via internet, streaming, music and video to engage students in literacy and to connect to written texts in accordance with CCGPS

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

Research in Action—"The Why"

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level.

Georgia's RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data
  (p.125)

WWCHS has an RTI plan that utilizes a four tier delivery model.

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

Best Practices in Place	Best Practices to be Implemented
➢ Analyze data from summative assessments (Leadership team and department teams) ➢ Track progress of students toward promotion/graduation (data walls) ➢ Notify parents of students who are at risk of failing ➢ Established protocols for RTI process ➢ Students' advisors monitor and provide support for students and work on personal/social responsibility	➢ Train all teachers on RTI processes and identification of students who need to be served ➢ Ensure effective implementation of established protocols for RTI ➢ Provide interventions for students who are struggling with literacy skills

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

Best Practices in Place	Best Practices to be Implemented
➢ Provide all students with Tier I Instruction based on the CCGPS/GPS	➢ Educate teachers and implement the Georgia

➢ Differentiate as needed to meet the needs of all students ➢ Implement Georgia Virtual School's Credit recovery program in order for students to recover credit ➢ Encourage collaboration of 9th grade teachers to better meet the needs of those students during their transition to high school ➢ Students' advisors monitor and provide support for students and work on personal/social responsibility	Literacy Instruction Checklist ➢ Utilize flexible grouping to differentiate instruction consistently ➢ Analyze student data in teacher teams to develop and adjust instructional plans ➢ Schedule time for instructional planning and progress conversations ➢ Monitor the planning, delivery and assessment for students with special learning needs ➢ Create and utilize system-created, classroom based formative assessments to monitor consistent implementation of curriculum and gauge students' progress

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

Best Practices in Place	Best Practices to be Implemented
➢ Provide assistance to students needing interventions during the day or before or after school ➢ Utilize student EOCT or other summative data in scheduling student remediation placement by RTI coordinator ➢ Students' advisors monitor and provide support for students and work on personal/social responsibility	➢ Research and purchase effective interventions and intervention software that will address academic and behavior needs ➢ Identify and/or develop common mid-course assessments used to measure student progress ➢ Develop and apply protocols for analyzing student work and lesson plans according to areas of concern. ➢ Provide professional learning on use of intervention materials, diagnosis of reading difficulties, direct instruction, data usage and analysis ➢ Ensure that teachers are providing research-based interventions consistently ➢ Ensure effectiveness of interventions by building sufficient blocks of time in to the daily schedule, providing adequate space

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

Best Practices in Place	Best Practices to be Implemented
➢ Utilize date to make instructional decisions and placement decisions ➢ Students' advisors monitor and provide support for students and work on personal/social responsibility	➢ Schedule protected time for SST meetings and individual progress plans ➢ Provide professional learning for teachers to address lack of movement between RTI tiers ➢ Ensure that interventions are implemented with fidelity ➢ Ensure that data is used to support student response to intervention ➢ Ensure that students move into and out of T2

	and T3

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

Best Practices in Place	Best Practices to be Implemented
➢ Develop school schedules to ensure Least Restrictive Environment (LRE) and to ensure funding is maximized ➢ Provide students with case managers to maintain contact and communication ➢ Include Special Education teachers in professional learning	➢ Ensure that IEP teams include key members required to support students/ individualized transition plans and/or attainment of College and Career Readiness Anchor Standards ➢ Research & purchase effective intervention materials and/or intervention software that will address academic and behavior needs ➢ Schedule protected time for RTI/IEP meetings and individual progress plans

Building Block 6. Improved Instruction through Professional Learning

Research in Action—"The Why"

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement. (p, 141)

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Best Practices in Place	Best Practices to be Implemented
➢ Ensure that new teachers are highly-qualified according to GAPSC ➢ Provide mentors for new teachers	➢ Revise interview process to include questions regarding content-area literacy ➢ Ensure new personnel receive vital professional learning from previous years

B. Action: Provide professional learning for in-service personnel

Best Practices in Place	Best Practices to be Implemented

➢ Participated in professional learning for
    • Transition to CCGPS
    • Literacy standards for CCGPS
    • Writing across the Curriculum
    • Reading across the Curriculum
    • Learning Focus Schools strategies
➢ Send selected teachers to Advance Placement Seminar to strengthen AP sequence
	➢ Provide professional learning for teachers in the following:
	    • Literacy strategies in all areas
	    • Focused literacy interventions
	    • Screening students to determine Lexile levels and how to use that information for literacy improvement in their classrooms
	➢ Schedule and protect time during school day for teachers to collaboratively analyze data, study literacy standards, examine student work, and reflect on practice
	➢ Meet in collaborative teams to support teachers using literacy strategies effectively
	➢ Use formal and informal observation to improve literacy instruction
	➢ Identify and schedule times for teachers to observe within the school and district and possibly in other districts

Needs Assessment, Concerns and Root Cause Analysis

A. Description of the Process

The faculty of Washington-Wilkes Comprehensive High School completed the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. The survey was sent out to **all** teachers at WWCHS. This instrument addressed key areas of literacy: instruction, administrative and community support, proper use of resources, Response to Intervention, and data analysis. The needs assessment was distributed to all certified staff members via email and completed on Survey Monkey. The results of the survey were presented to the school's Literacy Leadership Team who discussed strengths and weaknesses. The team also discussed disparities between the survey results and implemented practices. In addition to the needs assessment survey, team members analyzed assessment results and other data sources (see table below).

B. Description of Surveys Used in the Needs Assessment

Materials	Description
Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12	This literacy survey was provided to all certified staff electronically.
Georgia High School Writing Test	Standardized writing test data
EOCT Results	Standardized test data
Lexile Data (obtained from EOCT)	Gathered from the EOCT for ELA, this data compared student Lexiles with the stretch Lexile bands published by GaDOE.

