School Profile

Created Tuesday, September 18, 2012

Page 1

School Information

School Information | District Name:	Murray County
School Information | School or Center Name:	Gladden Middle School

Level of School

Middle (6-8)

Principal

Principal | Name:	Dr. Ardith Bates
Principal | Position:	Principal
Principal | Phone:	706-695-7448
Principal | Email:	ardith.bates@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Shalina Jackson
School contact information | Position:	Academic Coach
School contact information | Phone:	706-695-7448
School contact information | Email:	shalina.jackson@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

7-8

Number of Teachers in School

37

FTE Enrollment

564

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.

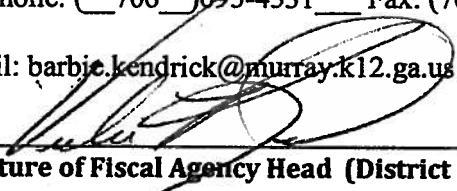Name of **Fiscal Agent's** Contact Person: __Barbie Kendrick_____

Position/Title of Fiscal Agent's Contact Person: ___PK-8 Curriculum Director_____

Address: 1006 Green Rd._____

City: ___Chatsworth_____ Zip: ___30705_____

Telephone: (__706__)695-4531___ Fax: (706___) _695-8425_____

E-mail: barbie.kendrick@murray.k12.ga.us

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

_Dr. Vickie Reed, Superintendent of Murray County Schools_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_12-5-12_____
Date (required)

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. <u>Employee Relationships</u>

    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.

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.
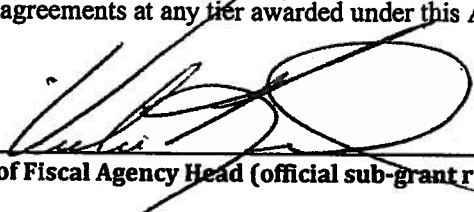
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

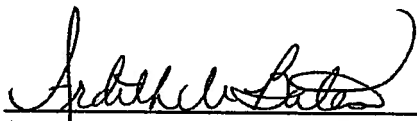**III.   Incorporation of Clauses**

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

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

____Dr. Vickie Reed, Superintendent of Murray County Schools_____
Typed Name of Fiscal Agency Head and Position Title

__12-5-12_____
Date

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

Dr. Ardith Bates, Principal, Gladden Middle School
Typed Name of Applicant's Authorized Agency Head and Position Title

___12-5-12_____
Date

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

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

_____
Date (if applicable)

Preliminary Application Requirements

Created Thursday, November 15, 2012

Page 1

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

General Application Information

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

A Zf t

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

SRCL Grant Rubric

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

A Zf t

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

Assessment Chart

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

A Zf t

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

A JBhsf f

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.

Å JBhsf f

Grant Assurances

Created Tuesday, December 11, 2012

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

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County. The population of Murray County is 39,628. Murray County is largely agricultural and the main industry in Murray County is textile. Serving approximately 7,575 students, Murray County Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78% white and the remaining 1% two or more races, black and American Indian. 78% of students receive free and /or reduced priced meals. All schools in the Murray County School district are Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high school "College and Career Ready". After an analysis of both system and school achievement data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

- Rigor, Relevance and Relationships
- K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
- Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie in the high percent of students passing the test with minimal scores. Lack of comprehension and low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students

in grades 9-12. The individual school applications will reveal specifics.

In the "Why" document on page 32, it is stated: "Spring test results from the Criterion

Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT),

when coupled with the Lexile Framework for Reading (2006) which measures both reading

ability and text difficulty on the same development scale, echo the idea that students who

minimally meet state standards are not equipped with sufficient reading comprehension skills to

handle much of the grade-level instructional materials". The charts below support that claim in

Murray County. As stated earlier, the CRCT scores for the past three years have remained

between 92% and 94% meeting and exceeding the standards. However the chart below reveals

the percent of questions in each domain answered correctly. Comparing the CRCT content chart

below, it is apparent that students need additional reading skills to master content area material.

CRCT 2012	District Average in the % of questions answered correctly in each domain
Literary Comprehension	77%
Reading For Information	74%
Reading Skills and Vocabulary Acquisition	78%
CRCT 2011	
Literary Comprehension	76%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	79%
CRCT 2010	
Literary Comprehension	75%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	75%

CRCT in Content Areas % meeting and Exceeding	2012	2011	2010
Science	84%	86%	84%
Social Studies	81%	82%	78%

% Meeting and Exceeding	2012	2011	2010
EOCT Ninth Grade Literature and Composition	86	80	78
EOCT American Literature and Composition	88	85	80

Content Area EOCT % meeting and exceeding	2012	2011	2010
Biology	72%	70%	65%
United States History	60%	57%	55%
Physical Science	80%	85%	64%
Economics Business Free Enterprise	42%	58%	49%

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

Writing is linked directly to improved reading. The following is an excerpt from the "Why" document. **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. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

	2012	2011	2010
5th	83%	88%	74%
8th	84%	85%	83%
11th	82%	93%	84%

The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

Management Plan and Key personnel

Murray County Schools has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I, Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The principals and site directors will administer literacy activities in their schools or center. The MCS Finance Office will be responsible for requesting funds, and will meet with directors and principals to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives.

