# School Profile

Created Wednesday, December 03, 2014
Updated Thursday, December 04, 2014

## Page 1

## School Information

| | |
|---|---|
| System Name: | Clarke County School District |
| School or Center Name: | Clarke Central High School |
| System ID | 1301170 |
| School ID | 130117000449 |

## Level of School

High (9-12)

## Principal

| | |
|---|---|
| Name: | Dr. Robbie Hooker |
| Position: | Principal |
| Phone: | 706-357-5200 |
| Email: | hookerr@clarke.k12.ga.us |

## School contact information

(the persons with rights to work on the application)

| | |
|---|---|
| Name: | Linda Boza |
| Position: | Instructional Coach |
| Phone: | 706-357-5200 |
| Email: | bozal@clarke.k12.ga.us |

## Grades represented in the building

example pre-k to 6

9-12

## Number of Teachers in School

103

## FTE Enrollment

1473

# Grant Assurances

Created Thursday, December 04, 2014

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## Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

# Preliminary Application Requirements

Created Thursday, December 04, 2014

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## Page 1

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

## Assessments

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

- I Agree

## Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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


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

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

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- I Agree

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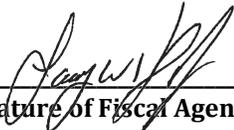
_____
**Signature of Fiscal Agency Head (official sub-grant recipient)**


___**Larry Hammel, Chief Financial Officer**_____
**Typed Name of Fiscal Agency Head and Position Title**


___**December 5, 2014**_____
**Date**
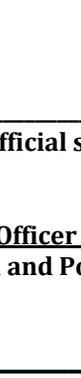

_____
**Signature of Applicant's Authorized Agency Head (required)**


___**Philip D. Lanoue, Superintendent**_____
**Typed Name of Applicant's Authorized Agency Head and Position Title**


___**December 5, 2014**_____
**Date**


___**N/A**_____
**Signature of Co-applicant's Authorized Agency Head (if applicable)**


___**N/A**_____
**Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)**


_____
**Date (if applicable)**

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

**Please sign in blue ink.**

Name of **Fiscal Agent's** Contact Person: _____Philip D. Lanoue, Ph.D._____

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

Address: _____240 Mitchell Bridge Road_____

City: _____Athens, GA_____ Zip: ___30606_____

Telephone: (706)_546-7721_____ Fax: (706)___208-9124_____

E-mail: ____lanouep@clarke.k12.ga.us_____

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

____**Philip D. Lanoue, Ph.D.**_____
**Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)**



____**December 5, 2014**_____
**Date (required)**

**Clarke County School District (CCSD) Narrative**

**A. Brief History, System Demographics & Data:**

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, one nontraditional high school, and a Career Academy. Currently, CCSD has 13,670 students in grades pre-K through grade 12. The student population is 53% African American, 23% Hispanic, 20% White, 2% Asian, and 4% Multi-Racial. Nearly 13% of students are English Language Learners, and 13% are special needs students.

Clarke County is home to the University of Georgia, which provides many benefits, such as a highly educated population, cultural opportunities, and global connections. However, the community faces many challenges; chief among these is poverty of its citizens. Median household income in Clarke County is more than $15,000 below the state average, and the poverty rate of 35% is more than double that of Georgia (Table 1). The percentage of children living in poverty is 32%, and 82% of students receive free or reduced lunches.

CCSD was named the Title I Distinguished District for being the top large school district in Georgia for closing the achievement gap. For grades 3-8 in 2014, 92% of students met or exceeded the state standard on the Reading CRCT, 87% met or exceeded in Language Arts, and 77% of 5th grade students passed the Georgia Writing Test. For grades 9-12, 74% met or exceed on the Ninth Grade Literature EOCT, 88% met or exceeded in American Literature, and 85% passed the Georgia High School Writing Test. CCSD is a data-rich district, targeting needs through school and district data team processes, monitoring student progress, and continuous communication with stakeholders.

| Table 1. Clarke County Demographic Indicators | | |
|---|---|---|
| | **Clarke County** | **Georgia** |
| **ECONOMIC** | | |
| Median Household Income | $49,604 | $33,846 |
| Poverty Rate | 35% | 17% |
| Child Poverty | 32% | 27% |
| Free or Reduced Lunch Eligibility | 82% | 60% |
| **EDUCATION** | | |
| Adult Illiteracy Rate | 16% | 17% |
| Teen High School Dropouts | 2% | 7% |
| Students Graduating from High School on Time | 70% | 72% |
| High School Graduates Eligible for HOPE Scholarship | 38% | 40% |
| **FAMILY & COMMUNITY** | | |
| Children Living with Single Parent | 41% | 33% |
| **HEALTH** | | |
| Babies Born to Mothers with Less than 12 Years of Education | 20% | 17% |
| Source: *KIDS COUNT, US Census Bureau, National Center for Education Statistics* | | |

**C. System Literacy Priorities:**

CCSD is committed to: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening

partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes.

| CCSD Literacy Needs-Based Plan | | |
|---|---|---|
| Needs | Goals | Objectives |
| Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy. | *GOAL 1: Increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.* | 1.1: All students receive explicit vocabulary and reading strategy instruction. 1.2: All students receive writing strategies for CCGPS literacy. 1.3: Quarterly research- based writing required in all content areas. |
| Professional learning related to formative, summative, and screening processes for birth- 12th grade for effective RTI monitoring. | *GOAL 2: Implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.* | 2.1: All students assessed quarterly in reading comprehension and receive strategic instruction through Tier 1and interventions in tiers 2-4. 2.2: Teachers identify deficits and provide interventions for students and Student Support Teams in tiers 2-4. |
| Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12. | *GOAL 3: Articulate vertical and horizontal K-12 CCGPS strategies, and text complexity.* | 3.1: Teachers participate in professional learning communities for CCGPS literacy. 3.2: Develop vertical and horizontal documents regarding text complexity and CCGPS strategies. |

**D. Strategic Planning:**

Schools conduct root cause analyses and develop school improvement plans based on data provided by district summarizing student and school performance. School literacy teams examine literacy data to: 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5) develop action steps to inform goals/objectives of the plan.

**E. Current Management Structure:**

Dr. Mark Tavernier, Associate Superintendent for Instructional Services, will serve as Project Director. Deborah Haney will serve as Striving Readers Support Specialist, providing technical support to all awarded schools. Kelly Felt will serve as district Elementary Literacy Coach, and Carlyn Maddox will serve as Secondary Literacy Coach. All schools in Cohort 4 will implement their own SR grant with principals, teachers, staff, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

**F. Past Instructional Initiatives:**

Over the past eight years, CCSD elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center has successfully

implemented two Early Reading First Grants, which include Pre-K programs at all 14 elementary schools. Three elementary schools are currently part of the Governor's Office of Student Achievement's "Read across Georgia". SR (Cohorts 1, 2 and 3) grants are implemented in ten elementary schools, four middle schools, one high school, and the Office of Early learning.  Interventions such as Voyager, SuccessMaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

## G. Literacy Curriculum:

| CCSD Present Literacy Curriculum |
|---|
| Pre-K/Early learning literacy: Georgia Pre-K Content and Georgia Early Learning Standards Materials: <ul><li>Birth-2 yrs: 1,2,3 READ</li><li>3rd Grade: Scholastic Early Childhood Program</li><li>4th Grade: Opening the World of learning</li></ul> |
| Grades K-12: CCGPS Materials: <ul><li>K-2: Rigby Literacy, Phonic Lessons</li><li>3-5: Storytown, Rigby Literacy, Writers Express</li><li>6-8: Language of Literacy</li></ul> |
| Formative and summative assessments targeting literacy performance: <ul><li>Georgia Milestones</li><li>GKIDS</li><li>SLO assessments</li><li>Scored writing samples</li><li>DIBELS Next</li><li>SRI</li><li>District-generated benchmarks</li><li>ACCESS testing</li><li>AP exams</li></ul> |
| Data Analysis Process: <ul><li>Data team process in grades PreK-12</li><li>Classroom walkthroughs to inform instructional next steps</li><li>Data summits to analyze concerns/target next steps in planning</li></ul> |
| Tiered Intervention Systems: <ul><li>Systematic data to target students in tiers 1-4</li><li>Using non-fiction texts with specific reading strategies and academic vocabulary instruction</li></ul> |

| Targeted Professional Learning based on the following: |
| --- |
| <ul><li>Classroom walkthrough data/district walkthrough data</li><li>Focused walkthrough data from coaches</li><li>School Improvement surveys to target needs</li></ul> |
| Utilizing technology literacies<ul><li>5:1 personal technology in grades K-2</li><li>1:1 personal technology in grades 3-9 (take-home)</li><li>2:1 personal technology in grades 10-12</li></ul> |

**H. Literacy Assessments Used District-wide:**

| Grade | Current Assessment Plan |
| --- | --- |
| Birth to 5 | <ul><li>Ages and Stages Questionnaire (ASQ-111)</li><li>Developmental Profile (DP)</li><li>Early Head Start/Head Start; GELS checklist</li><li>Peabody Picture Vocabulary (PPVT)</li><li>Phonological Awareness literacy Screening (PALS)</li><li>Work Sampling System</li></ul> |
| K | <ul><li>GKIDS</li></ul> |
| K-2 | <ul><li>DIBELS Next</li></ul> |
| K-8 | <ul><li>Quarterly diagnostic literacy assessments</li><li>Scored writing samples</li></ul> |
| 1-2 | <ul><li>Phonics/sigh word tests</li><li>Fluency assessments</li><li>Informal running record</li><li>Norm-referenced test</li></ul> |
| 1-5 | <ul><li>Voyager Oral Reading Fluency</li></ul> |
| 1-12 | <ul><li>Georgia Milestones</li><li>SLO assessments</li><li>ACCESS</li><li>Benchmark assessments</li></ul> |
| 3-9 | <ul><li>Scholastic Reading Inventory</li></ul> |
| 3,5,8&11 | <ul><li>State Writing tests</li></ul> |
| 6-8 | <ul><li>Voyager</li></ul> |

| 6-12 | • Steep/Maze |
| --- | --- |

**I. Need for SR Project:**

Poverty has effects on education, and in Clarke County educational impediments include suppressed academic progress, mental health, emotional and behavioral problems, and lower measures of verbal ability, reading readiness, and problem solving skills. CCSD has managed to mitigate these issues with strong leadership and innovative approaches to education; however, the district must continue to challenge students and build a strong foundation of powerful literacy skills. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

**District Management Plan and Key Personnel**

**A-B. Grant Implementation Management/Individuals Responsible:**
CCSD has laid out the following general Striving Readers (SR) implementation plan for Cohort 4 schools:

| Years 1-5 | • Provide literacy professional learning in literacy.<br>• Implement reading/writing across the curriculum.<br>• Utilize RTI for students according to instructional needs.<br>• Purchase instructional/diverse texts.<br>• Implement all required literacy screeners and develop baseline measures.<br>• Schedule monthly meetings for district/school Literacy Leadership Teams. |
|---|---|
| Years 2-5 | • Develop reading growth charts from screeners/other assessments.<br>• Deploy technology to foster student engagement.<br>• Develop CCGPS units and focus on scope/sequence of literacy instruction.<br>• Extend literacy time (after-school/summer) |
| Years 3-5 | • Collect and report on data to implement SR Plan. |

CCSD has implemented successful Striving Readers (SR) programs in 16 of its 21 schools, and adopted SR methods and assessment protocols in schools not currently funded. The overall SR management and day-to-day operations includes teams at district and school levels. The district team will supervise operations, and provide technical assistance, budget support, programmatic resources, educational technology and professional learning to schools. The school teams, led by literacy leadership teams, will oversee focused literacy activities in their schools.

| District | School |
|---|---|
| Operations:<br>• Project Director: Dr. Mark Tavernier (Associate Superintendent for Instructional Services)<br>• SR Support Specialist: Deborah Haney<br>• District Literacy Coaches: Kelly Felt (Elementary) and Carlyn Maddox (Secondary)<br>• Technology: Djamal Balbed (Director of Instructional Technology) | Literacy Leadership Teams:<br>• Principals<br>• Assistant Principals (RTI)<br>• Coaches<br>• Teachers<br>• Media Specialists<br>• Counselors |
| Budget Team:<br>• Larry Hammel (Chief Financial Officer)<br>• Accounts Payable<br>• Budget Assistant | |

## C-D. Responsibilities Related to Goals/Objectives

All CCSD individuals involved in the SR program understand the goals and objectives, and implementation plan, including their related responsibilities listed below:

| Objectives | Persons Responsible |
|---|---|
| Align SR objectives with GaDOE's K-12 Literacy Plan. | SR Support Specialist, District Literacy Coaches, Literacy Leadership Teams |
| Convene District Literacy Team for quarterly planning and implementation meetings to review progress made and target next steps. | Project Director, SR Support Specialist, District Literacy Coaches, Technology |
| Convene school Literacy Leadership Teams for monthly planning and implementation meetings to review progress made and target next steps. | Literacy Leadership Teams, District Literacy Team members (as needed) |
| Manage SR budget and purchase/distribute instructional materials and technology. | Project Director, SR Support Specialist, Technology, Budget Team, Literacy Leadership Teams |
| Plan and implement professional learning focused on CCGPS and SR literacy objectives. | Project Director, SR Support Specialist, District Literacy Coaches, Literacy Leadership Teams |
| Extend literacy time (after-school/summer). | Project Director, SR Support Specialist, District Literacy Coaches, Literacy Leadership Teams |
| Provide required reporting and respond to GaDOE requests for information/site visits. | Project Director, SR Support Specialist, Literacy Leadership Teams |

## E-F.  Involving Grant Recipients and Ongoing Meetings:

Both the district and school teams will be involved in the SR implementation plan, including progress towards achievement of goals and objectives, budget and performance planning, and expenditures. The district team will hold quarterly planning and implementation meetings to review progress made towards implementation and determine next steps. District team members will be available to attend monthly school Literacy Leadership Team meetings to discuss day-to-day operations. These meetings will ensure that all parties are supported and informed of resource allocation, professional learning opportunities, and innovative strategies. Meetings will be documented with agendas and sign-in sheets.