C. Results of Literacy Needs Assessment Survey

	Fully	Operational	Emergent	Not addressed
Engaged Leadership				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	22.7	9.1	22.7	45.5
B. A school literacy leadership team organized by the administrator is active.	9.1	13.6	13.6	63.6
C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning.	18.2	18.2	4.5	59.1
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).	22.7	22.7	22.7	31.8
E. Literacy instruction is optimized in all content areas.	9.1	31.8	27.3	31.8
F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS)	13.6	18.2	4.5	63.6
Continuity of Instruction				
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum	9.1	13.6	9.1	68.2
B. Teachers provide literacy instruction across the curriculum	9.1	27.3	31.8	31.8
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	4.5	27.3	0.0	68.2
Ongoing Formative and Summative Assessments				
A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction	20.0	20.0	35.0	25.0
B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	14.3	23.8	38.1	23.8
C Problems found in literacy screenings are further analyzed with diagnostic assessment.	5.6	16.7	38.9	38.9
D. Summative data is used to make programming decisions as well as to monitor individual student progress.	10.0	25.0	20.0	45.0
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	9.5	28.6	42.9	19.0
Best Practices in Literacy Instruction				

A.1. All students receive direct, explicit instruction in reading	5.0	55.0	20.0	20.0
A.2. Extended time is provided for literacy instruction.	0.0	33.3	22.2	44.4
B. All students receive effective writing instruction across the curriculum.	9.5	42.9	28.6	19.0
C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	28.6	38.1	14.3	19.0
System of Tiered Intervention (RTI) for All Students				
A. Information developed from the school-based data teams is used to inform RTI process	22.2	22.2	11.1	44.4
B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.	21.1	21.1	26.3	31.6
C. Tier 2 needs-based interventions are provided for targeted students.	11.1	27.8	11.1	50.0
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	11.1	33.3	11.1	44.4
E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	17.6	41.2	17.6	23.5
Improved Instruction through Professional Learning				
A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	5.6	16.7	22.2	55.6
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	5.3	36.8	21.1	36.8

Root Causes Analysis

<table>
<tr><td colspan="3" align="center">Building Block 1
Engaged Leadership</td></tr>
<tr><th align="center">Area of Concern</th><th align="center">Root Cause</th><th align="center">Steps Taken</th></tr>
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<td>

- Shared literacy vision (pg. 5, The What)
- Multiple forms of student, school, and teacher data are used (pg. 5, The What)
- Faculty and staff participate in targeted, sustained professional learning on literacy (pg. 6, The What)
- Engage and collaborate with the community regarding literacy(pg. 7, The What)
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- Lack of focus on literacy
- Lack of clear process for communicating with teachers and other stakeholders concerning literacy
- Limited resources and time for professional learning
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- Provide professional learning (limited focus on literacy)
- Communicate to public with website, newspaper articles, etc.
- Schedule time for collaborative planning
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<tr><td colspan="3" align="center">Building Block 2
Continuity of Instruction</td></tr>
<tr><th align="center">Areas of Concern</th><th align="center">Root Cause</th><th align="center">Steps Taken</th></tr>
<tr>
<td>

- Protocols and expectations for collaborative teams (pg. 7, The What)
- Specific, measurable student achievement goals (pg. 7, The What)
- Use of a school-wide writing rubric (pg. 7, The What)
- Coordinate "wrap-around" services (pg. 5, The What)
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- Lack of knowledge of protocols
- Lack of protected planning focused on literacy
- Lack of available quality assessments
- Lack of consistent goals and expectations regarding writing
- Lack of emphasis on literacy within the community
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- Coordinate student supports with outside agencies
- Meet in collaborative teams
- Provide minimal professional learning focused on literacy
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Building Block 3		
Ongoing Formative and Summative Assessments		
Areas of Concern	**Root Cause**	**Steps Taken**
➢ System of formative and summative assessments (pg. 8, The What) ➢ Diagnostic assessment tools (pg. 8-9, The What) ➢ Clear plan for using data to improve teaching and learning (pg. 9, The What)	➢ Lack of professional learning focused on formative assessments ➢ Lack of funding for technology infrastructure and diagnostic tools ➢ Lack of time to learn and implement new assessment practices ➢ Lack of focus on literacy assessments	➢ Provided initial professional learning on formative assessment and LDS ➢ Use summative assessments to guide placement for RTI ➢ Scheduled collaborative planning to use for data analysis

Building Block 4		
Best Practices in Literacy Instruction		
Areas of Concern	**Root Cause**	**Steps Taken**
➢ Clear plan for literacy instruction across all content areas (pg. 9-10, The What) ➢ Professional learning on the following: • Using data • Literacy instruction • Text selection • Modeling • Differentiated instruction (pg. 10, The What) ➢ Coordinated plan for writing instruction (pg. 10, The What) ➢ Technology for instruction and motivation (pg. 10, The What) ➢ Intervention	➢ Lack of professional learning on disciplinary literacy skills ➢ Lack of professional learning on writing for content area teachers ➢ Lack of funding to purchase technology resources ➢ Lack of time for intervention to be provided	➢ Participated in CCGPS literacy strategies professional learning ➢ Utilize informational text in content area classroom (inconsistently) ➢ Provided LDC training for some teachers

Building Block 5 System of Tiered Intervention (RTI) for All Students		
Areas of Concern	**Root Cause**	**Steps Taken**
➢ School-based data team (pg. 11, The Why) ➢ Literacy interventions (pg. 11-12, The Why) ➢ Professional learning on direct, explicit instructional strategies that build literacy skills (pg. 11, The Why) ➢ Plan for examining and using student data (pg. 11-12, The Why) ➢ Professional learning for interventionist (pg. 12, The Why)	➢ Lack of funding to purchase updated intervention materials and diagnostic assessments ➢ Lack of data analysis ➢ Lack of communication among stakeholders ➢ Lack of professional learning on RTI	➢ SST Team meets to discuss student progress ➢ Use pre-test screeners and tests for progress monitoring for RTI ➢ Provide some interventions