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration Coordinate project and manage the grant budget	Barbie Kendrick, Director of PreK-8 Curriculum	Dr. Vickie Reed Superintendent
Purchasing Approval of purchase orders	Barbie Kendrick Director of PreK-8 Curriculum:	Dr. Vickie Reed Superintendent

Site-Level Coordinators-Schools	Literacy Coach	Principal
Chatsworth Elementary	Dustin Strickland	Mike Pritchett
Coker Elementary	Diane Piatt	Dr. Brett James
Eton Elementary	Dr. Christy Kelly	Judy Redmond
Northwest Elementary	Dr. Rachelle Terry	Dr. Chuck Piatt
Spring Place Elementary	Jennifer Lents	Donna Standridge
Woodlawn Elementary	Dr. Amelia Brock	Pam Rich
Bagley Middle School	Toby Westmoreland	Spencer Gazaway
Gladden Middle School	Shalina Jackson	Dr. Ardith Bates
Mountain Creek Academy	Marcus Richardson	Paula Martin
Murray County High School	Andrea Morrow	Gina Linder
North Murray High School	Dr. Tara Noe	Dr. Maria Bradley
Murray County Pre-K Center	Jennifer Jones	Barbie Kendrick
Professional Learning Coordinator	Ms. Barbie Kendrick Director of PreK-8 Curriculum Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford Director of Instructional Support Services:	Dr. Vickie Reed Superintendent
Technology Coordinator	Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator	Dr. Vickie Reed Superintendent
Assessment Coordinator	Barbie Kendrick Director of PreK-8 Curriculum: Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford, Director of Instructional Support Services	Dr. Vickie Reed Superintendent
Finance Director	Steve Loughridge	Dr. Vickie Reed Superintendent

District level meetings have allowed all individuals listed to discuss and review goals, objectives

and implementation plans for the SRCL grant. Literacy is a part of the district and school level

strategic planning the MCS do each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed district and school literacy teams to expand planning with the possibility of funding. In addition to administrative meetings, established curriculum meetings have been operational with the beginning of Dr. Vickie Reed, Superintendent's leadership service to MCS.

- District level personnel and principals meet three times during the year for a pre-evaluation, mid-year evaluation and end of the year evaluation
- District level personnel conduct three school walkthroughs during the school year. A follow up meeting is scheduled after each walkthrough
- Academic Coaches and Curriculum Directors meet monthly
- District level personnel meets bi-monthly for updates
- District Strategic Action Team meets quarterly and as needed

These established meetings will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress.

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

LEA: Competitive Grants Awarded

Year	Project Title	Funded Amount	Description	Audit
FY12	Georgia Race to the Top Innovative Grant Fund	920,906	focuses on the STEM disciplines as a learning tool for students retained in 8th grade.	N/A
FY10	Title II-D Engaging AP Students Through Mobile Handheld Computing	64,580.00	professional learning to support use and evaluation of online academic resources	No Findings
FY10	Title II-D, Enhancing Edu Through Tech-Ed Formula Grant	33,996.00	funded survey to determine professional development needs in technology and technology integration	No Audit

FY09 FY07	Math-Science Partnership	328,000 20,100.00	improvement of math instruction in grades 3-8 through professional learning	No Audit
FY07	Instructional Tech Enhanced Environments	96,250.00	professional learning and technology resources to implement 21st Century learning environments	No Audit
FY04	Reading First Grant	2,000,000	Literacy best practices in grades K-3	No Findings

MCS coordinates competitive grant funds along with local, state and federal funds to ensure

grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

 Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

 Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Through the coordination of all local, state and federal funds mentioned programs have been sustained. Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

MCS has developed many initiatives to increase student achievement without outside funding.