**Experience of the Applicant**

**A,C&D CCSD Initiatives:**

| Years | Program | Description | Funding Type/ Sustainability |
|---|---|---|---|
| 2006-present | Advanced Placement (AP) Fee Program | This program provides one AP exam for all students and second exam for Free/Reduced Meals students. | Program is sustained by 100% internal funding. |
| 2008-present | Math and Science Partnership (MSP) | CCSD partners with UGA and Northeast Georgia RESA to provide courses to elementary teachers toward mathematics and science endorsements. | Funding is 100% external through a grant from GaDOE. |
| 2008-present | Pathways to Success Program (PSP) | CCSD partners with Boys & Girls Clubs of Athens, Empowered Youth Program, and UGA to provide after-school programming that includes academic, physical and socio-emotional education. | Programs utilize external funding through 21st Century Community Learning Centers grants from GaDOE. Processes are in place for increased sustainability, including volunteer and business partner recruitment. Programs utilize Title I funds, or sustain through pay-per-student basis. |
| 2009-present | Professional Development School District (PDS) | CCSD partners with UGA College of Education (COE) to develop and implement the PDS. Currently 11 schools are active PDS sites, with more than 500 UGA students participating in courses or field experiences. In addition, 8 UGA faculty members serve as Professors-in-Residence, teaching courses on-site at schools and providing professional learning to school staff. | Program is sustained by 100% internal funding. CCSD and UGA agree to match salaries for professors-in-residence and provide materials/space. |
| 2009-present | Athens Community Career Academy (ACCA) | CCSD partners with Athens Technical College to provide curriculum and dual enrollment opportunities to high school students at ACCA, which was named 2014 College and Career Academy of the Year. | Construction and startup were facilitated by grants from GaDOE. All operations are now sustained by internal funding. |
| 2010-present | International Baccalaureate | The IB Middle Years Program is implemented in grades 6-10. | Program is sustained by 100% internal funding. |

| | | | |
|---|---|---|---|
| | (IB) | | |
| 2010-present | Professional Learning Communities (PLC) | Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS. | Program is sustained by 100% internal funding. |
| 2012-present | Teach to Learn Program (TTL) | CCSD partners with UGA COE to provide induction support, leadership, and professional learning to teams of early career, pre-service, and mentor teachers. | Funding is 100% external through a grant from GOSA, which will end in 2014. TTL will continue in modified form through a mentoring initiative utilizing internal funds. |
| 2012-present | CCSD Technology Strategic Plan | CCSD is committed to creating digital learning environments and strengthening communities through network upgrades and 1:1 initiative to close digital divide. CCSD is 1:1 take-home at grades 3-9, and plans to be 1:1 at all grades within 5 years. All certified staff have take-home laptops. | This initiative is funded in part through federal e-rate; however, most funding is internal supplemented by Title I and SPLOST funds. |
| 2014-present | SLDS Pilot Project | CCSD is piloting the State Learning Tool, an online learning management system, in middle schools, which will be available across the state. CCSD is developing a learning object repository with a process to collect and evaluate content that can be utilized to build digital learning environments. | This pilot project is sustained through funding from the state and internal. |

| State Audit Results | |
|---|---|
| Fiscal Year | Financial Findings |
| 2013 | FS-2691-13-01 Employee Compensation/Accounting Controls Significant deficiency |
| 2012 | None reported |
| 2011 | FS-6291-11-01 Cash/cash equivalents, Inadequate internal control, Procedures Material weakness |

**B. Capacity to Coordinate Resources:**

Under the direction of Superintendent Dr. Philip Lanoue, CFO Larry Hammel, Associate Superintendents, and Directors, the district has built capacity and internal controls to coordinate and control spending. According to the most recent audit report, the district-wide net position was over $275 million. Grants and initiatives are coordinated and managed as a team, such as Title I, Title II, Title III, Title IV, Title VIB, and those listed above. CCSD also manages SR Cohort 1-3 programs at 15 of 21 schools.

## CCHS School Narrative

Clarke Central High School (CCHS) contains a diverse student body. The racial/ethnic breakdown of its population of 1,495 students is 51% black, 21% white, 23% Hispanic, 3% multi-racial, and 3% Asian. In addition, 75% of CCHS students receive free or reduced lunch, 12% receive Special Education services, and 5% are English Language Learners. Our mission is to inspire our students through challenging programs to become knowledgeable and compassionate citizens.  Similarly, our vision is for all students to graduate as life-long learners with the knowledge, skill and character to succeed in a global society.

The CCHS community supports students in this goal, with over 30 community business partners from the area. Clarke Central is a Professional Development School (PDS) through a partnership with the University of Georgia, whereby CCHS has a professor-in-residence who teaches courses on site and provides professional learning to teachers. The professor-in-residence changes semester to semester. Currently, Dr. Anna Brown is offering EMAT 4800L on the CCHS campus, which is a Field Experience in Secondary School Mathematics I course where students work one-on-one with CCHS students in mathematics classes. In addition, CCHS hosts student teachers and practicum students in most other content areas. These students learn alongside our teachers, and our students benefit from extra adults in the classroom.

CCHS follows the Clarke County School District's core curriculum in language arts, math, science, and social studies. We provide a variety of academic and elective courses, as well as student enrichment and acceleration opportunities. GLAD time is a period offered once a week (two to three times per month), during which students can receive remediation, enrichment, or extra-curricular experiences. In addition, our students can take advantage of our Pathways to Success After-School Program (PSP) which offers a free bus ride home.  The PSP program starts in October and runs on Mondays and Thursdays through April; this affords students additional support to work on skills they have not mastered in their academic classes.

Students wanting to accelerate beyond our advanced and advanced placement (AP) offerings can dual/joint enroll at one of our neighboring post-secondary institutions or by attending our career academy program either half days or full days. CCHS offers students opportunities in the arts through band, chorus, orchestra, keyboarding, drama, or visual or graphic arts; students also enroll in their choice of foreign language: Spanish, Latin, or French. As an International Baccalaureate (IB) World school for the Middle Years Programme (MYP), faculty members emphasize intercultural awareness, communication, and interdisciplinary education with students in grades 9 and 10.  In addition, students

in grade 10, or Year 5 of the MYP, complete a Personal Project, which is both written and oral.  The project is designed for students to explore an area of interest.  Each student has a teacher sponsor who meets with him/her bi-monthly to discuss the project, read over student journals, and provide support.

In 2000, Clarke Central created a Freshmen Academy in order to help students have a smoother transition to high school.  All incoming freshmen are placed on a 4 person teaching team with common planning period during which time they discuss students and additional support.  In 2006, a new building was added to house the Freshmen Academy.  The Freshmen Academy is pure in that students who are not true freshmen are not scheduled into those classes.  The Academy has its own administrator, incentives, and rules.  Over the years, our graduation rate has improved, as we are no longer losing as many students in freshmen year.

In addition, our freshmen are engaging in a new program this year called Habitudes, which is a curriculum designed to help grow future leaders.  The program teaches character and leadership skills through images.  Each lesson contains an image and the lesson is developed around the image with conversation and real world experiences.  The program is delivered once a week to all freshmen through their academy classes.

In 2001, CCHS added an Advisement programs. At the time, we were one of the first in the state of Georgia to implement this program.  Through a Smaller Learning Community Planning grant, we were able to travel across the nation to visit exemplary programs which influenced how we structured our program. Our program places students in small groups (15-20) with an advisor who stays with the group through graduation. Today, our advisement program looks much different than its beginning years, mostly due to changes made by the state of Georgia.  Teachers as Advisors programs became mandatory for all Georgia secondary schools.

CCHS boasts an award winning newsmagazine, The Odyssey.  The magazine is a 6-time Gallup Award winner, and has won numerous superior ratings from the Georgia Scholastic Press Association, the Columbia Scholastic Press Association, National Council of Teachers of English, National Writing Project, and more. Through this program, students learn how to report current, trendy, and timely news and develop interviewing and writing skills.

**Administrative Team**

| Principal | Robbie Hooker |
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| Associate Principal | Marie Yuran |

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|---|---|
| **Assistant Principal** | Sheila Dunham |
| **Assistant Principal** | Reginald Thomas |
| **Instructional Coach** | Linda Boza |
| **Special Education Team Leader** | Ashlee Wegmann |
| **Graduation Coach** | Tonia Jones |

**School Improvement Leadership Team**

| Role | Name | Subject |
|---|---|---|
| Principal | Robbie Hooker | |
| Associate Principal | Marie Yuran | |
| Assistant Principal | Sheila Dunham | |
| Assistant Principal | Reginal Thomas | |
| Instructional Coach | Linda Boza | |
| IB Coordinator/Teacher | Larissa Jean | World Language |
| EXC Team Leader | Ashlee Wegmann | |
| Counselor | Toawandia Underwood | |
| Teacher | Ginger Lehmann | Language Arts |
| Teacher | Christian Barner | Language Arts |
| Teacher | Cutler Bleecker | Fine Arts |
| Teacher | Scott Swain | Science |
| Teacher | Thomasina Miranda | Science |

| Teacher | Jodi Bolgla | ELL |
|---|---|---|
| Teacher | Kamela Lawrence | Math |
| Teacher | Michelle Pierce | Special Education |
| Teacher | Sondra Moon | Credit Recovery |
| Teacher | Ashley Goodrich | Social Studies |
| Teacher | Drew Wheeler | Social Studies |
| Math Coach/Scheduler | Summer Smith | |
| Graduation Coach | Tonia Jones | |

## Literacy Team

| Role | Name | Subject |
|---|---|---|
| Principal | Robbie Hooker | |
| Instructional Coach | Linda Boza | |
| Media Specialist | Kacy Tedder | |
| Teacher | David Ragsdale | Language Arts |
| Teacher | Thomasina Miranda | Science |
| Teacher | April Tedeschi | Social Studies |
| Teacher | Eric McCullough | Math |
| Teacher | Lawanna Knight | Special Education |
| Teacher | Nessa Hoppe | World Language |
| Teacher | Trey Henson | Health and PE |
| Teacher | Cutler Bleecker | Fine Arts |

## Need for Striving Readers Grant

While our students perform well on state assessments in the Writing and English Language Arts, their lexile scores and EOCT scores in other subject areas indicate need for integration of literacy across the curriculum. All of Clarke Central's students would benefit from additional literacy instruction and tools that would further develop their oral and written expression. Our literacy team and administration are committed to leading CCHS faculty and students to increasing their literacy skills, which we believe is critical to prepare them for high school, post-secondary education, and careers. With funding from the Striving Readers Grant, CCHS will be able to provide professional learning in best practices that can target students for interventions and improve our literacy instruction across the curriculum, as well as establishing protocols for implemented interventions as part of the RTI process. If funded, our teachers and students would have access to a multitude of digital literacy materials (books, texts, online magazines, etc.), be able to purchase and use leveled texts in order for all students to be able to access the content at the appropriate reading level, and engage in more literacy activities in every subject area. The grant would provide professional learning on implementing literacy strategies, working with students who are below the high school reading level, and choosing appropriate resources.  In addition, we would be able to expand our READ 180 program to include all students who need an intense focus on reading.

**Needs Assessment, Concerns, Root Cause Analysis**

**A. Description of Needs Assessment Process**

        The Clarke County School District conducts district walkthroughs each quarter as well as yearly impact checks for each building. The information shared at these points serves as a communication point between central administration and the building level on the current success and areas of growth for Clarke Central. Based on the results of these ongoing processes, the following literacy targets were created in the School Improvement Plan:

| Mathematics | ● Restructure support classes to focus on vocabulary<br>● Explain thinking through writing and oral presentations |
|---|---|
| ELA | ● Include research as an essential skill<br>● Narrative, argumentative and persuasive writing tasks<br>● Digital writing tasks |
| Science | ● Detailed written explanation of one topic within each unit |
| Social Studies | ● Performance-based tasks including writing prompts based on CCGPS |

        In late September 2014, Clarke Central conducted a needs assessment with 57 selected questions from the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12, and the Survey of Literacy Instruction for Middle and High School Teachers. To write the SRCL Cohort 4 grant, results were compiled and analyzed. In addition, data were reviewed from student assessments and School Improvement Surveys to further determine areas of need.