Building Block 6 Improved Instruction Through Professional Learning		
Areas of Concern	**Root Cause**	**Steps Taken**
➢ Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The Why) ➢ Method to monitor instruction (pg. 13, The Why) ➢ Ongoing professional learning on literacy strategies, assessment development, and data usage (pg. 13, The Why)	➢ Lack of focus on literacy instruction and data analysis ➢ Lack of scheduled time to observe and implement new intervention strategies	➢ Provide limited literacy professional learning ➢ Provide site-based support for administration, faculty, and staff by instructional coach ➢ Monitor teacher instruction with limited tools, i.e. TKES

Analysis and Identification of Student and Teacher Data

Student Data (a,b,c,g)

	2012-2013 EOCT State Score Comparison												
	N Tested		Mean Scale Score		% DNM		% Meets		% Exceeds		% Pass	
	State	W-W	State	W-W	State	W-W	State	W-W	State	W-W	State	W-W
NGLC	130,840	145	436.41	422.03	14.6	20.0	47.4	56.5	38.0	23.4	85.4	80.0
Am_Lit	106,925	116	435.86	436.21	9.6	7.8	57.6	60.3	32.8	31.9	90.4	92.3
C. Alg	131,647	128	391.46	379.85	62.7	80.5	32.6	17.2	4.7	2.3	37.3	19.5
Math II	101,310	134	409.19	414.57	38.3	21.7	52.6	71.7	9.1	6.7	61.7	78.4
Biology	129,492	137	429.73	427.67	26.5	26.3	39.4	43.1	34.1	30.6	73.5	73.7
PS	83,114	129	446.84	466.88	18.7	4.6	33.8	27.9	47.5	67.5	81.3	95.4
US Hist.	106,312	36	432.72	459.95	28.9	16.6	33.4	22.2	37.8	61.1	71.1	83.3
ECON	104,466	91	435.73	433.87	22.1	16.5	38.5	49.4	39.4	34.1	77.9	83.5

EOCT Meets/Exceeds by Subject			
	2010-2011	**2011-2012**	**2012-2013**
9th Grade Literature	80	81	80
American Literature	90	96	92
Math I	58	67	45
Math II	77	70	78
Coordinate Algebra	--	--	20
Biology	70	79	74
US History	75	75	83
Physical Science	90	87	95
Economics	76	82	84

	Disaggregated EOCT Percentages 2012-2013								
	White			Black			SWD		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
9th Grade Literature	14.3	42.9	42.9	22	65.9	12.2	66.7	33.3	0
American Literature	2	46	52	13	73	14	33.3	66.7	0
Math I	16.7	83.3	0	69.2	30.8	0	100	0	0
Math II	16.4	72.1	11.5	29.9	68	1.5	60	40	0
Coordinate Algebra	68.2	29.5	2.3	88.7	8.5	2.8	100	0	0
Biology	20	22.2	57.8	30.5	52	17.1	78.6	21.4	0
US History	4.8	19	76.2	45.5	18.2	36.4	100	0	0
Physical Science	0	11.7	88.3	7.3	43.6	49.1	12.5	62.5	25
Economics	10.3	38.5	51.3	21.7	58.7	19.6	100	0	0

GHSWT Percentages Passing Compared to State						
	2011		2012		2013	
	WWCHS	State	WWCHS	State	WWCHS	State
Meets	83.1	83.8	90.6	84.8	88.4	85.4
Exceeds	7.8	9.1	6.3	10.1	8.4	8.6
Total Passing	90.9	92.9	96.9	94.9	96.8	94

Disaggregated GHSWT Percentages								
	White			Black			SWD		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
2011	2	96	2	9	91	0	75	25	0
2012	10	80	10	17	79	4	67	33	0
2013	0	91	9	8	88	4	50	50	0

Lexile Levels Reported on CCRPI		
	% passing	% meeting Lexile requirement
American Literature EOCT 2012	94.4	35.2

Strengths and Weakness Based on Assessment Results (c)

Overall, the passing percentage of WWCHS students on EOCT is usually at or above the state average. The 2012-2013 results show WWCHS below the state average in Ninth Grade Literature and in Coordinate Algebra. The transition to high school is hard for some of our students and this is often reflected in their first year scores and grades. There is no achievement gap between white and black students in the percentage of students meeting standards, but a gap does exist between the two when it comes to exceeding. In most subject areas, there is a significant difference in the number of whites exceeding, compared to blacks. We also still have a huge deficit in the number of special education students meeting standards on EOCT.

Student performance on the writing test has also increased over the last couple of years, and our passing percentage is above the state average. Although a large percentage *meet* the expectations on the writing assessment, very few *exceed*, especially when compared to the number of students exceeding on EOCT. Writing is something that needs to be a focus in order to prepare students for the rigor of the new assessments that they will be facing in the future. The new assessments will involve constructed response, so students will need to be able to write to be successful in all subject areas.

Another area of concern is the number of students meeting the Lexile level requirement on the American Literature EOCT. Many students are passing the assessment, but are not reading at the required level. Teachers could benefit from more training on Lexile levels, and how to use them to match text to readers. The addition of the Scholastic Reading Inventory as a screener would help increase understanding of Lexile levels and how they affect student performance in all subject areas.