Learning Focused Strategies: Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

Depth of Knowledge training: Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

Relationships: In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

Rising Stars

Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants. Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time. It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

Murray County Schools

School Narrative

Gladden Middle School (GMS) is a rural public school located in the Northwest Georgia town of Chatsworth. GMS was formed in 1988, after the sole middle school, Murray Middle School, was split into two schools. The school building itself was built in 1969 and was the original middle school in Murray County. The current enrollment for the 2012-2013 school year is 576. Gladden is served by three feeder elementary schools, Chatsworth Elementary, Coker Elementary, and Spring Place Elementary. Students leaving Gladden are enrolled at Murray County High School. The school day begins at 7:20 a.m. and ends at 3:00 p.m. Students are enrolled for 160 days per year.

The demographics of students at GMS are somewhat diverse. The demographic breakdown of the student population is as follows:

Hispanic/Latino (113)19%	**Economically Disadvantaged (443) 79%**
Asian (1) <1%	ELL Students (19) 3%
Caucasian (448) 78%	Gifted Students (60) 10%
Black or African American (3) <1%	SPED Students (40) 7%
Mixed Race (10) 2%	Migrant Students (3) <1%

There are 39 certified educators at Gladden Middle School, all of which are considered highly qualified. The administration at GMS is made up of one principal, one assistant principal, and one counselor. The GMS leadership team (LT) is comprised of members from each academic team and members from the Connections (electives) and Special Education (SPED) teams. Members include:

GMS Leadership Team	
Dr. Ardith Bates, GMS Principal	Adrian Stone, Team 701 Lead Teacher
Shalina Jackson, Academic Coach (*AC*)	Lisa Gribble, Team 702 Lead Teacher
Matt Bryson, SPED Lead Teacher	Sandi Mitchell, Team 801 Lead Teacher
Aaron Stevenson, Electives Lead Teacher	Jeanelle Hobbs, Team 802 Lead Teacher

The LT meets bi-weekly to discuss issues, concerns, ways to improve the school, and to do calendar and event planning. The LT also serves as the school's Literacy Team. They monitor the implementation of literacy standards and the CCGPS across the school. After each meeting, the team leaders hold meetings with their respective teams to share the notes from the leadership meeting. A typical meeting consists of:

- Sharing of information from faculty & staff by the team leaders
- Data analysis of benchmark tests, CRCT, Writing Tests, etc.
- School improvement planning, monitoring, review, and revision
- Planning for professional learning and implementation of the CCGPS/Literacy Standards
- Sharing of information by Principal and AC
- School-Wide Calendar planning and coordination of upcoming events
- Employee Handbook planning, monitoring, review, and revision

The GMS School Leadership Team (LT) serves as the School Improvement Planning Committee with the AC serving as the Title I Coordinator. They monitor the development and implementation of school improvement initiatives, make revisions to the School Improvement Plan (SIP) based on data analysis, needs assessments, and teacher/staff feedback. The LT seeks input from and presents the SIP to parents, families, and community members for planning and revision of the SIP.

Past and Present Initiatives

2005-2007	Comprehensive School Reform Grant Awarded by the University of Georgia, this grant was used to implement the *Learning Focused Schools* model school-wide, and to purchase 21st Century Technology resources for every classroom in the building.
2006 – Present	Georgia Lighthouse Schools to Watch Program GMS was selected for this honor in 2006. This process required an extensive evaluation of every aspect of the school. We were re-designated in 2009 and 2011.
2005 – Present	*Learning Focused Schools* GMS adopted the *LFS* model in 2005 and continues to implement the best practices in every classroom.
2006 – Present	21st Century Technology Every classroom at GMS is equipped with a *SMART* interactive whiteboard, *CPS* student response system, overhead LED projector, and surround sound system.
2009-2010	Dalton State College Math/Science Partnership Grant – GMS received professional development for Math from this grant. Teachers were trained specifically on how to

	best implement the Georgia Performance Standards and how to conduct performance tasks using the GA Standards Frameworks for Math.
2007 – Present	<u>Positive Behavior Intervention Support Program</u> As a piece of GA's Dropout Prevention Program, GMS adopted the PBIS system in order to increase positive behavior, increase academic engagement time, and decrease the amount of time students spend out of instructional time for discipline issues.
2007 – Present	<u>Academic Pep Rally Program</u> Each quarter GMS holds a pep rally style assembly to recognize students for their academic, attendance, and behavior achievements.
2011- Present	*Fast ForWord & Reading Assistant*: This program is a literacy building, computer-based program from Scientific Learning. GMS currently has over 200 students working on the program on a daily basis.