**B. Description of Surveys Used in Needs Assessment Process.**
- Clarke Central Literacy Needs Assessment Survey:
    - 31 questions from the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12
    - 26 questions from the Survey of Literacy Instruction for Middle and High School Teachers
- Student data provided by district office.
- The School Improvement Survey

**C. Root Cause Analysis:**

The Needs Assessment Survey and review of Clarke Central's achievement data revealed the following needs and underlying root causes:

Building Block 1: Leadership

- School Literacy Leadership Team was not addressed.
- Effective use of time and personnel for scheduling and collaborative planning was emergent.
- Community Literacy Support was not addressed.

Root Causes: CCHS administrators are fully engaged in seeking out and participating in professional learning with faculty; however, a literacy leadership team that included teachers and other staff had not been implemented. In addition, scheduling time for literacy was not an administrative focus. Community outreach related to literacy consists of a literacy night; however, no community literacy council was extant in the Clarke Central area.

Building Block 2: Continuity of Instruction

- Implementation of literacy across content areas was emergent.
- Active collaborative school teams did not ensure a consistent literacy focus.
- Out-of-school agencies and organizations collaborated to support literacy on an inconsistent basis.

Root Causes: Literacy skill practice has not been consistently embedded into all content areas so that all students have repeated opportunities to read and write throughout day. Because many students need individual conferencing on writing and this activity traditionally was assigned to ELA classroom, students do not receive regular feedback on content area writing. Teachers in content areas have not received enough professional development in the use of models for teaching writing in content areas. The community and out-of-school agencies have not been engaged to support literacy. Many students do not come from literacy rich environments that support the development of extensive vocabulary or formal writing skills.

Building Block 3: Ongoing Formative and Summative Assessment

- Universal screening and progress monitoring does not assess all students in literacy.
- Teachers are not confident when using diagnostic screening.
- Screening is not followed up with diagnostic screening.
- Teachers are not confident with using Lexiles as tools in selecting appropriate texts for students.

Root Causes: CCHS utilized the SRI universal screener with 9th grade students only. Literacy screening has not been a priority. While most CCHS teachers have received professional learning on ongoing assessments, more than 50% of respondents were not confident with universal screening and with using Lexiles.

Building Block 4: Best Practices in Literacy Instruction
- Students are not receiving consistent literacy instruction across the curriculum.
- Teachers in content areas do not have sufficient materials and resources for literacy instruction.

Root Causes: Over the past two years, teachers in science and social studies have begun to intentionally integrate disciplinary vocabulary and writing into curriculum; however, literacy instruction needs to be practiced in all content areas. Skills related to writing critiques are isolated to ELA classrooms, and foundational literacy skills, such as fluency, are seen as skills learned in elementary skills. There is not current place for development or remediation. Of survey respondents, only 31% agreed that they had adequate resources in all areas of literacy. Differences in respondents based on content area were observed: 54% of ELA teachers indicated they had enough resources, but only 21% of other content area teachers had adequate resources. Only 41% of respondents agreed that they had enough time to teach literacy effectively, most notably for small group and writing. Pacing of content places emphasis on obtaining extensive content knowledge leaving little time to practice applied literacy skills.

Building Block 5: System of Tiered Intervention (RTI) for All Students
- Need to develop better tagging and clearinghouse system of data for students receiving intervention.
- Students' progress is not monitored on a consistent basis.

Root Causes: While needs assessment survey participants indicated a high level of comfort with

the RTI process at Clarke Central, the Literacy Leadership Team illuminated many issues with its structure and control. Namely, these issues center on tracking students through the RTI process and systematic data analysis. Clarke Central must develop a process to monitor the implementation of research-based interventions at the building level, and implement vertical teams with middle and high school focused on intervention needs and placement. Professional development for teachers must be provided on effective RTI processes.

Building Block 6: Professional Learning
- Pre-service education does not prepare new teachers for literacy instruction at high school level.
- In-service professional development for literacy in content areas is emergent.

Root Causes: Pre-service teachers who want to go into secondary education are given surface-level teaching in literacy instruction, but not in-depth; therefore, new teachers are not prepared for nor expect to engage in literacy instruction. In-service teachers at CCHS have been given some content literacy instruction, and this professional learning has given them some confidence with effective integration. This PL needs to be more in-depth and more consistent.

**D. Listing of Individuals Who Participated in the Needs Assessment**

In total, 59 school staff participated in the survey, including administrators, counselors, paraprofessionals, instructional coaches, special education teachers, ESOL teachers, and content teachers from all grades. Content represented included 14 math, 13 ELA, 11 social studies, 6 science, 6 health, 5 PE, 4 CTAE, 2 computer science, 4 from music, art and theater/dance, and 15 others. The size and distribution of grade level and content area of respondents indicated a representative sample, and, therefore, an accurate portrait of literacy at Clarke Central.

In addition, all students at CCHS contributed data; however, currently only 9th grade students take the SRI universal literacy screener. The School Improvement Survey included 49 staff members and 57 parents.

**E. Specific Age, Grade or Content Areas in which the Concerns Originate**

Based on data from the needs assessment, including Section 4 - Analysis and Identification of Student and Teacher Data, Clarke Central demonstrates need in all content areas

at all grade levels, but especially Mathematics and Science. There is a significant achievement gap across all content areas and grade levels for economically disadvantaged students, students with disabilities, limited English proficiency students, Hispanic students, and African American students. See Section 4 for disaggregated data.

**F. Areas of Concern as Related to Research-based Practices**

The areas of concern for Clarke Central literacy reflect the Georgia Department of Education's "why" document which details the current research in the area of literacy instruction. Of particular note for the key areas of concern for Clarke Central is best practices research in the area of at-risk adolescent readers, writing in all content areas, literacy instruction in the content areas, as well as the implementation of the RTI process.

The "why" document calls our attention to motivating adolescents who struggle, noting that students "deserve instruction that is developmentally, culturally, and linguistically responsive to their needs (See "Why" document 52)." Additionally it is noted that reading comprehension is a concern for children of color and the economically disadvantaged throughout Georgia and who also make up the majority of the population of our school (See "Why" document 65).

The needs of our student writers should be considered in the light of the work of Biancarosa and Snow is cited in the "why." This work calls for children to participate in instruction that requires a variety of connected writing tasks which students will need to repeat as they continue in school as well as in a career.

**Literacy Plan**

Clarke Central's needs assessment provided rich insight into the current implementation of literacy strategies in our high school setting. Our plan states our current practices for each building block as established by our current institutional, instructional and cultural practices. Current practices are extended and countered in each block. These practices and initiatives arise from strengths and weaknesses identified on the needs assessment. Areas identified as operational are countered with practices that will support and sustain. Areas identified as not addressed or emergent in the needs assessment are countered with steps that will be taken to develop and support these weaker elements.

| **Building Block 1. Engaged Leadership** | |
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| A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school | **"Why?"**<br><br>Leadership by administrators is the "key component" in all that we are seeking to do to improve education in Georgia. According to our needs assessment, our literacy team agreed that we have strong and fully operational commitment to literacy learning from our administration. (Georgia's Literacy Plan (GLP), The Why, 8.B) |
| **"What" we are doing now:**<br><br>The administration at Clarke Central currently seeks out and develops opportunities for professional learning in literacy with his/her faculty. Initiatives include:<br>● Participation in state-sponsored trainings concerning the promotion of literacy and the transition to CCGPS.<br>● Study of research-based strategies in literacy has been done.<br>● Participation in school-wide discussions about literacy. | **"How" we plan to move forward:**<br><br>In addition to current initiatives, it is the goal of Clarke Central's administration to put in place additional programs to improve student literacy. These include:<br>● Targeted literacy capacity-building for Clarke Central administration and staff. After literacy goals are formulated, we will conduct a needs assessment for teacher training on an on-going basis.<br>● Expansion of study of research-based strategies in literacy.<br>● Implementation of a focused literacy plan to ensure that literacy is a focus across content areas. |
| B. Action: Organize a Literacy Leadership Team | **"Why?"**<br><br>In correlation with Georgia's Literacy Plan: The Why, the goal of our school-developed literacy plan is that students at Clarke Central High School will become self-sustaining lifelong learners and contributors to their communities and to the global society. We agree that literacy leadership should be prevalent at every |

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| | level, from state to state and district leaders to building administrators to teacher leaders to student leaders. (GLP, The Why, 8.A) |
| **"What" we are doing now:**<br><br>The administration has actively organized the school literacy leadership team, which will meet regularly, to set the goals of planning, developing, and implementing strategies for literacy instruction.<br>● As background information in the development of the literacy team, the administration has conducted an assessment of current practices and literacy initiatives within the school.<br>● A literacy team was formed with membership from each grade level and content area teachers along with the instructional coach.<br>● The administration has afforded protected time for the literacy team to organize and develop the grant.<br>● Systems for the gathering and analysis of school, teacher, and student level data have been established with the goal of understanding and improving student and literacy achievement.<br>● Over the last 2 years, school-wide guidelines and expectations for the systematic gathering and analysis of literacy data through data-teams is emerging. | **"How" we plan to move forward:**<br><br>Clarke Central literacy leadership team, led by the administration, will meet regularly and provide substantive direction for the school and community. In addition to actions already in place, Clarke Central will:<br>● implement the use of teacher walk-through instruments that evaluate literacy strategies and student engagement in the classroom across content areas.<br>● provide teacher training and coaching in strategies for the improvement of student reading comprehension and writing proficiency.<br>● provide teacher training regarding literacy expectations and how they will be evaluated (through observations, annual evaluations, lesson plans, and data team collaboration).<br>● plan for literacy engagement and evaluation across all content areas through lesson plan submissions.<br>● conduct teacher training across content areas regarding student literacy evaluation, engagement and expectations.<br>● will analyze literacy-specific data for all grades. |
| C. Action: Maximize the use of time and personnel through scheduling and collaborative planning | **"Why?"**<br><br>There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. Consideration of the unique skills, needs, and interests of the individual students, including English Language Learners (ELL), students with exceptional needs, and other subgroups should be given. (GLP, The Why, 2.B)<br><br>The need for extended time for literacy has been recognized in numerous sources including *Reading Next*, *Writing to Read*, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by |

| | D.C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time." (GLP, The Why, 2.J, pg. 58)<br><br>The integration of literacy skills into the content areas has been made even more explicit in the CCGPS. (GLP, The Why, 2.E.2) |
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| **"What" we are doing now:**<br><br>The effective use of time and personnel to promote student literacy is leveraged through the use of dedicated time for intervention, the promotion of literacy instruction across content areas, and collaborative planning targeting student literacy.<br><br>● Currently the schedule allows for Read 180 to be implemented as an intervention in two ninth grade classes. | **"How" we plan to move forward:**<br><br>● Clarke Central will develop and implement daily schedules so that they include a minimum of 120 minutes to foster student literacy.<br>● Student literacy instruction, as a basis of grade-level implementation, will be developed and sustained through time reserved for grade-level collaboration and peer observations.<br>● Faculty across content areas will utilize state literacy standards.<br>● Literacy leadership team will research additional literacy interventions and strategies that will be effective for all students. Literacy leadership team will help devise scheduling for implementation. |
| 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 | Reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers which include:<br>● Visualizing<br>● Questioning<br>● Making Connections<br>● Predicting<br>● Inferring<br>● Determining Importance<br>● Synthesizing/Creating<br>(GLP, The Why, 2.B)<br><br>While these strategies are the cornerstones of literacy, it is important to note that research has found that these strategies should not be taught as isolated units. The strategies should be incorporated into all aspects of literacy instruction, which include disciplinary literacy. The intended outcome is that students receive explicit literacy instruction across the curriculum with the most important outcome being the reader's ability to use the strategies flexibly and become proficient in |

| | self-monitoring for understanding and purposely use the strategies.<br>(GLP, The Why, 2.B) |
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| **"What" we are doing now:**<br><br>The Clarke Central faculty has received professional learning in disciplinary literacy in some content areas but not all.<br>● Faculty members have participated in state-sponsored webinars to learn about the transition to CCGPS.<br>● Currently the instructional coach and identified intervention teacher have identified students requiring literacy support in ninth grade Read 180 classes. | **"How" we plan to move forward:**<br><br>In addition to our on-going efforts, it is our goal to develop a school culture in which teachers across all content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).<br>● To this end, we will seek the involvement of school stakeholders (parents, community members, UGA College of Education) to foster and multiply literacy initiatives.<br>● The literacy leadership team will establish a protocol for identifying literacy professional learning needs for school faculty.<br>● The instructional coach and identified intervention teacher will collect and analyze data from universal screeners.<br>● The literacy leadership team will review universal screener data to identify students who need literacy support, and determine the appropriate supports. |
| E. Action: Optimize literacy instruction across all content areas | **"Why?"**<br><br>The integration of literacy skills into the content area has been made more explicit in the CCGPS, which delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. Acquisition of those literacy skills will provide our students with the ability to transfer these skills into college or the workplace.<br>(GLP, The Why, 2.E.2, pg. 48- 49)<br><br>Writing demands are increasing not only in schools, but also in the workplace, so it is crucial that we take steps to implement a strong writing program.<br>(Georgia's Literacy Plan (GLP, The Why, 2.C.,D, pg. 43-46) |
| **"What" we are doing now:**<br>The leadership at Clarke Central has a focus on the development of literacy in the content areas by:<br>● At this time, a systematic method to optimize literacy instruction in the content areas is not in place.<br>● Professional learning in literacy across | **"How" we plan to move forward:**<br>To improve content area literacy instruction the leadership will:<br>● plan subject-specific training for all teachers and administrators on explicit literacy instruction. |