Goals and Objectives Based on Formative and Summative Assessments: (f)

Based on our available data and our survey results, goals were set.
Our goals include:

- Goal 1: Create a Culture Focused on Literacy
- Goal 2: Utilize a System of Assessments to Drive Instruction
- Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students
- Goal 4: Providing On-Going Professional Learning Focused on Literacy

    Progress toward our goals will be monitored and modifications made as needed.

Professional learning: (h)

Teachers have had minimal professional learning on literacy strategies. (see chart above)
Teachers could benefit from more professional learning on all aspects of literacy.

Professional Development Activity	Percent of Staff Participating
RTI Handbook Overview	100%
Inclusion Strategies	50%
Literacy Design Collaborative	12%
Math Design Collaborative	10%
CTAE	20%
TKES	100%
Collaborative Unit Planning (CCGPS/GPS)	75%
Data—Analysis and Instructional Decisions	75%
ELA and Math Content Area Professional Learning for CCGPS	50%
Advanced Placement Seminar	5%

Teacher Data (d,e)

Teacher Retention	
2012-2013	84% returned
2013-2014	80% returned

Years of Service	
Year of Service	**Number of Teachers**
Less than 3 years	3
3-20 years	22
20+ years	12

Certification Level	
Level	**Number of Teachers**
4	11
5	17
6	8
7	1

WWCHS Project Plan—Procedures, Goals, Objectives, and Support

Goal 1: Create a Culture of Literacy (a, b)

Measurable Objectives (c)
1. Monitor progress through the use of walk-throughs and the Literacy Observation Checklist
2. Establish Literacy Team that includes community members
3. Share Literacy Plan with stakeholders by October, 2014
4. Ensure that Literacy is the focus of instruction, professional learning, data analysis, and events

Research-Based Practices (The What & The Why) (j)

➢ Literacy Leadership Team (pg. 5, The What)
➢ Learning supports within community (pg. 7, The What)
➢ Professional learning concerning Literacy across content areas (pg. 6, The What)
➢ Use of a school-wide writing rubric (pg. 7, The What)

Practices Already in Place (g)

➢ Minimal professional learning has occurred across content areas
➢ Partnership with 21st CCLC has been formed
➢ Communicate with the public via school website, social media, and newspaper

Goals to be Funded by Other Sources (h)
Work with community leaders to develop partnerships with businesses in the local community.

Goal 2: Utilize a System of Assessments to Drive Instruction (a,b)

Measurable Objectives (c)
1. Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments
2. Use universal screener for all students (SRI 3x per year)
3. Purchase and use diagnostic assessments as needed
4. Establish and Implement a consistent system of progress monitoring to ensure students are on-track to meet standards
5. Create data teams that meet regularly using an adopted protocol
6. Monitor use of data to drive instruction through lesson plans, observations, work samples, and walk-throughs

Research-Based Practices (The What & The Why) (j)

➢ System of formative and summative assessments (pg. 8, The Why)
➢ Diagnostic assessment tools (pg. 8-9, The Why)
➢ Clear plan for using data to improve teaching and learning (pg. 9, The Why)

Practices Already in Place (g)

➢ Course pre-tests and tests are used as screener and progress monitoring tool
➢ Provided professional learning on LDS
➢ Use summative assessment to guide placement for RTI

Goals to be Funded by Other Sources (h)
This goal will be funded through the award of the Striving Readers Comprehensive Literacy Grant.

Goal 3: Provide Scientific, Researched-based Literacy Instruction to ALL Students (a,b)

Measurable Objectives (c)

1. Design a vertically and horizontally articulated writing plan consistent with CCGPS including school wide writing rubrics
2. Provide and Monitor the use of direct, explicit reading instruction across all content areas through lesson plans, observations and walk-throughs
3. Purchase high interest reading materials at various Lexile levels for use in the classroom and media center
4. Purchase modern technology to motivate and engage student learners
5. Research and purchase effective intervention programs, materials, and/or software for use with at-risk students
6. Monitor the effective use of interventions through data collected
7. Monitor the fidelity of the RTI process that is already in place

Research-Based Practices (The What & The Why) (j)

- Clear plan for literacy instruction across all content areas (pg. 9-10, The Why)
- Professional learning on the following:
    - Using data
    - Literacy instruction
    - Text selection/Lexiles
    - Modeling
    - Differentiated instruction (pg. 10, The Why)
- Coordinated plan for writing instruction (pg. 10, The Why)
- Technology for instruction and motivation (pg. 10, The Why)

Practices Already in Place (g)

- CCGPS is used as the core for literacy instruction
- Teachers participated in CCGPS literacy standards professional learning
- ELA and Math teachers revisit and revise CCGPS units
- Use of information texts in classrooms is limited
- Classrooms are equipped with some 21st Century technology but integrated technology lessons are limited
- RTI protocols have been created and are in place

Goals to be Funded by Other Sources (h)

This goal will be funded almost entirely through the Striving Reader Comprehensive Literacy Grant.

Goal 4:Provide On-Going Professional Learning Concerning all Areas of Literacy (a,b)

Measurable Objectives (c)

1. Research and provide professional learning in the following areas:
   - Using data
   - Explicit, direct literacy and writing instruction
   - Text selection (Lexiles levels)
   - Modeling writing and literacy strategies
   - Differentiated instruction
   - Peer observations and effective feedback
   - Effective technology integration in all content areas
2. Form collaborative teams that will meet to plan instruction, analyze data, and examine student work
3. Train all teachers on the RTI protocols that are already in place

Research-Based Practices (The What & The Why) (j)

- ➢ School-based data team (pg. 11, The Why)
- ➢ Literacy interventions (pg. 11-12, The Why)
- ➢ Professional learning on direct, explicit instructional strategies that build literacy skills (pg. 11, The Why)
- ➢ Plan for examining and using student data (pg. 11-12, The Why)
- ➢ Professional learning for interventionist (pg. 12, The Why)
- ➢ Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The Why)
- ➢ Method to monitor instruction (pg. 13, The Why)
- ➢ Ongoing professional learning on literacy strategies, assessment development, and data usage (pg. 13, The Why)

Practices Already in Place (g)

- ➢ Teachers participated in CCGPS training
- ➢ Limited technology integration training has been provided to teachers
- ➢ Limited professional learning has been provided on Differentiation
- ➢ Time is scheduled for team planning by department

Goals to be Funded by Other Sources (h)

In addition to the SRCL grant, Title II-A and state professional learning funds may be used to meet this goal.