Professional Learning Needs

GMS has identified specific professional learning needs using the following documents:

- "What" document, "Necessary Building Blocks of Literacy Plan", from the Georgia Literacy Task Force.
- Murray County Schools' annual Professional Learning Survey
- Teacher Questionnaire based on components of the "What" Document
- GAPSS School Keys Faculty & Staff Self-Assessment Survey
- K-12 Literacy Needs Assessment Survey

According to the analysis of these documents, it was revealed that the most urgent needs for professional learning are for content-area literacy instruction best practices, Response to Intervention (RTI), and differentiation. Teachers most often cited their lack of training and experience in teaching specific literacy skills within their content area as a problem on the K-12 Literacy Survey and the Teacher Questionnaire. Second, teachers responded that they do not understand the RTI process, or how to implement the procedures in their classrooms. Third, teachers are aware that differentiation has shown as a weakness for GMS in our GAPSS review, but struggle because they have not had any formal professional development in this area.

The Need for the Striving Reader Grant at GMS

The Striving Reader Comprehensive Literacy Grant will provide GMS with the tools and professional development to implement the Georgia State Literacy Plan and the Common Core Georgia Performance Standards. Due to the economic downturn and budget cuts, we have

struggled to provide necessary professional development, resources, materials, and support to classroom teachers in all content areas. The SRCL will help us to increase student literacy through: professional development in literacy, CCGPS, and differentiation for all teachers, and upgrading technology tools such as computers, electronic readers, software programs, diagnostic tools, networks, and literacy building tools. All of our classrooms are equipped with 21st century technology. However, our technology has become extremely limited due to maintenance issues. Most computers (both teacher and student), *SMART* boards, and *CPS* student response systems here are 7-8 years old and are in desperate need of being replaced or upgraded. We have severe network connectivity issues because our network is not capable of handling the bandwidth and traffic required to run educational programs effectively. Also, we lack the funds to purchase tools such as, reading and language diagnostic tools, fluency building tools, and literacy assessment tools. We have *iReady*, a diagnostic tool, but only for SPED students. The SRCL grant will provide the funds needed to purchase valuable tools for <u>ALL</u> of our students. Over the past two-three years, our Media Center budget has been cut to the point that no funds are allocated directly to the Media Center for purchasing books and materials. Current media resources include:

Fiction books – 3,315 – mean copyright 1993 Biographies – 931 – mean copyright 1990 Non Fiction books – 4,478 – mean copyright 1992	Reference books – 905 – mean copyright 1990 VHS/DVD collection – 754 – mean copyright 1991

According to this data, our Media Center lacks current, relevant books and materials for the young adolescents served at GMS. The SRCL grant will give GMS the opportunity to update its Media Center, therefore increasing interest in reading and providing necessary reference materials for implementing the CCGPS.

Project Goals and Objectives

Project Goal 1:

GMS will provide students with effective writing instruction in all content-area classes as well as CTAE and technical subject classes.

From the "What" document:
Building Block 1:E.3. and 4.f.
Building Block 2:B.3.
Building Block 3
Building Block 4:B.1-5
Building Block 6:B.

On page 27 of the "Why" document, according to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing. Students must learn to master the process of writing for a variety of audiences and purposes in order to be successful in college and/or the workplace. This goal will address the GaDOE strategic goal to improve workforce readiness skills found on p. 32 of the "Why" document. Also, it has been noted that writing will increase a student's ability to comprehend what he/she has read (pp.45-46).

As a result of this goal and its objectives, GMS should see an increase in the percent of students scoring in the Meets and Exceeds categories of the GA 8th Grade Writing Exam. We should also see an increase in the percent of students scoring in the Exceeding category of the Reading and ELA CRCT tests.

The following objectives will be supported by a combination of funds from the Striving Reader grant, Title I funds, as well as state and local funds.

Objectives:
- Targeted and sustained professional development in writing instruction best practices and the new CCGPS literacy standards for writing in history/science/technical subjects
- Implement a common writing curriculum across the content areas in all grade levels
- Create and implement valid and reliable writing formative and summative assessments
- Create and implement writing benchmark assessments

Project Goal 2:

GMS will provide students and teachers with current, relevant technology tools in all content areas and grade levels that will enable students to become productive, successful 21st century learners.

From the "What" document:
Building Block 2.C.4.
Building Block 3.B.4.
Building Block 4.B.5. and D.4 & 6

According to the "Why" document, "texts are no longer limited to books, but also include Internet and other modes of discourse from a variety of media and educational disciplines. A

successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content." (p.49) If our students cannot access these necessary texts due to a lack of working technology, then we are placing them at a disadvantage. On p. 50 the idea of being "multimodal" is discussed to show that students in the 21st century must be able to handle a wide variety of presentation modes of information in order to be successful. Adolescents' interests in the Internet, hypermedia, and various interactive communication technologies have an effect on their motivation level. (p. 53) By incorporating the latest forms of technology into the classroom, we will be able to better engage and motivate our young adolescent student population. "Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement." (p. 53)

The following objectives will be supported by a combination of funds from the Striving Reader grant, Title I funds, as well as state and local funds.