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| content areas has been implemented but not sustained.<br>● Implementing a school-wide literacy team to encourage the continued development of literacy strategies in all content areas. | |
| 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. | **"Why?"**<br>Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including community members. As a result of this common understanding and the state-developed literacy plans, Georgia students will become sustaining, lifelong learners and contributors to their communities. (GLP, The Why, Section 1) |
| **"What" we are doing now:**<br><br>The Clarke Central administration team is exploring different avenues to incorporate community stakeholders into the instructional fabric of the school by:<br>● hosting fall and spring literacy nights that utilize "Books for Keeps" giveaways.<br>● ensuring all students receive copies of The Odyssey magazine.<br>● operating as a Professional Development School, courses are taught at the school weekly; these pre-service teachers spend time in classrooms regularly.<br>● hosting visiting authors.<br>● facilitating annual meetings at local community centers.<br>● utilizing the community mentor program. | **"How" we plan to move forward:**<br><br>Clarke Central Leadership will extend the current community ties to include:<br>● continued partnership with UGA through the UGA Professional Development partnership to provide tutoring, one-on-one support for students, professional development and common vision.<br>● reaching out to and partnering with community members (local authors, musicians, artists, sports figures) to promote literacy in the school. |

| Building Block 2: Continuity of Instruction | |
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| A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) | **"Why?"**<br><br>All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language. Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners. (GLP-The Why, 1.B, pg. 31)<br><br>Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. (GLP-The Why, 5.A.1, pg. 95) |
| **"What" we are doing now:**<br><br>Clarke Central faculty and staff have begun the work of a consistent focus on literacy across curriculum areas by:<br>● meeting in content teams for collaborative planning and examining student data/work<br>● preparing agendas for all data meetings<br>● studying formative student assessment results in data teams and use the results to continue and adjust instruction<br>● implementing effective vocabulary strategies in most content areas<br>● implementing initial implementation of the | **"How" we plan to move forward:**<br><br>● Utilize technology to observe model lessons, share literacy expertise, and practice effective instructional strategies.<br>● Provide support to teachers in all content areas to infuse literacy strategies into their teaching.<br>● Plan and implement lessons that address literacy needs of all students based on assessment data. |

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| use of constructed responses and collaborative scoring in all content areas.<br>● receiving professional learning from district coaches during PL time and planning on constructed responses in content areas. | |
| B. Action: Support teachers in providing literacy instruction across the curriculum | **"Why?"**<br><br>Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms:<br>● Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.)<br>● Fiction (novels, short stories, plays and scripts, poems, etc.)<br>● Non-print "text" (art, photographs, political cartoons, etc.)<br>The CCGPS expects students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion. Literacy includes not only written texts, but also the viewing and representing of digital images, aural images, and other special effects used in various forms of media.<br>(GLP-The Why, 2.E.3, pg. 49)<br><br>The CCGPS begins moving students up the first step toward the goal of graduating from high school ready for college or a career. Students will be required to understand how to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.<br>(GLP-The Why, 4.D.2, pg. 85)<br><br>Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the |

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| | opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels. (GLP-The Why, 7.D, pg. 150)<br><br>In addition to reading, Georgia also assesses another aspect of a student's literacy—writing ability. Georgia's performance –based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. (GLP-The Why, 5.I, pg. 117)<br><br>In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12:<br>● Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries.<br>● Provide students with work that allows them to experience success, thus increasing their self-efficacy.<br>● Construct opportunities for students to work with peers.<br>● Incorporate technology into literacy through the use of e-readers, blogs, and social networking.<br>(GLP-The Why 2.L, pg. 59) |
| **"What" we are doing now:**<br><br>The Clarke Central instructional staff is supported in literacy instruction across the curriculum by:<br>● using research-based strategies and appropriate resources to support student learning of the CCGPS<br>● utilizing the instructional coach for focused instructional needs<br>● utilizing the POP model from Sally Zepeda<br>● teaching academic vocabulary across content areas | **"How" we plan to move forward:**<br><br>● Research and implement alternative and creative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)<br>● Instructional coach will provide as-needed: coaching, modeling, co-teaching, observing, and giving feedback on use of literacy strategies. |

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| ● incorporating Math in the Fast Lane strategies, written explanation of process and vocabulary development into instructional practices to support development of literacy development<br>● utilizing ELL classes for academic vocabulary instruction. | ● Provide professional learning on acceleration of content and /or text.<br>● Support teachers by providing PL on increasing the use of 21st century, mobile and cloud technology as a means for students to model technology usage and production. |
| C. Action: Collaborate with supporting out-of-school agencies and organizations within the community | **"Why?"**<br><br>Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members.<br>(GLP-The Why, Section 1, pg. 32)<br><br>Youth services at Georgia Public Library Service (GPLS) provide myriad services to improve the quality of children's and families' lives. The benefits of youth services are numerous. From providing quality, literature- based programs for children and families to assisting teens with their informational needs, Georgia's public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens. Working in tandem, GPLS and library systems provide parents and caregivers with the best tools to help prepare children for life and introduce them to a lifelong love of learning.<br>(GLP-The Why, 9.C, pg. 159) |
| **"What" we are doing now:**<br><br>● Identifying and contacting community supports that target student improvement needs (e.g. tutoring, mentoring, out-of-school programming). Students and families are connected with these resources on an as-needed basis.<br>● Communicating through daily listserv to all teachers, parents, and students that provides school related information to families.<br>● Providing students with service learning opportunities within the school and community. | **"How" we plan to move forward:**<br><br>● Incorporate literacy opportunities with current out-of-school programs when possible.<br>● Expand communication with community organizations which provide literacy supports for students to share strategies and student needs.<br>● Expand awareness of wellness program through newsletters.<br>● Expand mentoring program from within and outside the school for students who need additional support<br>● Expand service learning by making community connections through volunteerism, problem solving activities, and community-based learning. |

| Building Block 3. Ongoing formative and summative assessments | |
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| 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 | **"Why?"**<br><br>Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist:<br><br>● **Beginning of the year:** First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.<br>● **Throughout the year:** This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessment.<br>● **End of the year:** The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p.16).<br><br>(GLP-The Why, 5.A.2) |
| **"What" we are doing now:**<br><br>● Collaboratively planning through content area teams twice-weekly in Data Team format to create common formative assessments, review student work and focus for re-teaching and enrichment.<br>● Discussing student academic needs and recommending interventions for struggling learners through monthly content area teams.<br>● The expectation is that pre- and post-tests will be created for all units of instruction. The data from these tests is reviewed for interventions, re-teaching and enrichment. | **"How" we plan to move forward:**<br><br>● Continue the twice-weekly meetings and ensure that new teachers are adequately trained on the Data Team Process.<br>● Continuously reflect and review the data to adjust learning goals and assessments to achieve those goals.<br>● Use RTI interventions and record progress and adapt and devise plans as needed through content area teams.<br>● Use data from formative and summative assessments to determine strategies for interventions.<br>● Analyze data through disaggregation by standard. |

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| B. Action: Use universal screening and progress monitoring for formative assessment | **"Why?"**<br><br>The Literacy Task Force recommends the need for a universal screener at all ages and grades. Additionally, there needs to be coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to both interpret the data and determine the best course of instructional action.<br>(GLP-The Why, P.4)<br><br>Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback (Torgesen & Miller, 2009, p.24). The "how to instruct" must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the CCGPS.<br>(GLP-The Why, 5.A.3) |
| **"What" we are doing now:**<br><br>● Using the Scholastic Reading Inventory (SRI) to assess ninth grade students' reading levels via Lexile scores.<br>● Using SRI and CRCT data to schedule ninth grade students for Read 180 intervention. | **"How" we plan to move forward:**<br><br>● Administer SRI three times per year for all students.<br>● Instruct students in the meaning of their Lexile scores as it relates to their reading levels.<br>● Ensure that teachers of all content areas will review the SRI data and utilize the data in selection of instructional texts.<br>● Research appropriate interventions to implement using student data. |
| C. Action: Use diagnostic assessment to analyze problems found in literacy screening | **"Why?"**<br><br>The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.<br>(GLP-The Why, pg. 5) |

| **"What" we are doing now:** | **"How" we plan to move forward:** |
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| ● Currently there are no literacy diagnostics in place. | ● Research and implement appropriate diagnostic assessments based on student data.<br>● Continue to analyze data through their data teams to monitor the progress of students with varying levels of support and interventions. |
| D. Action: Use summative data to make programming decisions as well as to monitor individual student progress | **"Why?"**<br><br>The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (GLP-The Why, 5. Introduction)<br><br>Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan. (GLP-The Why, 5.C) |
| **"What" we are doing now:** | **"How" we plan to move forward:** |
| ● Using a variety of data to make academic decisions for our students who require either intervention, re-teaching, or enrichment.<br>● Using data as follows: benchmark assessments, common formative assessments, state standardized testing. | ● The literacy leadership team will review summative data to identify students who need literacy support, and determine the appropriate supports. |
| Action E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) | **"Why?"**<br><br>One of the cornerstones of any LDS is the ability to uniquely identify the students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID. The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data |

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| | Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups.<br>(Georgia's Literacy Plan: The Why, 5.L)<br><br>Commercial vendors have begun offering a variety of products and services to facilitate the collection, storage, and use of longitudinal data. A number of national organizations are providing support as well for LDS development efforts. By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data more effectively and to improve the way schools function from the policy level to that of the classroom.  This information was retrieved from http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx<br>(GLP-The Why, 5.L)<br><br>Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.<br> ● Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.<br>(GLP-The Why, 6.D.1) |
| **"What" we are doing now:**<br><br> ● Meeting regularly in data teams to review data. Data review drives the instructional strategies used to differentiate for student weakness or enrichment.<br> ● Meeting in data teams to review Benchmark scores as well as Pre- and Post-tests to inform instructional and differentiation needs for students.<br> ● Writing: Students are assessed in prescriptive writing two times per year through constructed response items. | **"How" we plan to move forward:**<br><br> ● Use common literacy tools both vertically and cross-content.<br> ● Analyze the data from school-wide teams and adjust curricular needs or professional learning to achieve literacy plan goals.<br> ● Implement writing strategies in all classes, using data-driven needs.<br> ● Utilize data to determine need for leveled texts in all content areas. |

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| **Building Block 4.  Best Practices in Literacy Instruction** | |
| A. Action: Provide direct, explicit literacy instruction for all students | **"Why?"**<br><br>Local school leaders and school improvement teams may |

| | examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:<br>● Direct instruction, modeling, and practice in reading comprehension strategies<br>● Structuring of content area instruction and reading assignments to make them more accessible to students<br>● Selection of texts for students to read in a way that builds motivation and persistence<br>● Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn<br>● Use and availability of diverse texts<br>● Use of writing to extend and reinforce reading<br>● Use of technology to reinforce skills and keep students involved<br>(GLP-The Why, 6.D)<br><br>Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:<br>● Direct instruction, modeling, and practice in reading comprehension strategies<br>● Structuring of content area instruction and reading assignments to make them more accessible to students<br>● Selection of texts for students to read in a way that builds motivation and persistence<br>● Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn<br>● Use and availability of diverse texts<br>● Use of writing to extend and reinforce reading<br>● Use of technology to reinforce skills and keep students motivated<br>(GLP-The Why,6.D) |
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| **"What" we are doing now:**<br><br>● Using a variety of annotating and marking | **"How" we plan to move forward:**<br><br>● Research and establish literacy programs within |