Sample Schedule (d,f,i)

8:00-9:30   1st Period
9:35-11:05   2nd Period
11:05-11:30   Homeroom
11:35-1:35   3rd period and lunch
1:40-3:10   4th period
3:10   Dismissal

Intervention for struggling students will be provided for one period in the fall before the student takes ELA in the spring.

(d,f,i) All students will receive 2-4 hours of literacy instruction through the content areas.

RTI Model (e)

The four tiers of the RTI pyramid are as follows:

- **Tier 1** - Students receive the regular curriculum and learning strategies within the regular classroom as required by the school RTI procedures.
- **Tier 2** - In addition to the regular instruction, students receive extra instruction and individual learning strategies are implemented as required by the school RTI procedures.
- **Tier 3** - Students receive more intense individualized instruction as recommended by the SST. Students continue to receive Tier 1 and Tier 2 support, in addition to Tier 3 intervention.
- **Tier 4** - Specialized service is provided through the Gifted Program, Special Education, 504 Plan, or English as a Second Language for those meeting eligibility requirements.

<u>Assessment/Data Analysis Plan</u>

There are some assessment tools utilized at WWCHS; however, we lack a true universal screener and tool for monitoring the progress of literacy skills. At the beginning of each school year, teachers analyze the previous year's EOCT scores to determine instructional gaps and student strengths and weaknesses. Pre-tests are also given in most courses to help teachers identify where the students are academically. Common assessments are used in some areas, but in many cases a course has only one teacher in the building who is responsible for teaching it. The SRCL Grant would allow the administration of the Scholastic Reading Inventory (SRI) which would yield data that shows specific areas of weakness and gives a true Lexile. The use of this screener would be very beneficial for making instructional decisions for our students. The use of SRI and a better understanding of Lexiles will improve integration of literacy instruction into all areas. **(d)**

The table includes the elements of the rubric listed below.

Column 1—Current Assessment Practices and SRCL Assessment Practices, including how these assessments will be integrated into the current assessment plan (a, b, c)
Column 2—Professional Learning Needed for Implementation
Column 3—Presentation of Data to Parents and Stakeholders
Column 4—Use of Data to Guide Instruction and Determine Materials and Needs
Column 5—Person(s) Responsible for Implementation

Assessment Practice (a, b, c)	Professional Learning Needs (e)	Presentation of Data (f)	Use of Data to Guide Instruction (g)	Person(s) Responsible (h)
EOCT Current and SRCL (December/May)	Transition to next generation assessment	➢ Share information on school website and local newspaper ➢ Data presented at open house and Wilkes County BOE meeting. ➢ Displayed in school data room ➢ Analyzed by data teams and LLT	➢ Data will be disaggregated by Leadership team, LLT, and teachers to make decisions regarding instruction. ➢ Student data will be used to schedule students and to place students into remediation and gifted/AP classes.	Administrators, Counselor, All Teachers
GAA Current (September-March)	Transition to next generation GAA	➢ IEP Meetings ➢ SPED school and district meetings	➢ SPED teachers will utilize data to determine strengths and weaknesses for students with significant disabilities.	SPED Director, SPED Teachers
ACCESS Current and SRCL (January-March)	None	➢ Report sent home in dual language ➢ Data teams	➢ Data will be analyzed by ESOL teacher and classroom teachers to guide instruction and provide language support.	Administrators ESOL Coordinator Teachers
Georgia High School Writing Test (GHSWT) Current (September)	None	➢ Data shared at BOE meeting ➢ Displayed in school data room ➢ Analyzed by data teams and LLT	➢ Data will be disaggregated by Better Seeking Team, LLT, and teachers to make decisions regarding instruction.	Administrators, Counselor, Teachers,
Common Assessments—(SLOs) Beginning and End of Semester Current-pre/post tests August/December January/May	Student Learning Objectives (Clear learning targets) Assessment development—Quality assessment item	➢ Grades posted in student information system ➢ Data analyzed in team meetings	➢ Data will be disaggregated by teams to make decisions regarding instruction.	All Teachers

Assessment Practice (a, b, c)	Professional Learning Needs (e)	Presentation of Data (f)	Use of Data to Guide Instruction (g)	Person(s) Responsible (h)
Scholastic Reading Inventory (SRI) SRCL (Three times per year)	Implementation Data analysis	➢ Information shared with students/parents ➢ Results discussed in SST ➢ Data team and LLT analyze results	➢ Data will be analyzed at each benchmark and used by teachers to guide instruction. ➢ Students will be placed in intervention as needed	ELA Teachers, RTI Coordinator
Common Formative Assessments Projected (On-going)	Development Implementation Analysis of data	➢ Team meetings	➢ Data will be analyzed to make on-going decisions regarding instruction.	All Teachers
Georgia Literacy Instruction Checklist Projected (On-going)	Implementation Analysis	➢ Information presented at faculty meetings ➢ Data analyzed by LLT and administrators	➢ Teachers and peer teachers will use information for self and peer evaluation. ➢ Data will be used to determine effectiveness of programs and professional learning needs.	Administrators, Literacy Leadership Team
Georgia Literacy Needs Assessment Survey Projected (On-going)	Implementation Analysis	➢ Information presented at faculty meetings ➢ Data analyzed by LLT and administrators	➢ LLT and faculty will use survey data to determine program effectiveness and areas for improvement.	Administrators, Literacy Leadership Team All teachers Paraprofessionals