Objectives:
- Purchase new computers dedicated to student use and to be placed in the classrooms (in all classes across both grade levels and content areas).
- Purchase new teacher-dedicated computers (all teachers, including CTAE)
- Upgrade existing computers (where applicable)
- Make necessary upgrades to the school's network infrastructure to support increased bandwidth needed to support the use of e-readers, tablets, laptops, etc.
- Upgrade and/or purchase new interactive student response systems and interactive whiteboards for all classrooms
- Purchase a computer-based universal screener for all students at all grade levels
- Update the digital media resources in our Media Center and classrooms
- Targeted professional learning for all teachers on the use of technology to teach literacy skills, to engage students in literacy learning, and how to help students use technology to support learning, collaborate with others, and produce outcomes.
- Increased monitoring of technology integration for literacy by administration, the leadership team, and the Academic Coach.

Project Goal 3:
GMS will provide all administrators and teachers with targeted and sustained professional learning that will ensure student mastery of the CCGPS literacy standards for reading and writing across all content areas and grade levels.

From the "What" document:
Building Block 1.A.1-2, D.1.
Building Block 4.A.3. & 6.
Building Block 5.B.2-3., C.3., D.4.
Building Block 6.B.2-3, 7-8

Today's students must have strong literacy skills in reading, writing, listening, and speaking. In order to support and strengthen those skills in their students, teachers must increase the use of

higher-order thinking and critical thinking in their classrooms. Research cited on p. 141 of the "Why" document indicates that for every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996). Therefore, every effort must be made to ensure that all teachers are receiving reliable, relevant, targeted, sustained, and job-embedded professional learning for the teaching of literacy.

The following objectives will be supported by a combination of funds from the Striving Reader grant, Title I funds, as well as state and local funds.

Objectives:
- Provide professional learning for all teachers in the area of literacy assessment:
  - How to administer grade-level assessments
  - How to organize the data
  - How to interpret the data
  - How to respond to data through instruction
  - How to interpret data from assessments given in the grade or setting from which the student has come
- Provide professional learning to content area teachers in the area of literacy instruction within their discipline. This will include incorporation of the CCGPS literacy standards for reading and writing in history/science/technical subjects
- Allocate professional learning funds to cover substitute teacher costs, professional learning registration costs, professional learning materials and resources, and travel expenses
- Administration and the Academic Coach will ensure the implementation of learned practices with the use of an observation and/or walk-through form such as the Literacy Instruction Checklist, GA or the Teachers Keys Effectiveness System forms
- Allocate time during the school day, after the school day, and on additional professional learning days for teachers to receive professional learning, collaborate, plan, and analyze data

Project Goal 4:
GMS will provide students with appropriate tiered instruction and interventions that will remediate or accelerate based on formative and summative assessments.

From the "What" document:
Building Block 1.C.3.
Building Block 2.A.
Building Block 3.A.1 & 3, B.1 & 3, 5. and C.
Building Block 4.A.2.
Building Block 5 (All)
Building Block 6.B.2, 6-7.

RTI (Response to Intervention) and tiered instruction has been an identified weakness at GMS for some time. We realize the importance of the RTI process and want to improve the quality of our tiered instruction across all grade levels and subject areas. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left

Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005). (p. 124 of the "Why" document)

Objectives:
- The administration and LLT at GMS will create an RTI committee to oversee the implementation of the 4-tier intervention pyramid adopted by the GaDOE.
- Establish a <u>consistent</u> system of tiered interventions (RTI) for students to master literacy standards set by CCGPS (across all content areas and grades)
- Provide targeted and sustained professional learning for all teachers:
  - RTI model, practices, strategies, assessment, documentation, data analysis
  - Differentiation strategies
  - Webb's Depth of Knowledge scale (DOK)
- Using data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Establish a protocol for consistent use of formative and summative data to clearly plan ways to effectively implement the four-tiered Response to Intervention (RTI) instructional model

Gladden Middle School's Literacy Plan

The students at Gladden Middle School receive "gold standard" literacy instruction and are college and career ready when they graduate from Murray County School District.

Based on results from the *Georgia Literacy Plan Needs Assessment for Literacy Grades Kindergarten to Grade 12*, GMS will address the following Building Blocks that pertain to student growth in literacy explained in the "How" and "What" documents. These items were chosen by the LLT as areas for improvement and sustained growth.

Building Block 1. Engaged Leadership
A. Action: Administration will demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school.

GMS determined that the administrator seeks out and participates in professional learning in literacy with her faculty.