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| reading passages.<br>● Participating in ongoing training for CCGPS literacy standards through school and district professional learning.<br>● Using direct vocabulary instruction and writing instruction for all students. | content areas that can be systematically taught to all students.<br>● Address the gaps in foundational skills for all students so interventions can be implemented.<br>● Continue to provide professional learning on differentiation, direct vocabulary, and writing instruction for all content areas.<br>● Expand use of universal screeners for all students to assign appropriate reading material and prescribe appropriate instruction.<br>● Continue implementation of vocabulary and writing strategies within each content area.<br>● Expand resources, including texts, trade books, side-by-side texts, audiobooks, e-books, digital libraries, etc. |

| B. Action: Ensure that students receive effective writing instruction across the curriculum | **"Why?"** |
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| | Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.<br>(GLP-The Why, 2.C)<br><br>In addition to reading, Georgia also assesses another aspect of a student's literacy—writing ability. Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Currently, in Grade 8 students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. (Note: These genres will be changed to reflect the CCGPS by 2014. Those genres are: argument, explanatory, and narrative.)<br>(GLP-The Why, 5.I) |
| **"What" we are doing now:**<br><br>● Implementing constructed response in all content areas.<br>● Emerging implementation of DBQ process in Social Studies classes.<br>● Implementing tiered writing in Social Studies.<br>● Implementing evidence based writing in Science.<br>● Reviewing constructed response items in order to inform instructional practices. | **"How" we plan to move forward:**<br><br>● Research and expand use of constructed response, tiered writing, DBQ process, evidence-based writing in all content areas.<br>● Provide additional tiered interventions for improving writing.<br>● Use writing strategies in the classroom on a regular basis across content areas. |

| C. Action: Teachers work to develop and maintain interest and engagement as students progress through school. | **"Why?"** |
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| | There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. This needs to be done while considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. Aligning with research on motivation and the recommendations of the 2010-2011 Literacy Task Force, we believe it is crucial to take steps to improve engagement and motivation. (GLP-The Why, 2.1) |
| | In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12: |
| | <ul><li>Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries.</li><li>Provide students with work that allows them to experience success, thus increasing their self-efficacy.</li><li>Construct opportunities for students to work with peers</li><li>Incorporate technology into literacy through the use of e-readers, blogs, and social networking</li></ul> (GLP-The Why, 2.L) |

| **"What" we are doing now:** | **"How" we plan to move forward:** |
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| <ul><li>Utilizing culturally relevant texts.</li><li>Utilizing best practices for student focus and engagement.</li><li>Using the International Baccalaureate framework in grades 9-10 to promote lifelong, global learners.</li><li>Employing the use of transliteracy resources purchased through the media center are widely used among all grade and content classes.</li><li>Using technology for research, production, publishing, and/or communicating writing in all content areas.</li><li>Implementing Teachers As Advisors (TAA) program.</li></ul> | <ul><li>Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc).</li><li>Expand incentives and resources for reading and book clubs</li><li>Increase the amount of field trips to museums, plays, theatrical productions, Athens-Banner Herald, film-festivals, University of Georgia main library, science library, law library.</li><li>Increase the number of visits from famous authors, screenwriters, community leaders, UGA students majoring in journalism and fine arts (displaying their work/productions).</li><li>Expand literacy resources with e-books, digital apps, and technology for student engagement.</li></ul> |

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| <ul><li>Structuring classes to offer opportunities to collaborate with peers and teachers.</li><li>Implementing the use of flexible grouping</li><li>Hosting visits from famous authors, screenwriters, community leaders, UGA students majoring in journalism and fine arts (displaying their work/productions)</li><li>Creating reading clubs centered on particular student interest (i.e. sci-fi; adventure; technology; finance and entrepreneurship, etc.).</li></ul> | |

| Building Block 5. System of Tiered Intervention (RTI) for All Students | |
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| A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) | **"Why?"**<br><br>In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:<br>● Data collected frequently, often weekly, but at least once a month<br>● Scores are plotted on a graph with a trend line drawn to show rate of improvement<br>● Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum.<br>● May be used as a supplement for screening to determine the efficacy of an intervention<br>(GLP-The Why, 5.B)<br><br>Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan.<br>(GLP-The Why, 5.C) |
| **"What" we are doing now:**<br><br>● Utilizing 8th grade CRCT and SRI scores to place students in Read 180 classes and identify students for entrance to RTI.<br>● Analyzing data to place students in math RTI.<br>● Analyzing data and IEPs to place students into co-teaching models.<br>● Mandating that data and collaborative teams meet weekly to identify student progress.<br>● Tutoring students through after-school programs.<br>● Using Classworks for math support.<br>● Training teachers in the data collection process to identify gaps in student learning.<br>● Providing instruction to faculty on the RTI process. | **"How" we plan to move forward:**<br><br>● Develop better tagging and clearinghouse system of data for students receiving intervention.<br>● Provide progress monitoring for students in intervention programs.<br>● Develop standardized protocols for the collection of data to determine student success and the success of interventions<br>● Provide data team implementation training to new teachers.<br>● Provide new teachers with professional development on the RTI process<br>● Develop a process to monitor the implementation of research-based interventions at the building level.<br>● Implement target vertical team with middle and high school focused on intervention needs and placement. |

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| B. Action:  Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) | **"Why?"** <br><br> Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment.  Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback.  Responding to student performance is critical element of all classroom learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success.  (The Why, 6:B) <br><br> All students participate in general education learning that includes: <ul><li>Universal screenings to target groups in need of specific instructional support</li><li>Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom</li><li>Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning</li><li>Progress monitoring of learning through multiple formative assessments</li></ul> Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. <ul><li>Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.</li><li>Instruction and learning which focus on the GPS and include differentiated, evidence-based instruction based on the student's needs are paramount.</li><li>Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development.</li><li>Schools should identify common formative assessments and a common protocol for</li></ul> |

| | analyzing and recording student progress. |
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| | ● Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction. |
| | ● Data from formative assessments should guide immediate decision making on instructional next steps. |
| | ● Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for feedback. |
| | ● Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills. |
| | ● Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program. |
| | (GLP-The Why, 6.D.1) |
| **"What" we are doing now:** | **"How" we plan to move forward:** |
| ● Utilizing the Scholastic Reading Inventory, a universal screener, used to identify struggling students in 9th grade. <br> ● Participating in ongoing professional development on the implementation of CCGPS throughout all content areas. <br> ● Making sure Tier 1 instruction focuses on developing student success through the use of collaborative teaching. | ● Utilizing the Scholastic Reading Inventory, a universal screener, used to identify struggling students for all grades. <br> ● Use the universal screening data to more effectively place students in small groups and to provide accessible text for students. <br> ● Develop, implement, and analyze formative assessments to provide effective tier 1 instruction. <br> ● Provide professional development opportunities that will focus on explicit instruction to meet individual student needs. |
| C. Action: Implement Tier 2 needs-based interventions for targeted students | "Why?" <br><br> Collaboration between the intervention teacher and |

|  | the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention team. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 for interventions. For a few students, the data review team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. (GLP-The Why, 6.B)<br><br>Student Movement to Tier 2<br>● District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the CCGPS.<br>● A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.<br>● Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.<br>● During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support.<br>● Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed. (GLP-The Why, 6.D.2) |
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| **"What" we are doing now:**<br><br>● Recommending students to attend tutoring in mathematics.<br>● Providing focused intervention and afterschool programming:<br>   ○ FLP program (Focused Learning Plan | **"How" we plan to move forward:**<br><br>● Systematically identify students who will receive tier two instruction.<br>● Conduct progress monitoring through formative assessments, which gauge the effectiveness of a given intervention. |

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| program with focus in math intervention)<br>   ○ 21st Century program<br>   ○ Pathways tutoring<br>   ○ Saturday school program<br>● Providing GLAD time--70 minutes once a week for academic enrichment and remediation.<br>● Differentiating instruction through flexible grouping and the collaborative teaching model. | ● Create processes to identify and serve students who are not identified with IEPs<br>● Provide professional learning with collaborative teachers in the area of explicit instructional strategies to address specific literacy difficulties<br>● Provide professional learning which develops a process to plan and implement protocols utilizing technology where appropriate.<br>● Purchase intervention software and resources as necessary. |
| D. Action:  In Tier 3, ensure that  Student Support Team and Data Team monitor progress jointly | **"Why?"**<br><br>Student Movement to Tier 3<br>● The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.<br>● Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.<br>● After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or Tier 3 support, in addition to Tier 1 and Tier 2, is required.<br>(GLP-The Why, 6.D.3) |
| **"What" we are doing now:**<br>● Utilizing data with freshman academy teachers every Friday to discuss needs based on academics, behavior, attendance, etc.<br>● Monitoring progress of students in grades 10-12. | **"How" we plan to move forward:**<br>● Continue progress monitoring of students beyond freshman academy in grades 10-12.<br>● Ensure that student needs and progress monitoring are driven by the data, data protocols, and referral protocols.<br>● Provide students with direct instruction in small group settings 1:5 - 1:10.<br>● Create process to track students in pull out groups.<br>● Purchase intervention software and resources as necessary. |
| 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 | **"Why?"**<br><br>Student Movement to Tier 4<br>In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater |

| | frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas. (GLP-The Why, 6.D.4) |
|---|---|
| **"What" we are doing now:**<br><br>● Arranging current school schedules to provide the least restrictive environment for all students.<br>● Familiarizing building level administration with funding formulas to fund special programming.<br>● Assigning students with IEP's case managers to coordinate communication between home and school as well as between teachers who serve a given child.<br>● Case managers, counselors, and advisors are conducting parent conferences.<br>● Identifying students for AP courses (AP Night). | **"How" we plan to move forward:**<br><br>● Implement a system of checks and balances to ensure the fidelity of implementation of the RTI process and ensure progress of student in the classroom and in interventions.<br>● Purchase intervention software and resources as necessary.<br>● Expand identification of students for AP enrollment.<br>● Expand academic elective program.<br>● Train teachers on how to identify students in need of accelerated learning opportunities, plan differentiated units, or provide opportunities for students to compact out. |

| Building Block 6. Improved Instruction through Professional Learning | |
|---|---|
| A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom | **"Why?"**<br><br>The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading. (The Why, 7.E, p. 150) |
| **"What" we are doing now:**<br>● Pre-service teachers attend all professional learning in district and school, data team meeting, content area meeting.<br>● Pre-service teachers are assigned a mentor during their school-based field experiences.<br>● Pre-service teachers observe best practices from other teachers during the practicum.<br>● Pre-service teachers collaborate with media specialists and other teachers on lesson plans and instructional practices. | **"How" we plan to move forward:**<br>● Ensure all pre-service teachers receive school-based professional learning in literacy while they are with their mentor teachers.<br>● Integrate Professor-in-Residence to expand literacy professional learning for pre-service teachers at Clarke Central to help focus on core literacy program. |
| B. Action: Provide professional learning for in-service personnel | **"Why?"**<br><br>In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience.<br><br>The goal of professional learning is to support viable, sustainable, professional learning, improve teacher instruction, and ultimately promote student |

<table>
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<td>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.<br>(GLP – The Why, Section 7 Introduction, pg. 140-141)<br><br>Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers (The Why 7.B.3, p. 144 (NSDC 2001, pararaph 2)).</td>
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<td><b>"What" we are doing now:</b><br><br><ul><li>Departments create their professional learning plans based on action steps designated in School Improvement plan.</li><li>Professional learning is provided through district PL, conferences, or through outside consultants.</li><li>Universal Design for Learning is being implemented school-wide.</li><li>Attending program-specific training in intervention programs before the school year begins</li><li>Instructional coach provides best practices training for new teachers or new hires.</li></ul></td>
<td><b>"How" we plan to move forward:</b><br><br><ul><li>Establish process for teachers to develop and create PL around differentiated model with teacher input.</li><li>Ensure professional development to all content teachers in the area of literacy.</li><li>Ensure in-service personnel understand the school's literacy plan and offer support to implement.</li><li>Utilize technology resources (such as Edivation) to provide professional learning.</li><li>Provide resources to allow teachers to visit other schools implementing effective literacy programs.</li><li>Provide opportunities for getting reading and ESOL endorsements.</li><li>Provide resources for teachers to attend technology conferences that support media, global, and digital literacies.</li><li>Provide resources to allow teachers to attend and present at literacy conferences. Teachers who attend conferences will lead professional learning on lessons learned with other teachers at Clarke Central.</li><li>Fund collaborative planning and professional learning off-contract time (for teachers and instructional coach) and substitute teachers.</li></ul></td>
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**Analysis of Student and Teacher Data**

**A-B. Total Population and Disaggregated**
**EOCT Data 2014:**

Clarke Central students showed relative strength in literature and social studies EOCTs; however, scores in mathematics and the sciences were well below average. These low scores are due in part to increased rigor of CCGPS assessments; however, these deficiencies were due to a lack of deeper student knowledge, which can be developed through embedded literacy and interactive activities in these content areas. In addition, achievement gaps are noted for all student subgroups, except for White students.