Resources, Strategies, and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

Needed Classroom Resources to Implement the Literacy Plan (a)

Curriculum Needs
Intervention materials/software with multiple entry points
High-interest, non-fiction texts for media center
Multi-level, high-interest books for classrooms and school media center
Novel sets
SRI (Universal screener and diagnostic assessment)
Diagnostic assessment
Writing resources for direct instruction
eBooks
Resources aligned with CCGPS
Print resources for classroom instruction
Subscription to content area periodicals for classroom use

Technology Needs
Tablets with cases (2 class sets)
Tablet management software
Apps for tablets and iPod Touch devices(including iMovie)
Desktop computers to replace outdated computer lab and classrooms
Laptops for mobile labs (1 lab per grade level)
Mobile cart to secure laptops (1 per grade level)
Laptops for instructional use by teachers
Microsoft Office software for computers
iPod Touch (1 class set)
Student Response Systems
Wireless Infrastructure
Server to store student data for intervention program
Interactive white boards to replace outdated boards (7)
Headphones
Microphones for computers
Document cameras
Replacement projector bulbs

Professional Learning Needs
Professional learning in the following areas is needed:
• Intervention program/strategies and SRI
• RTI and research-based interventions
• Data analysis and use to guide instruction
• Direct, explicit research-based literacy instruction across content areas
• Text selection and text complexity
• Modeling literacy and writing strategies
• Differentiated instruction
• Using Lexile levels and connection to instruction
Stipends for teachers to develop literacy units during summer
Funding for substitutes for peer observations within the system or outside the district
Travel to required SRCL trainings, conferences, and workshops

Activities that Support Intervention Programs (b)

➢ Interventions provided for students identified as "at-risk"
➢ RTI protocol to guide teachers in instructional decisions

Shared Resources (c)

➢ Two classroom response systems
➢ Two mobile laptop labs
➢ Three computer labs (Two are funded by CTAE for use in business education)
➢ Six iPads (purchased with SPED funds for inclusion and resource classes)
➢ Ten Kindles (purchased with SPED funds for inclusion and resource classes)
➢ Three document cameras
➢ Novel sets for use in ELA classrooms
➢ One video camera

Library Resources (d)*Shared with middle school

➢ 9,049 print titles in the collection
➢ 3,282 nonfiction titles (average age is 24 years)
➢ 5,767 fiction titles
➢ Zero eBooks
➢ Eight magazine subscriptions
➢ Access to GALILEO
➢ Fifteen desktop computers for student use

List of Activities that Support Classroom Practices (e)

Activity	Classroom Practices
Professional learning focus on literacy strategies and using Lexile scores	Teachers need training on integrating direct, explicit literacy strategies. This would also help match materials with student needs.
Professional learning on SRI and diagnostic assessments	Data from these assessments will be used to monitor student progress and provide needs-based instruction. The diagnostic assessment will be used to identify specific needs for students who are considered "at-risk".
Professional learning on integrating technology into instruction	Students will be more engaged and motivated in classrooms that successfully integrate instructional technology.
Professional learning from outside consultants	A new intervention program, innovative literacy strategies, and additional technology need to be implemented with fidelity. Outside consultants who are experts in these fields may be required.
Collaborative planning and data analysis	Teachers need to spend time planning lessons that integrate literacy strategies and meet students' needs by making informed decisions.
Materials to implement literacy and writing skills across the content areas	Teachers need a variety of materials to engage students and provide direct, explicit literacy instruction.

Additional Strategies Needed to Support Student Success (f)

In addition to instructional materials and resources, WWCHS will engage parents and the community. The school will host activities that focus on literacy and involve all stakeholders. These events could include literacy workshops and reading events.

RTI and support systems will also be a focus for WWCHS. Through established RTI protocols, teachers will support all students (Tiers I-IV) with progress monitoring and needs-based interventions.

Current Classroom Resources (g)

- ➢ Novels sets for ELA
- ➢ Current textbooks for most classes
- ➢ Teacher desktop computers (some need to be updated)
- ➢ Laptop computers (in some classrooms)
- ➢ Interactive white boards (some need to be updated)
- ➢ Projectors in all classrooms
- ➢ Televisions in all classrooms

Alignment Plan for SRCL and Other Funding (h)

Resource	SRCL	Other Funding
Professional Learning	Professional learning for all teachers	Title II-A State professional learning funds
Print materials	Additional books for media center and classrooms	Limited local funds
Interventions Materials	Intervention materials and/or software	None
Technology	All technology addressed in the needed resources section	Title VIB (low income), limited local funds
Universal Screener	SRI used as universal screener and diagnostic assessment	None
Formative and Summative Assessments	None	Local Funds
Community Engagement	Literacy events and reading nights, etc.	Title I Parent Involvement

Demonstration of how Needed Technology Supports RTI, Student Engagement, Instructional Practices, Writing, etc. (i)

Technology Needs	
Tablets with cases (1 class set)	Students will be engaged and able to access real-world information in the classroom. Students will be able to research and access various formats of texts and respond using a variety of writing genres.
Tablet management software	This software allows teachers to better utilize tablets making it more likely to use the technology in their classes.
Apps for tablets and iPod Touch devices	Selected applications will engage students and will allow them to practice literacy skills such as vocabulary and writing.