Implementing:

The administrator will:

- Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.)
- Conduct focused literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

Sustaining:

The administrator will:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.

B. Action: Organize a Literacy Leadership Team

The literacy/leadership team is led by the administrator, meets regularly, and provides substantive direction for the school and community.

Expanding:

The administrator will:

- Identify and allocate additional funding sources to support literacy

Sustaining:

The administrator will:

- Define priorities and allocate needed resources to sustain them over time
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement

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

The GMS daily schedules includes 2-4 hours of tiered instruction through the content areas, a set time for preview/intervention, instruction in disciplinary literacy in content areas, and collaborative planning.

Implementing:

The administrator will:

- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule
- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times

Sustaining:

The administrator will:

- Use technology to provide professional learning to new and continuing teachers

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

GMS faculty and staff have received professional learning in disciplinary literacy across the content areas, but implementation is not consistent.

Planning:

The administrator will:

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Engage in professional learning with a focus on facilitation of group process and teaming

Expanding:

The administrator will:

- Provide family-focused services and outreach that engage parents and family members in literacy programs and services

Sustaining:

The administrator will:

- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning

E. Action: Optimize literacy instruction across all content areas

Content area teachers incorporate (but not with consistency) the teaching of: 1. Academic vocabulary; 2. Narrative, informational, and argumentative writing; and 3. The use of discipline-specific text structures.

Planning:

The administrator will:

- Identify or develop a common and systematic procedure for teaching academic vocabulary in all subjects
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas

Implementing:

The administrator will:

- Require the teaching of academic vocabulary in all subjects using a common, systematic process
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics

Expanding:

The administrator will:

- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

The administrator will:

- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs,

captions, word problems, e-mails, ads, instructions, etc.)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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.

A school level literacy/leadership team participates in developing literacy goals, but a system of learning supports has not yet developed, and community partners have not been involved

Planning:

The administrator will:
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board
- Contact potential members and schedule at least two meetings annually

Implementing:

The administrator will:
- Enlist members of the various participating entities to provide leadership by:
  - Serving as mentors
  - Speaking to groups of students
  - Publicizing efforts within the community
  - Visiting classrooms to support teachers and students
  - Adoption of different schools by civic groups

Sustaining:

The administrator will:
- Pursue additional funding sources for specialized literacy staff and materials

Building Block 2: Continuity of Instruction

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

Content teams meet (inconsistently) to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.

Planning:

The administration will:
- Administration establishes an expectation of shared responsibility for literacy across the curriculum

Implementing:

Collaborative teams will:
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work

Expanding:

Collaborative teams will:
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Study formative student assessment results and use the results to continue to adjust instruction

Sustaining:

Collaborative teams will:
- Utilize online options to provide ongoing professional learning to new and continuing teachers

• Share professional learning online and at team and staff meetings

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

Literacy instruction currently occurs in only 1-2 content areas.
Planning:
The teachers will:
- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs)
- Study the text structures most frequently used in texts of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
- Study a variety of strategies for incorporating writing in all content area

Implementing:
The teachers will:
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Make writing a required part of every class every day, using technology when possible
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS

Expanding:
The teachers will:
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

Sustaining:
The teachers will:
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate assignments by offering student choice

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

GMS receives little support from outside agencies to support literacy education.
Planning:
GMS will:
- Develop avenues of communication (both virtual and face-to-face) with key personnel in out-

of-school organizations as well as governmental agencies that support students and families

- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students

Implementing:

GMS will:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)

Expanding:

GMS will:

- Fill program/service gaps and develop online outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity)
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments
- Using technology, translate school documents into other languages to assist parents

Sustaining:

GMS will:

- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy staff and materials
- Continue to foster relationships/networks among schools (particularly within feeder patterns), families, and communities.

Building Block 3. Ongoing Formative and Summative Assessments

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

GMS has established a system of mid-course assessments that are common across all classrooms, but lacks tools for screening, progress monitoring, and diagnostics.

Planning:

Administration and teachers will:

- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students
- Define a process for selecting appropriate interventions for struggling readers
- Identify and purchase assessment and intervention materials aligned with students' needs

Implementing:

Administration, coaches, and teachers will:

- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

Sustaining:

GMS will:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to purchase assessment and intervention materials aligned with students' needs

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

GMS uses a range of formative and summative assessments that are administered regularly and are used to guide classroom and intervention instruction. However, GMS does not have a universal screener in place.

Planning:

GMS will:

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)

Implementing:

Administration, coaches, and teachers will:

- Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)

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

Problems found in benchmark assessments are sometimes followed up by diagnostic assessments that are used to guide placement and / or inform instruction in intervention programs.