| Test | All Students | SWD | EDS | ELL | Black Students | Hispanic Students | White Students |
|---|---|---|---|---|---|---|---|
| 9th Grade Literature | 76% | 35% | 72% | 46% | 68% | 82% | 97% |
| 11th Grade American Literature | 88% | 51% | 84% | 60% | 84% | 83% | 100% |
| Analytic Geometry | 39% | 16% | 28% | 10% | 24% | 36% | 62% |
| Coordinate Algebra | 29% | 4% | 22% | 9% | 19% | 24% | 63% |
| Biology | 65% | 32% | 58% | 45% | 53% | 65% | 93% |
| Physical Science | 42% | 33% | 30% | - | 29% | 100% | 50% |
| US History | 74% | 47% | 67% | 38% | 66% | 65% | 98% |
| Economics | 75% | 50% | 70% | 50% | 66% | 74% | 95% |

**EOCT Domain Data**

| Test | Reading | Speaking & Listening | Writing | Language |
|------|---------|---------------------|---------|----------|
| 9th Grade Literature | 67% | 75% | 62% | 60% |
| 11th Grade American Literature | 68% | 69% | 65% | 74% |

**Lexiles for 2014 9th Grade Students**

      Clarke Central tracks Lexile scores from 8th grade to 9th grade. Over half of 9th grade students were reading below grade level according to the fall 2014 test with nearly 40% reading at an elementary school level. This screener suggests that students not reading at grade level in middle school tend to lose ground upon entering high school while students reading on or above grade level increase their reading ability.

| Reading Level | Number of Students | Percentage of Students | Avg Score | Avg Growth (From 8th Grade) |
|---------------|-------------------|------------------------|-----------|------------------------------|
| All Students | 315 | 100% | 993 | +15 points |
| Below Grade | 177 | 56% (Elementary=39%; Middle=17%) | 800 | -2 points |
| On Grade | 110 | 35% | 1188 | +32 points |
| Above Grade | 28 | 9% | 1447 | +38 points |

**2014 High School Writing Test Meeting/Exceeding Standards**

      Writing test scores suggest proficiency in writing and consistency across domains among 11th grade students; therefore, writing in content areas could aid in higher achievement in math and science.

| | 2012 | 2013 | 2014 |
|---|---|---|---|
| **Georgia** | 91% | 95% | 92% |
| **CCSD** | 80% | 92% | 85% |
| **Clarke Central** | 85% | 93% | 89% |

**Writing Test Domain Scores**

| | **Ideas** | **Style** | **Organization** | **Conventions** |
|---|---|---|---|---|
| **Georgia** | 3.1 | 3.2 | 3.3 | 3.2 |
| **RESA** | 3.2 | 3.3 | 3.3 | 3.2 |
| **CCSD** | 3.0 | 3.1 | 3.1 | 3.0 |
| **Clarke Central** | 3.1 | 3.1 | 3.1 | 3.1 |

**Graduation Rates (Cohort Method)**

Clarke Central graduation rates in 2014 indicate a decline of over five percentage points from 2012 to 2014, while statewide rates continue to rise. Decreases are evident among all subgroups, most notably White students and Students with Disabilities.

| | **2012** | **2013** | **2014** |
|---|---|---|---|
| **Georgia Rate** | 69.7% | 71.5% | 72.5% |
| **CCSD Rate** | 70.1% | 69.5% | 63.2% |
| **Clarke Central Rate** | 76.7% | 76.3% | 71.3% |
| *Asian* | 100% | - | - |
| *Black* | 71.1% | 70.6% | 67.6% |
| *Hispanic* | 71.9% | 80.7% | 67.2% |
| *White* | 90.3% | 87.2% | 82.9% |
| *MultiRacial* | 88.9% | 62.5% | - |
| *SWD* | 37% | 28.9% | 28.8% |

| | | | |
|---|---|---|---|
| *ELL* | 42.9% | - | 50% |
| *EDS* | 75.4% | 72.6% | 69.3% |

## C. Strengths and Weaknesses

| Strengths | Weaknesses |
|---|---|
| Students exceeding Lit 11 EOCT at 38%, up from 23% | SWD students passing Coordinate Algebra EOCT at 4%, down from 11% |
| ELL students passing Lit 11 EOCT at 60%, up from 33% | All students passing Coordinate Algebra EOCT at 29% |
| ELL students passing Biology EOCT at 45%, up from 30% | All students passing Geometry EOCT at 39% |
| All students passing US History EOCT at 74%, up from 69% | SWD students passing Lit 9 EOCT at 35%, down from 46% |
| ELL students passing US History EOCT at 38%, up from 25% | ELL students passing Lit 9 EOCT at 46%, down from 53% |
| All students passing Economics EOCT at 76%, up from 66% | All students passing Biology EOCT at 65%, down from 69% |
| Black students passing Economics EOCT at 66%, up from 56% | Students exceeding Biology EOCT at 27%, down from 34% |
| ELL students passing Economics EOCT at 50%, up from 25% | Black students passing Biology EOCT at 53%, down from 65% |
| SWD students passing Economics EOCT at 50%, up from 29% | Behavior events for black students at 2506, up from 2386; Hispanic students at 471, up from 348 |
| ED students passing Economics EOCT at 70, up from 61% | 56% of 9th grade students reading below grade level. |
| Students scoring 3 or higher on AP Econ at 42%, up from 16% | Graduation rate fell 5 percentage points |
| Students scoring 3 or higher on AP Literature at 60%, up from 33% | |

## D. Teacher Data

Currently, there are 91 teachers in 12 departments at CCHS. In 2007-08, the teacher retention rate was 73%. The following year, CCHS implemented a mentor-teacher program, which has now been adopted system-wide. The mentor-teacher program helps support new teachers to help reduce attrition. Since this implementation, teacher retention at CCHS has remained between 90% and 95%.

According to annual district walk-through observations, most CCHS teachers display a number of best practices in the classroom on a daily basis highlighted below:

| Practice | Percent Evident in Classroom |
|---|---|
| Standards highly visible/referenced within lesson. | 78% |
| Essential questions connect instruction to standard(s) being taught. | 81% |
| Students explain standards they are learning in own words. | 88% |
| Feedback to students related to performance on standards. | 81% |
| Student learning monitored/assessed throughout instruction. | 83% |
| Questioning strategies/learning activities used to promote higher-order thinking. | 64% |
| Content-specific vocabulary developed in context. | 85% |
| Teacher uses activating strategies centered on standard/element(s)/essential questioning. | 87% |
| Teacher models/facilitates use of digital tools to locate/analyze/evaluate information. | 63% |
| Variety of instructional strategies used to address student needs. | 68% |
| Students actively engaged in learning. | 79% |

## E. Goals and Objectives Based on Formative and Summative Assessments

Given the analysis of both formative and summative assessments, the Clarke Central Literacy Team has determined the following five broad goal areas: 1) Build literacy leadership by creating a shared vision for literacy among teachers and staff; 2) Implement a high quality core literacy program that is systematic, explicit, and provides the five essential components of effective literacy instruction; 3) Create clear and measurable expectations, and support mechanisms for literacy instruction; 4) Engage in data analysis and research strategies to support literacy instruction; 5) Engage all stakeholders (parents, community members, business partners, UGA College of Education professors and students) in fostering and multiplying literacy initiatives. These goals are both the central focus of our School Literacy Plan and our request for funds from the Striving Readers Grant. These goals will be continually evaluated and modified

according to the changing needs of the students to assure the greatest amount of instructional progress for all students.

**F Additional District Prescribed Data**

Clarke County School District has prescribed several other avenues for data collection. These sources are used at the grade and classroom level to make immediate changes in instruction and midcourse corrections throughout units and each quarter.  The district requires the use of a benchmark assessment in ELA, Math, Science and Social Studies.  These benchmarks are analyzed by individual standards in data team process to identify which students need remediation.  Additionally, the district has provided access to several intervention programs.  These programs provide frequent formative assessment data which is then used to meet individual learner needs.

**G. Teacher Participation in Professional Learning Communities**

Clarke Central has a culture of ongoing professional learning.  All are offered a variety of professional learning opportunities, as well as additional activities that occur outside of the normal school week.  Course-specific teams meet bi-weekly for common planning to arrange for instruction that is responsive to data.  Every other year, staff book study is utilized to focus on innovative instructional strategies, such as high performance in high poverty schools and improving instruction.  Core content department chairs work in collaboration with instructional coach to implement PL plans.  International Baccalaureate teachers participate in on-going professional learning.

**Project Plan**

**A-B. Goals & Objectives**

| Goals | Objectives |
|---|---|
| Goal 1: Build literacy leadership by creating a shared vision for literacy among teachers and staff. | Objective 1a: Engage in shared professional learning and school-wide book study with focus on literacy.<br><br>Objective 1b: Establish a protocol for identifying literacy professional learning needs on an ongoing basis.<br><br>Objective 1c: Implement literacy plan that ensures focus of literacy in each content area.<br><br>Objective 1d: Utilize UGA Professional Development partnership to provide tutoring, one-on-one support for students, and professional learning for teachers.<br><br>Objective 1e: Create materials for non-ELA teachers to support writing instruction.<br><br>Objective 1f: Provide content area teachers professional development on use and implementation of newly developed writing materials. |
| Goal 2: Implement a high quality core literacy program that is systematic, explicit, and provides the five essential components of effective literacy instruction. | Objective 2a: Create a school-wide schedule to ensure that students receive 120 minutes of literacy instruction daily.<br><br>Objective 2b: Utilize technology to observe model lessons, share literacy expertise, and practice effective instructional strategies.<br><br>Objective 2c: Provide support to teachers in all content areas to infuse literacy strategies into their teaching.<br><br>Objective 2d: Plan and implement lessons that address literacy needs of all students based on assessment data. |

| | Objective 2e: Provide professional learning on acceleration of content/text. |
|---|---|
| | Objective 2f: Incorporate literacy opportunities with current out-of-school programs when possible. |
| | Objective 2g: Provide differentiated instruction to students as needed, including leveled texts. |
| | Objective 2h: Provide students with instruction and support needed for self-directed learning. |
| | Objective 2i: Incorporate content-specific independent choice materials into teaching (reading circles, book talks). |
| | Objective 2j: Provide professional development in the use of student choice of text. |
| | Objective 2k: Expand book club initiative to increase membership and resources. |
| | Objective 2l: Expand early literacy program for teen mothers to increase membership and resources. |
| | Objective 2m: Implement effective methods to monitor and analyze student data as part of RTI process. |
| Goal 3: Create clear and measurable expectations, and support mechanisms for literacy instruction. | Objective 3a: Create an instrument to be used during focused walkthroughs in order to determine use of literacy strategies and student engagement with those strategies. |
| | Objective 3b: Provide teacher training on strategies for areas of writing proficiency (Year 1) and reading comprehension (Year 2). |
| | Objective 3c: Provide as-needed: coaching, modeling, co-teaching, observing, and giving feedback on use of literacy strategies. |

| | |
|---|---|
| | Objective 3d: Support teachers in use of 21<sup>st</sup> century mobile and cloud technology as a means for students to model technology usage and production. |
| Goal 4: Engage in data analysis and research strategies to support literacy instruction. | Objective 4a: Implement the SRI Universal Screener for all grades 3 times per year.<br><br>Objective 4b: Analyze literacy-specific data for all grades, including literacy screeners.<br><br>Objective 4c: Research literacy strategies and create a plan for professional learning and implementation.<br><br>Objective 4d: Research (Year 1) and implement (Year 2) alternative and creative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards). |
| Goal 5: Engage all stakeholders (parents, community members, business partners, UGA College of Education professors and students) in fostering and multiplying literacy initiatives. | Objective 5a: Partner with community members (local authors, musicians, artists, sports figures) to promote literacy in school.<br><br>Objective 5b: Expand communication with community organizations which provide literacy supports for students to share strategies and student needs.<br><br>Objective 5c: Expand mentoring program from within and outside the school for students who need additional support.<br><br>Objective 5d: Expand service learning by making community connections through volunteerism, problem solving activities, and community-based learning.<br><br>Objective 5e: Expand awareness of wellness program through newsletters.<br><br>Objective 5f: Provide families with opportunities to engage in supporting their students' literacy skills through community parent education programs. |

The Literacy Team will formalize a literacy plan included in this document, which reflects both the current School Improvement Plan and the results of our needs assessment. The literacy plan and grant goals will be implemented in the Clarke Central community, incorporating the support of all stakeholders. The instruction leadership team will work in conjunction with the faculty and support staff to implement the plan. We will reach out to parents and the School Council to communicate our plan.

This plan will support our students by providing students with instruction, materials and extensive supportive practice to develop both their reading and writing skills. By partnering with the school community, we will provide parents with literacy information, as well as opportunities to develop literacy skills to support students through community organizations.

## C. Measurements

All content teachers will monitor the frequency of writing and reading in their courses. They will document their implementation and collect samples throughout the year to evaluate with their grade level data team. ELA teachers will monitor students' writing growth using writing samples.

## D. Tiered Instruction

Currently the Clarke Central schedule provides students with instruction in English language arts, mathematics, science, and social studies, as well as range of elective courses. Student schedules vary based on need and interest. Additional support is provided through GLAD time and after-school programs.