Technology Needs	
Desktop computers to replace outdated computer lab and classrooms	Students will be engaged and able to access real-world information in the classroom. These computers would also be used to implement literacy interventions.
Laptops for mobile labs (1 lab per grade level)	Students will be engaged and able to access real-world information in the classroom. Students will be able to research and access various formats of texts and respond using a variety of writing genres.
Laptops for instructional use by teachers	Laptops will be used to create interactive lessons, show video clips, research, model literacy strategies and writing, etc, leading to increase engagement.
Microsoft Office software for computers	Software would allow students to write and publish their work. It would also allow students to create presentations.
iPod Touch (1 class set)	This technology would allow students to listen to texts and interact with other students.
Student Response Systems	Students would be actively engaged and student progress can be monitored throughout the class period.
Wireless Infrastructure	Infrastructure required to utilize new technology and mobile labs for instruction and assessment purposes.
Server to store student data for intervention program	Server would store data and recordings from intervention software.
Interactive white boards to replace outdated boards	IWB will be used to create interactive lessons, show video clips, research, model literacy strategies and writing, etc.
Headphones	These would be utilized with computers for instruction and interventions
Microphones for computers	Utilized with intervention software for students to record themselves reading. This will help students self-monitor their reading progress.
Document cameras	This technology would allow teachers to easily display student work and other materials.
Replacement projector bulbs	Bulbs allow the continued use of projectors in classrooms.

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities from the Past Year (a, b, c)

Professional Development Activity (a)	Percent of Staff Participating (b)	On-Going Initiatives (c)
RTI Handbook Overview	100%	
Inclusion Strategies	50%	
Literacy Design Collaborative	12%	Yes
Math Design Collaborative	10%	Yes
CTAE	20%	Yes
TKES	100%	Yes
Collaborative Unit Planning (CCGPS/GPS)	75%	Yes
Data—Analysis and Instructional Decisions	75%	Yes
ELA and Math Content Area Professional Learning for CCGPS	50%	Yes
Advanced Placement Seminar	5%	

Programmatic Professional Learning Needs Identified in the Needs Assessment (d)

According to the needs assessment, root cause analysis, and data analysis, more professional learning is needed in literacy strategies across the content areas, including direct, explicit literacy instruction. Teachers also need extensive professional learning on teaching writing and including writing in their instructional plan. There were several other professional learning need areas noted including:

- ➢ Using data
- ➢ Literacy instruction
- ➢ Text selection
- ➢ Modeling
- ➢ Differentiated instruction
- ➢ RTI and Supports

Process Used to Determine if professional Development was Adequate and Effective (e)

Data from teacher walk-throughs and observations will be used as one means of determining if teachers are utilizing information and strategies gleaned from professional learning sessions. The Georgia Literacy Plan Needs Assessment will be given each year to all faculty and staff. This will be used to determine level of implementation and effectiveness of professional learning. It will also be used to identify which professional learning topics need to be made a priority. Finally, the Literacy Leadership team will discuss effectiveness of professional learning.

Professional Learning Plan (f)

**All professional learning topics would be tied to Goal 4: Providing On-Going Professional Learning Focused on Literacy

Professional Learning	Participants	Project Goals and Objectives
SRI Intervention program/materials	All teachers Intervention teachers	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Use universal screener for all students Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.5 Research and purchase intervention materials and/or software for use with at-risk students 3.6 Monitor the effective use of interventions through data collection
Differentiated instruction	All teachers	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.
Instructional Technology	All teachers	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.4 Purchase modern technology to motivate and engage students

Professional Learning	Participants	Project Goals and Objectives
RTI and research-based interventions	All teachers RTI Coordinator Administrators	Goal 2: Utilize a System of Assessments to Drive Instruction 2.3 Use universal screener for all students 2.4 Purchase and utilize diagnostic assessments, as needed 2.5 Establish a consistent system of progress monitoring to ensure students are on-track to meet standards Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.5 Research and purchase intervention materials and/or software for use with at-risk students 3.7 Monitor the fidelity of the RTI process already established in the school's RTI manual Goal 4: Providing On-Going Professional Learning Focused on Literacy 4.3 Train all teachers on the establish RTI policy and protocols
Data analysis and data to drive instruction	All teachers	Goal 2: Utilize a System of Assessments to Drive Instruction 2.1 Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments 2.4 Establish a consistent system of progress monitoring to ensure are meeting on-track to meet standards 2.6 Monitor use of data to drive instructions through lesson plans, walk-throughs, work

		samples, etc.
Professional Learning	**Participants**	**Project Goals and Objectives**
Direct, explicit research-based literacy instruction across content areas	All teachers Administrators	Goal 1: Create a Culture Focused on Literacy 1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs
Text selection and text complexity	All teachers	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.2 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs 3.3 Purchase high-interest reading materials, at various Lexile levels, for use in the media center and classrooms
Writing instruction (across curriculum	All teachers	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.3 Design a vertically and horizontally articulated writing plan consistent with CCGPS, including, school-wide writing rubric
Modeling literacy and writing strategies	All teachers	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs

Professional Learning	Participants	Project Goals and Objectives
Using Lexile levels and connection with instruction	All teachers	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.2 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs
Peer observations and effective feedback	All teachers	Goal 1: Create a Culture Focused on Literacy 1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist Goal 4: Providing On-Going Professional Learning Focused on Literacy 4.2 Form collaborative teams that meet monthly to plan instructions, analyze data, and examine student work

<u>Method of Measuring Effectiveness of Professional Learning Tied to the Goals and Objectives (g)</u>

Teachers will evaluate professional learning by completing a survey that asks for specific strengths and weakness, and allows teachers to focus on individual needs. The Georgia Literacy Plan Needs Assessment will be utilized annually to determine if teachers have adapted teaching practices to focus on literacy and implement direct literacy instruction across the curriculum. All teachers and paraprofessionals will participate in on-going professional learning which will be documented through agendas, presentations, and sign-in sheets from sessions. Student work, walk-through and observation data, lesson plans, and peer observations will be used to determine the consistency of literacy instruction and implementation of strategies address in professional learning. Another means of determining the effectiveness of professional learning is student achievement data. This data will be analyzed to look for gains in achievement and identify areas of weakness.