Planning:

GMS will:

- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards

Expanding:

GMS will:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals

Sustaining:

GMS will:

- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

During team meetings very little time is devoted to review and analyze assessment results to identify needed instructional adjustments.

Planning:

Teachers and coaches will:

- Study how disciplinary standards are assessed on state and local tests

Implementing:

GMS will:

- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:

GMS will:

- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning

Sustaining:

GMS will:

- Based on analysis of summative assessment data:
    - o Evaluate the effectiveness of programs and policies
    - o Redefine school improvement goals as necessary

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

All teachers and appropriate staff members have access to data and use that data for making decisions to identify the instructional needs of students.

Planning:

Teachers and coaches will:

- Develop a protocol for making decisions to identify the instructional needs of students
- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

GMS will:

- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities

Building Block 4. Best Practices in Literacy Instruction

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

GMS uses a core language arts program, but it does not provide a strong foundation for literacy in all content areas.

Planning:

Administration and coaches will:

- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments

Implementing:

GMS will:
- Provide professional learning on the tenets of explicit instruction:
  - Selection of appropriate text for strategy instruction
  - Telling students specific strategies to be learned and why
  - Modeling of how strategy is used
  - Guided and independent practice with feedback

Expanding:

GMS will:
- Collaborate with and obtain additional support from other educators who on differentiated instruction via online communities of educators
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Use videotaping of differentiated lessons to share with other educators

Sustaining:

GMS will:
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities
- Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners (e.g., participate in professional learning provided by district and state, attend conferences and/or institutes)

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

Administrators, teachers, and staff regularly implement strategies for developing and maintaining interest and engagement appropriate for middle school students.

Planning:

Administration and coaches will:
- Ensure that teachers are made to understand the need for any or all of the following:
  - Providing students with opportunities to self-select reading material and topics for research
  - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
  - Increasing opportunities for collaborating with peers
  - Increasing access to texts that students consider interesting
  - Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
  - Leveraging the creative use of technology

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

Content area teachers are beginning to develop a plan for writing instruction in their classrooms. Throughout the year in ELA classes, teachers provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics. This needs to carry over to the content areas.

Planning:

GMS will:
- Develop a coordinated plan for writing instruction across all subject areas to include:
  - Explicit instruction
  - Guided practice

- o Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

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

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

Formative assessments are administered to students in each tier of instruction. However, assessments are not common and are not used consistently.

Planning:

GMS will:

- Determine percentage of students currently being served in each tier at each grade level
- Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation

Implementing:

GMS will:

- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

Expanding:

GMS will:

- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system

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

All students at GMS receive Tier I instruction based on the CCGPS in all content areas. Student and classroom data need to be further analyzed to determine the instructional areas and classrooms in greatest need of support.

Planning:

GMS will:

- If fewer than 80% of students are successful
  - o Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
  - o Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area
  - o Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills

Implementing:

GMS will:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Schedule time for instructional planning as well as for student progress conversations across

(vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students

Sustaining:
GMS will:
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs

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

Interventions are being delivered inconsistently and infrequently by classroom teachers. This process needs a great deal of improvement.

Planning:
GMS will:
- Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials
  - Diagnosis of reading difficulties
  - Direct, explicit instructional strategies to address difficulties
  - Charting data
  - Graphing progress

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

Expanding:
GMS will:
- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

Sustaining:
GMS will:
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Document data points to monitor student response to intervention
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

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

Interventions are being delivered inconsistently and infrequently by classroom teachers. This process needs a great deal of improvement.

Planning:
GMS will:
- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:

o Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance

Implementing:

GMS will:

- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points

Expanding:

GMS will:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention

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

Schedules at GMS are created to ensure that students receive instruction in the least restrictive environment.

Expanding:

GMS will:

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor
- Standards
- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers

Sustaining:

GMS will:

- Student data supports the exit of students from T4.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

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

Representatives from the district and / or school administration have met with representatives from the Professional Standards Commission (PSC) to ensure that pre-service teachers receive coursework in disciplinary literacy in the content areas.

Implementing:

GMS will:

- Provide professional learning, where necessary, for postsecondary faculty

Expanding:

GMS will:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

GMS will:

- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to

integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

All administrative and instructional personnel will continue to participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.