## E. RTI Model

The academic schedule at Clarke Central was created to provide tiered instruction to fit a variety of student needs. Tier I includes CCGPS-based instruction in every classroom, which should meet the needs of 80% of the student body. Tier II instruction and planned interventions are for groups of students not meeting standards. Interventions may include after-school services, extended learning time (Gladtime), FLP, Read 180, math support, E20/20 remediation, or counseling groups. School aims to serve 5-10% of student at Tier II. Tier III is the student support team level with individualized education plans. This includes student-led conferences

with teacher (RTI) committee, individual counseling, goal setting/self-monitoring, positive incentive programs, outside counseling, behavior contracts, and Classworks. School aims to serve 3-5% of students at Tier III. Tier IV includes specialized instruction through Special Education Services. These include ESOL and Gifted education programs. Students may be served by Behavior Specialist or Attendance Committee in coordination with program directors. School aims to serve 2-5% of students at Tier IV.

## F. Inclusion of Teachers

The entire staff was asked to assess the current state of literacy instruction for this application.  Clarke Central's Literacy team represents all four grade levels, each core content area, as well as CTAE, arts, foreign language, and PE/Health to represent a variety of viewpoints.  The administrative leadership served as advisors providing feedback for drafts of application.

## G. Practices Already in Place

At Clarke Central, we implement the CCGPS literacy strategies and monitor student progress through formative and summative data.  We use our data to inform instruction and student progress within RTI.  We will utilize current procedures to inform and support the next layer of complexity of the plan.

## H. Goals Funded by Other Sources

Currently, Title I funding is used to support our literacy initiatives.  This money is primarily used to fund personnel, including mathematics teachers and instructional coaches. The second largest expenditure was for technology resources.

## I. Sample Schedule

Clarke Central operates on a 7 period schedule that rotates on Tuesday, Wednesday and Thursday to accommodate Gladtime and advisement. The following is a sample offering from each department:

| Department | Courses Offered |
| --- | --- |

| English | Literature, Basic Reading/Writing, Journalism, Writer's Workshop |
|---|---|
| Mathematics | Coordinate Algebra, Analytic Geometry, Advanced Algebra/Trigonometry, Math IV, AMDMdvanced Mathematical, Calculus, Statistics |
| Science | Biology, Chemistry, Physics, Earth Systems, Environmental Science, Anatomy |
| Social Studies | US History, World History, Government, Economics, Geography |
| Arts | Drama, Art, Orchestra, Music, Chorus, Keyboarding, Band |
| CTAE | Computer Science, Business, Technology, Agricultural Science, Graphic Design, |
| Foreign Language | Spanish, French, Latin |
| ELL | Literature, Biology, Physics, Academic Language in Science, Communication Skills, Government, US History, World History, Coordinate Algebra |
| Military Science | Supply, Cadets, Army |
| PE | Weight Training, Health/Personal Fitness, Aerobic Dance, Team Sports, Lifetime Sports, Body Sculpting |
| Other | e2020, Advisement |

## J. Research-Based Practices

Clarke Central's plan is built around the six building blocks of literacy presented in the "what" document, and informed by the "why" document. This will lead to the delivery of instruction which develops lifetime literacy skills for all students. Several points in the "why" document informed our plan. First, *Writing Next* called for students to 1) Write about the texts they read. 2) Teach students writing skill and the writing process, and 3) Increase the amount students write (see "why" page 26). Second, the Common Core Georgia Performance Standards increased the rigor required for adolescent readers. The "why" document outlines Alvermann's work on the Effective Instruction for Adolescent Struggling Readers. Alvermann pointed out the

need to "develop students' abilities to comprehend, discuss, study and write about multiple forms of text by (accounting for their) abilities to read, write and communicate orally as strengths." The paper also supports the use of higher order thinking skills and participatory instruction to develop adolescent readers and writers (see "Why" document page 52). Finally, the work of International Reading Association position paper on adolescent literacy outlined the seven principles to ensure the success of adolescent literacy. Specifically, teachers need to provide literacy rich content area instruction, using both writing and reading. Modeling and explicit teaching of research based strategies are important to the development of our plan. ("Why" page 68).

**A. Detailed List of Current Assessment Protocol**

| When | Assessment |
|---|---|
| August | Student Learning Objectives (SLOs) for all non-EOC courses, SRI for 9th grade |
| September | none |
| October | Biology and Analytic Geometry benchmark 1 |
| November | Biology benchmark 2, benchmark 1 for Coordinate Algebra, Lit 9, Lit 10, Lit 11, Lit 12, World History, Government, Economics, and US History |
| December | EOC for Accelerated Analytic Geometry, Biology Benchmark 3 |
| January | SRI for 9th grade |
| February | none |
| March | Biology Benchmark 4, Benchmark 2 for Coordinate Algebra, Analytic Geometry Lit 9, Lit 10, Lit 11, Lit 12, World History, Government, Economics, and US History |
| April | Student Learning Objectives (SLOs) for all non-EOC courses, SRI for 9th grade, Biology Benchmark 5 |
| May | AP exams, EOC exams for Lit 9, Lit 11, Coordinate Algebra, Analytic Geometry, Biology, US History, and Economics |

Each year the Clarke Central community begins the assessment analysis cycle with a comprehensive needs assessment. The analysis begins in June with a two-day School Improvement Leadership (SILT) retreat and is completed during pre-planning in a school improvement workshop in July. SILT considers the performance of students on a variety of summative and standardized assessments to conduct a root cause analysis and identify areas of concern for the coming year. This analysis is the foundation of the School improvement plan. The plan is then monitored throughout the year. Monitoring is accomplished through regular collection of student data, a combination of focused building walkthroughs and formal district walkthroughs. A quality assurance review is conducted to monitor key components of the improvement plan with an implementation and Impact check in late winter.

Starting in the fall of 2013, Clarke Central implemented the use of a universal screener. The Scholastic Reading Inventory (SRI) is administered in August to all 9th grade students to identify students who were at risk for reading failure. The results are shared with all 9th grade teachers in order to be used as guidance when planning any instruction involving literacy. The SRI is administered again in the winter and spring. Each time, teachers have access to scores, as

well as student growth/decline.  In addition, 9th grade students are administered benchmarks in each of the core content subject areas.  These benchmarks provide teachers with data to remediate for specific student needs.

Weekly the current data, both formative and summative, is analyzed by content based data teams (English language arts, math, science and social studies.)  These teams meet twice a week to review pre and post test data, identify needed instructional adjustments to support student success, develop common formative assessments (CFAs) and create engaging lessons which follow the district framework and incorporate strategies that are universally designed. Common planning allows Clarke Central to provide a cohesive curriculum and assessment that is delivered with fidelity.

**B. Comparison of Current Protocol with SRCL Assessment Plan**

Currently, CCHS utilizes the SRI universal screener with 9th grade students only. With SR grant funding, CCHS will be able to expand SRI screener to 9-12 grades.

**C. New Assessment Implementation Plan**

The SRI will be administered three times per year to all grades. The testing will occur in August, January, and March and will occur in a staggered fashion (due to the lack of technology, current construction due to renovation, and a weak wireless network) through the advisement period.  This will eliminate the need to test during instructional time and assure that we reach all students.

**D. Current Assessments Discontinued as a Result of SRCL Implementation**

There will be no discontinued assessments.

**E. Professional Learning Needs for Teachers for New Assessment Implementation**

Moving forward we will need to provide teachers with the tools to implement the assessment with fidelity and to access student data and utilize the results through professional development.

**F. How Data is presented to Parents and Stakeholders**

Through our Literacy Team and School Council, which includes several community members and parents, we will communicate our progress toward school-wide literacy. The SRI data will be summarized three times per year and added to our school website, shared with our PTSO, shared with our School Council, and reported in our School Improvement Plan.

## G. Using Data to Develop Instructional Strategies and Determine Materials/Needs

The data team cycle at Clarke Central is our core resource for turning assessment results into laser-focused instruction. Teachers analyze formative and summative assessments on a weekly basis to determine how to address individual student misconceptions and to remediate student skill gaps. Common planning allows teachers to apply their finding from the data teamwork to their weekly plans, ensuring that findings are immediately acted upon to meet student needs.

## H. Who will Perform Assessments?

Throughout the year we perform a variety of formative and summative assessments. The school testing coordinator works with the other administrators and the counselors to develop testing schedules for SLOs and EOCs. Benchmarks are the responsibility of the Instructional Coach and are coordinated with each content team. Currently, the SRI test is coordinated by the Instructional Coach and administered by the 9th grade ELA teachers. The Instructional Coach coordinates the data and reports it to the entire Freshmen Academy. Suggestions are made to help teachers incorporate the data into their lessons; however, no formal professional learning has been delivered.

The Literacy Team and SILT will ensure that all teachers are comfortable using the data and planning collaboratively with it for instruction, through the planning and delivery of focused professional learning and adequate resources.

**Resources, Strategies and Materials**

**A. Resources Needed to Implement the Literacy Plan**
- Books, ebooks, and electronic databases for classroom libraries and building student-keep resources
- Rich assortment of content area literary and informational texts for media center and classrooms
- Writing, grammar, conventions instructional resources
- Software and applications to support electronic literacy materials
- Leveled and side-by-side texts to support course content and concepts
- Digital and print literacy subscriptions
- Electronic devices to support literacy materials (hand scanner, etc.)
- Research-based literacy materials that support the core literacy program
- Professional learning on:
  - Administering assessments with fidelity and effectively determining instruction based on data
  - Research-based instructional literacy strategies
  - Explicit instructional strategies to teach text structures, vocabulary, and student background knowledge, all of which are needed to promote student successes in each subject area
  - Direct and explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area
  - Writing resources
- Professional learning materials for staff
- Reading Endorsement courses
- Stipends to cover professional learning and off-contract literacy opportunities
- Travel expenses for attending conferences (registration, POV, airfare, lodging, food, etc.)
- Travel expenses for presenting at literacy conferences (registration, POV, airfare, lodging, food, etc.)
- Substitutes for release time for teacher collaboration and school-day professional learning
- Funding for consultants
- Intervention data collection, materials, and technology for implementation (e.g., Wilson Reading Program and System 44)

- Extended day program for struggling readers

- Field trips and transportation

- Multisensory literacy tools

- Contract with part-time consultants

- Reading encouragement and promotional materials (posters, flyers, brochures for parents)

- Guest authors/speakers

- Software for literacy engagement in content areas (e.g., Science, Math, Social Studies)

## B. Current Generic List of Activities That Support Literacy Intervention Programs

- Read 180 classes for ninth grade

- Collaborative teaching

- English Language Learner "push-in" classes

- English Language Learning academic support classes

- Special Education classes

- Afterschool programs: 21st Century Community Learning Center and Pathways to Success Program

- Focused Learning Plan

## C. Current General List of Shared Resources

- 1:1 personal technology in 9th grade

- Read 180

- Laptop carts

- Fiction and nonfiction texts

- Interactive web-based technology and content area software

- Digital databases (e.g., Galileo)

- Network infrastructure and access

- One iPad cart

## D. Current List of Media Center Resources

The Media Center has 13,298 books available in various formats (print, audio). There are 4 iMac stations, 4 PC stations, 30 iPads, 28 NetBooks, 3 iPods, 7 document cameras, 6 SmartResponse systems, 13 external CD/DVD drives, 10 SmartSlates, 2 portable projectors, 1 portable SmartBoard, and 2 digital cameras. The Media Center has a resource section that

includes encyclopedias, dictionaries, anthologies, photo-essays, etc. on various topics. The Media Center also has annual subscriptions to 14 periodicals and 2 other periodicals regularly donated for a total of 16. The periodicals cover every content area, current events, education for professionals, Georgia news, and the arts. The Media Center also has a teacher workroom that houses a laminator, industrial paper cutter, and an Ellison Pro die cutting system with die set.

| COLLECTIONS | PERCENTAGES | DEFICIT ACCORDING TO BALANCED DEWEY |
|---|---|---|
| Biography | 1.44% | -5.56% |
| Easy | 0.61% | 0% |
| Fiction | 45.55% | 0% |
| Non-Fiction | 51.36% | |
| Generalities | 0.35% | -1.15% |
| Philosophy&Psychology | 0.74% | -0.26% |
| Religion | 0.81% | -0.69% |
| Social Sciences | 7.84% | -3.66% |
| Language | 2.28% | 0% |
| Natural Sciences | 3.53% | -4.47% |
| Tech. & Applied Sciences | 3.36% | -4.64% |
| Arts and Recreation | 12.04% | 0% |
| Literature & Rhetoric | 5.79% | -3.21% |
| Geography & History | 11.34% | 0% |
| Reference | 3.28% | -11.72% |
| Professional | 0% | -1.50% |
| E-Books | 0% | |

**E. List of Activities that Support Classroom Practices**

- Close reading strategies
- Interactive journaling
- Note-taking techniques
- Evidence-based writing strategies
- Text-based collaborative learning
- Document-based questions
- Constructed response questions
- Ongoing formative and summative assessments of students (data team process)