Sustainability Plan

Clear Plan for Extending the Assessments Protocol Beyond Grant Period (a)

WWCHS is committed to funding for assessments beyond the grant period. The school would continue funding for all implemented assessments, including the subscription with Scholastic for SRI . These assessments will be funded through the use of federal, state, and local funds.

Plan for Developing Community Partnerships (b)

WWCHS has a partnership with 21st CCLC program already established. We will continue this partnership and develop new partnerships as the grant and our literacy plan are implemented. During the grant, we will work to build relationships with parents and the community through a variety of events. Stakeholders will be asked to work with the school in helping students learn real-world application of their literacy skills. Relationships will also be developed at literacy events the school hold. Beyond the grant period, WWCHS hopes to continue these partnerships and to develop new partnerships.

Sustainability Table (c,d,e,f,g,h)

Sustainability Table	
Expanding Lessons Learned	➤ Teachers will work collaboratively throughout the grant to develop units and other literacy resources. These resources, as well as, all professional learning resources will be shared digitally. Teachers within the school and system will have access to these resources during and after the grant period. WWCHS teachers will continually work to improve the developed resources and look for ways to make literacy instruction more effective.
Extending Assessment Protocols	➤ As the grant is implemented and teachers learn more about best-practices in literacy instruction, the developed literacy plan will be reviewed and revised.
Training for New Employees	➤ New employees will be trained on the implementation of the Washington-Wilkes Comprehensive High School Literacy Plan, universal screener, progress monitoring tools, and technology through redelivery at the beginning of each year. Once employees are in the system, they will receive training with all other teachers.

Sustainability Table	
Maintaining Technology	➢ Technology will be maintained by the county technician.
Maintaining Software and Databases	➢ Site licenses and subscriptions that have been researched and deemed effective in meeting the goals stated in our literacy plan will be funded using local, state, and federal monies.
On-Going Professional Learning Practices	➢ Teachers will participate in job-embedded professional learning that will be on-going thus creating professional learning communities. Teacher effectiveness will be enhanced due to this continued professional learning. Professional learning is supported by the school and district in order to increase teacher effectiveness and student achievement. ➢ Professional learning opportunities will be on-going after the life of the grant. Funding from state, local, and federal funds will be used to support professional learning. Title IIA and professional learning funds will be designated for continued training.
Replacement of Print Materials	➢ Media funding and possible federal funds will be used to replace print materials.

**Wilkes County is a small system, and we are accustomed to coordinating all available resources to sustain initiatives.

<u>Budget Summary</u>

Washington-Wilkes Comprehensive High School plans to use SRCL grant funding to address essential literacy needs in the following areas for students in grades 9-12.

1. **Professional Learning Needs:** An ongoing, comprehensive and effective professional learning program that covers all areas of literacy instruction will lead to better instruction and students who are better prepared to meet challenges in college and the workplace. In order to provide teachers with instructional strategies to implement best practices as they assist students in meeting rigorous academic standards, professional learning will be provided on the following topics:

- ➢ Intervention program/strategies and SRI
- ➢ RTI and research-based interventions
- ➢ Data analysis and use to guide instruction
- ➢ Direct, explicit research-based literacy instruction across content areas
- ➢ Text selection and text complexity
- ➢ Modeling literacy and writing strategies
- ➢ Differentiated instruction
- ➢ Using Lexile levels and connection to instruction
- ➢ Stipends for teachers to develop literacy units during summer
- ➢ Funding for substitutes for peer observations within the system or outside the district
- ➢ Travel to required SRCL trainings, conferences, and workshops
- ➢ Instructional Technology

   Expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

2. **Curriculum Needs:** In an effort to meet the instructional needs of students while implementing the CCGPS and having students write across the curriculum, the following needs have been identified:

- ➢ Intervention materials/software with multiple entry points
- ➢ High-interest, non-fiction texts for media center
- ➢ Multi-level, high-interest books for classrooms and school media center
- ➢ Novel sets
- ➢ SRI (Universal screener and diagnostic assessment)
- ➢ Diagnostic assessment
- ➢ Writing resources for direct instruction
- ➢ eBooks
- ➢ Resources aligned with CCGPS
- ➢ Print resources for classroom instruction
- ➢ Subscription to content area periodicals for classroom use

Wilkes County School System

3. **Technology Needs:** While WWCHS has some computers and other instructional technology, many of these items are non-modern and need to be updated. Students have access to older computers in their classrooms but do not have a computer lab in which to practice literacy skills. Based on the list of curriculum needs, we will be required to update existing technology, as well as purchase new devices to adequately implement and maintain the programs that will help support our literacy instruction. Funds from the SRCL grant will enable us to purchase the following:

➢ Tablets with cases (2 class sets)
➢ Tablet management software
➢ Apps for tablets and iPod Touch devices(including iMovie)
➢ Desktop computers to replace outdated computer lab and classrooms
➢ Laptops for mobile labs (1 lab per grade level)
➢ Mobile cart to secure laptops (1 per grade level)
➢ Laptops for instructional use by teachers
➢ Microsoft Office software for computers
➢ iPod Touch (1 class set)
➢ Student Response Systems
➢ Wireless Infrastructure
➢ Server to store student data for intervention program
➢ Interactive white boards to replace outdated boards (7)
➢ Headphones
➢ Microphones for computers
➢ Document cameras
➢ Reading assistive pen scanners
➢ Replacement projector bulbs
➢ Server to store student data for intervention program