**F. List of Additional Strategies Needed to Support Student Success**

- Teach students how to:
  - Use reading comprehension strategies
  - Identify and navigate common text structures
  - Use literary texts across all content areas
  - Use informational texts
  - Support opinions with reasons and information
  - Determine author bias or point of view
  - Write (narrative, argument and informational) in all subject areas
  - Infuse literacy strategies in all content areas
  - Conduct short research projects using several sources.
  - Have focused, high quality discussion on the meaning of text
- Instruct teachers how to:
  - Select text purposefully to support comprehension development.
  - Select text complexity appropriate to grade levels
  - Select text adjusted to the needs of individual
  - Establish an engaging and motivating context to teach reading comprehension
  - Provide writing instruction and score writing in all content areas (e.g., strategies, creation of rubrics)
  - Utilize reading strategies for all content areas
  - Utilize 21st century literacies in all content areas (digital, media, and global)
  - Create Universally designed literacy lessons for all content areas

**G. Current General List of Classroom Resources**

- Epson mounted projector with interactive tools
- Laptops for all certified employees
- 1:1 personal devices for 9th graders
- Whiteboards

## H. Alignment of Striving Readers Funding and Other Funding

| Resources, Strategies, and Materials | Existing Funding Resources | Striving Readers Funding Will Provide |
|---|---|---|
| Professional Learning | QBE;  Title I, Part A; Title II, Part A; Title III (ESL); Title VI, Part B; | Literacy professional learning; Consultant fees; Conferences; Stipends |
| Instructional Technology | SPLOST IV; Title II, Part D | Technology |
| Literacy Materials | QBE; Title I, Part A | Literacy materials for intense acceleration |
| RTI-Literacy Materials | QBE; Title I, Part A | Literacy materials for remediation and acceleration |
| Literacy Assessments | Title I, Part A;  Title II, Part A; Title II, Part D;  Title III; Title VI, Part B; IDEA, Part B (SWD); IDEA, | Comprehensive literacy assessments |
| Family Engagement | QBE; Title I, Part A; Title III, Title IV, Part B, IDEA, Part B (SWD) | Books for families and students to take home; Extended library hours staff; Staff stipends for literacy and outreach |
| Field Trips | Title I; QBE; IDEA, Part B | Field trips (including transportation) with literacy emphasis |
| After School Program | Title I; QBE; IDEA, Part B | Extended Day Program; Saturday Academy |
| Print and Electronic Materials | Title I, Part A; QBE | Print and electronic materials for media center and content area classroom libraries as well as professional learning |

## I. Demonstration of How Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing, etc.

CCHS will use Internet connected devices such as laptops, netbooks and tablets in order to allow each student to have access to a device for various literacy activities including computer based Tiers 1 and 2 interventions, and inquiry based learning where student engagement will be increased by relevant project based learning. Students will be taught information and digital literacy skills such as finding reliable texts and evaluating the validity of the information in those texts. Students will use the CCSD Google Apps for Education accounts

to compose texts in a digital environment where they will be able to collaboratively edit and create from home and school with their peers, teachers, or even experts beyond the school world. Students will have instant access to the classroom digital learning environment as well as eBooks and transliterate texts on topics related to all subject areas.

**Professional Learning Activities**

**A-C. Professional Learning Activities Attended in the Past Year**

| Professional learning activity | # Hours of Professional Learning that Staff have attended | Percentage of Staff Attending Professional Learning | Method of Delivery |
|---|---|---|---|
| Staff Book Study: *Turning High-Poverty Schools into High-Performing Schools* | 4 | 100% | Professional Learning Community |
| Differentiation | 1 | 100% | Workshop |
| Math in the Fast Lane (literacy strategies to use in math) | 2 | 25% | Workshop |
| Differentiation of Products | 16 | 15% | 2 Day Workshop |
| Co-teaching with Pre-service Teachers | 8 | 9% | Workshop |
| CCGPS Curriculum PLC | 8 | 25% | PLC Day 2 (½) days |
| Common Formative Assessments | 4 | 75% | PLC Day ½ day |
| Collaborative/Co-teaching | 2 | 50% | Job Embedded |
| Collaborative/Co-teaching - 3 groups of teachers received more intensive training for PLU credit | 10 | 7% | Job Embedded |
| IB training (assessments and rubrics) | 2 | 50% | Workshop |
| New Teacher Training | 10 | 4% | Workshop |
| Best Practice Training | 10 | 9% | Workshop |
| GCSS Conference | 16 | 4% | Conference |
| CCSD Summer Institute | 16 | 25% | Conference |
| GaDOE Summer Literacy | 16 | 1% | Conference |

| Institute | | | |
|---|---|---|---|
| Various CTAE Conferences/Trainings | Varies | 1% | Conferences/Workshops |

**Ongoing Professional Learning**

| Professional learning activity | # Hours of Professional Learning that Staff have attended | Percentage of Staff Attending Professional Learning | Method of Delivery |
|---|---|---|---|
| Collaborative Planning | weekly for 2 hours/week | 75% | Job embedded |

**D. Professional Learning Needs Identified in the Needs Assessment**

The needs assessment revealed that our faculty needs professional learning in the area of RTI, incorporating writing strategies and the writing process into content areas, and specific interventions for struggling learners. All of these needs would be ongoing as new teachers join Clarke Central's staff and as teachers require refreshers on topics and the ability to delve deeper into the implications of each topic to their classroom. This could be accomplished through a blended environment offering teachers access to workshops, conferences, online learning and job-embedded professional learning. The purchase of specific intervention and assessments would require additional professional learning to ensure the implementation with fidelity. The incorporation of 1:1 technology as a means to provide interventions will require the support of our media specialist, instructional coach and technology consultants. While some topics such as new software would only require initial implementation professional development. Other topics will require initial professional development and then revisiting with all faculty members to ensure fidelity.

**E. Process to Determine if Professional Development Was Adequate and Effective**

The success and quality of professional development will be monitored through student data as well as teacher perceptual data. We will collect perception data from teachers to determine their comfort level with new skills. Focused school level walkthroughs will also monitor the implementation of learning into all classrooms.

**F-G. Professional Learning Plan and Plan to Measure Effectiveness**

**Goal 1**

Objective 1a: Engage in shared professional learning and school-wide book study with a focus on literacy.

Objective 1b: Establish a protocol for identifying literacy professional learning needs on an ongoing basis.

Objective 1d: Utilize the UGA Professional Development partnership to provide tutoring, one-on-one support for students, and professional learning for teachers.

Objective 1f: Provide content area teachers professional development on the use and implementation of newly developed writing materials.

**Goal 2**

Objective 2c: Provide support to teachers in all content areas to infuse literacy strategies into their teaching.

Objective 2e: Provide professional learning on acceleration of content/text.

Objective 2j: Provide professional development in the use of student choice of text.

**Goal 3**

Objective 3b: Provide teacher training on strategies for the areas of writing proficiency (Year 1) and reading comprehension (Year 2).

Objective 3c: Provide as-needed: coaching, modeling, co-teaching, observing, and giving feedback on use of literacy strategies.

Objective 3d: Support teachers in the use of 21$^{st}$ century mobile and cloud technology as a means for students to model technology usage and production.

**Goal 4**

Objective 4c: Research literacy strategies and create a plan for professional learning and implementation.

Objective 4d: Research (Year 1) and implement (Year 2) alternative and creative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).

| Objectives for Year 1 |
|---|
| Objective 1a: Engage in shared professional learning and school-wide book study with a focus on literacy. |
| Objective 1b: Establish a protocol for identifying literacy professional learning needs on an ongoing basis. |
| Objective 2c: Provide support to teachers in all content areas to infuse literacy strategies into their teaching. |
| Objective 3b: Provide teacher training on strategies for the area of writing proficiency. |
| Objective 3c: Provide as-needed: coaching, modeling, co-teaching, observing, and giving feedback on use of literacy strategies. |
| Objective 3d: Support teachers in the use of 21$^{st}$ century mobile and cloud technology as a means for students to model technology usage and production. |
| Objective 4c: Research literacy strategies and create a plan for professional learning and implementation. |
| Objective 4d: Research alternative and creative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards). |

Throughout the year we will collect a variety of artifacts to document professional development. These artifacts will include agendas, sign-in sheets, walkthrough data, data team minutes, and purchase orders. The Literacy Team will focus on professional development in the area of literacy and technology resources to support literacy in all classrooms.

**Sustainability Plan**

**A. Clear Plan for Extending Assessment Protocols**

Benchmark assessments will continue to be administered beyond the grant period through district funding. The continuation of the universal screener for the Scholastic Reading Inventory will require only a yearly maintenance fee. Grant funding will be used to offset this fee, but funding will be continued through a combination of Title I and district funds for year 6 and beyond.

**B. Plan for Developing Community Partnerships and/or Other Sources to Assist With Funding**

Clarke Central actively seeks the support of the greater community to support learning at our school. As a professional learning school through the University of Georgia we partner with the university to provide our students with a variety of learning opportunities. Through our School Council we invite the support and input of our community into our school. The PTSO serves as a family engagement body, serving as an information source for families and the community on important school issues. We will engage with all of these stakeholders to find funding required sustaining our literacy plan beyond the Striving Readers Grant.

**C-G Sustainability Plan to Extend Lessons Learned, New Hires, Maintaining Technology and Print Materials, Professional Learning**

As our literacy plan becomes the major focus for professional development at Clarke Central, the literacy team will communicate with SILT and operate as a sub-committee. Teacher leaders in content areas and the instructional coaches will carry out the professional development after the funding period. To fund the continuation and evolution of our plan we will use district and Title I and Media funds to replace print materials beyond the five years of the Striving Readers Program. Technology will be sustained through the districts initiative to establish and maintain a student 1:1 technology environment.

The Literacy Team will work closely with the School Improvement Leadership Team (SILT) and our literacy plan will become the major focus of our professional development. Teacher leaders in content areas and the instructional coaches will carry out the professional development after the funding period. New teachers to the school and district will receive

additional professional development from district content coaches and school based instructional coaches, instructional technology specialists, media specialists, as well as teacher leaders to make sure they are current and there are no gaps in their professional development.

Clarke Central intends to ensure support for new teachers through peer coaching and consultant coaching. Digital resources provided by the GaDOE (Comprehensive Reading Solutions) and a "train-the-trainer" model will be utilized to sustain professional learning. Currently, employees new to the system have two-day New Teacher training. Part of this training will be to share the Literacy Plan and to provide training on instructional strategies and assessment protocols.

We will stay abreast of current research and differentiated instruction by developing a library of professional books, journals, and online resources (GLP-The How, p.40) and utilizing resources, such as webinars and professional learning videos from the GDOE website to ensure our literacy instruction stays current. Professional learning will be revisited and revised yearly based on student mastery of CCGPS and classroom observations (GLP-The How, p.48).

We will extend lessons learned by adding to our library of professional learning materials (GLP-The How, p.40). We will provide families access to resources that differentiate support for students (GLP-The How, p.39) in order to expand learning into homes. We will use classroom observations or videotaping to support individual teachers with follow-up coaching, conferencing, and mentoring (GLP-The How, p. 49).

**Budget Summary**

   With SRCL funding, our plan will accomplish the following goals: 1) Building literacy leadership by creating a shared vision for literacy among teachers and staff; 2) Implement a high quality core literacy program that is systematic, explicit, and provides the five essential components of effective literacy instruction; 3) Create clear and measurable expectations, and support mechanisms for literacy instruction; 4) Engage in data analysis and research strategies to support literacy instruction; 5) Engage all stakeholders (parents, community members, business partners, UGA College of Education professors and students) in fostering and multiplying literacy initiatives.  The following will support the accomplishment of our goals:

| Professional Development<br>Vital to Goals 1-5 |
| --- |
| <ul><li>Workshops/trainings for literacy (including travel)</li><li>Print, electronic and dual language materials</li><li>Release time for teachers</li><li>Stipends for off time work</li><li>Substitutes</li><li>Consultants/trainers</li><li>Coaching materials</li><li>Endorsements</li></ul> |

| Student Resources<br>Vital to Goals 1-5 |
| --- |
| <ul><li>Print, electronic and dual language materials</li><li>Journals, writing instruments, other supplies</li><li>Classroom sets of instructional magazine resources</li><li>Books and Periodicals for the media center collection in a variety of content areas</li><li>Book Choice:  Sending books home periodically to build home libraries</li><li>Basic office supplies to support literacy</li><li>Field trips to support CCGPS</li><li>After school literacy activities</li><li>Contract with support personnel</li><li>Support for early literacy program for teen mother</li></ul> |

| Progress Monitoring<br>Vital to Goal 4 |
| --- |
| <ul><li>Scholastic Reading Inventory for grades 10-12</li></ul> |

- SRI coach visits
- Materials for student portfolios

Family Resources
Vital to Goal 5

- Materials for parent workshops
- Materials to communicate with parents
- Parent literacy nights
- Contract with community support/outreach personnel
- Support for early literacy program for teen mothers