Planning:
GMS will:

- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
  - Paraprofessionals
  - Support staff
  - Interventionists
  - Substitute teachers
  - Pre-service teachers working at the school

Implementing:
GMS will:

- Meet in collaborative teams to support teachers in using literacy strategies effectively
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

Expanding:
GMS will:

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:
GMS will:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years

Needs Assessment, Concerns and Root Cause Analysis

Description of the Needs Assessment Process (a)

The Leadership & Literacy Team (LLT) used a systematic and research-based process for determining the literacy needs of the school. The process began with analysis of several key documents and collections of data. The LLT collected data from classroom teachers (including CTAE), the Media Specialist, and paraprofessionals regarding strengths and weaknesses in literacy achievement in regard to the CCGPS, available resources, and professional development opportunities. From those documents, strengths and weaknesses were identified. Then, areas of concern were identified and categorized by the team. These areas of concern were categorized based on the components from the "What" document.

Documents used in this process included (b):

- Murray County Schools Annual Staff Professional Learning Survey
- Teacher Questionnaire with questions based on the "What" Document
- K-12 Literacy Needs Assessment Survey
- LoTI (Level of Technology Implementation) Survey – This survey assesses teacher use and implementation of classroom technology.
- Georgia Assessment of Performance on School Standards (GAPSS) – This school analysis was conducted on December 8, 2010.
- CRCT Reports
- 8th Grade Writing Exam Reports
- GMS Media Center Inventory
- Classroom Literacy Materials Inventories
- GA's Striving Reader Grant Application
- The "What" Document (Necessary Building Blocks of Literacy Plan Birth-12th Grade in Georgia)
- The "Why" Document (Georgia's Literacy Conceptual Framework for Birth-to-Grade 12)

The disaggregated data for GMS can be found in the grant section:
Analysis & Identification of Student and Teacher Data

Key: PL=Professional Learning, AC=Academic Coach, LLT: Literacy/Leadership Team

Building Block from the "What" Document	Area(s) of Concern	Steps Taken & Steps to Take to Address Areas of Concern and Root Causes

Standards	<u>Concern</u>: Content-area teachers across both grade levels are struggling to incorporate the CCGPS literacy standards.
	 <u>Root Cause(s)</u>:
	 • Lack of targeted, *sustained* professional development for incorporating the CCGPS literacy standards for reading and writing in the content areas
	 • 160-day school calendar and time constraints
	 • Lack of writing curriculum and resources across all content areas
	 • Lack of *appropriate* classroom and media center resources:
	    ○ Inadequate and out-of-date non-fiction materials
	    ○ Materials do not support a wide range of *Lexile* levels and complexities
		Steps Taken:
		 • introductory PL on literacy in the content areas, and using *Lexile* levels for all teachers
		 • increased collaboration among academic teachers on grade-level teams
		 • The Media Specialist teaches lessons to *all classes* on specific literacy strategies for reading and writing
		 Steps to Take:
		 • Increase media center and classroom literacy resources
		 • Provide more in-depth, targeted, and *sustained* PL

Engaged Leadership	<u>Concern</u>: Literacy instruction is not optimized in all content areas. (Building Block 1:E) <u>Root Cause(s)</u>: • There is no common, systematic procedure for teaching academic vocabulary in all subjects • Writing is not an integral part of content-area classes • Students are not reading sufficiently complex texts to increase literacy skills and content knowledge • Lack of targeted, *sustained* PL for incorporating the CCGPS literacy standards for reading and writing in	**Steps Taken:** • Introductory PL on literacy in the content areas, and using Lexile levels for all teachers • Some teachers use a program called the "Top 100" to teach critical academic vocabulary across content areas. However, it is not consistent and systematic • Content area teachers have increased the use of writing, but it is still not

	the content areas • The LLT has not fully implemented a plan to integrate literacy into all classes	an *integral* part of their instruction **Steps to Take:** • The LLT must create a plan to integrate literacy in all classes and monitor the implementation of that plan using the Literacy Instruction Checklist, GA • Provide more in-depth, targeted, and *sustained* PL
Ongoing Formative and Summative Assessments	**Concern:** GMS currently does not have any type of universal screener for determining instructional levels, *Lexile* levels, vocabulary knowledge, etc. (Building Block 3:B.3.) **Root Cause(s):** • Budget restraints will not allow the purchase of a universal screener at this time • The only source for student *Lexile* levels is their previous years' CRCT reports **Concern:** The current technology infrastructure at GMS is not adequate to support the gathering and storage of assessment data (Building Block 3:B.4.) **Root Cause(s):** • Lack of funds to purchase and/or upgrade technology resources • Lack of infrastructure such as bandwidth, routers, etc. • Lack of student computers *in the classrooms* • Only 1 computer lab dedicated to student use, but computers are old and poorly functioning • Teacher computers are old, poorly functioning (some cannot even run the programs necessary for instruction), and some cannot be upgraded/repaired because they are *obsolete* **Concern:** Writing benchmark assessments have not been developed for all grade levels at this time. (Building Block 3:A.2.) **Root Cause(s):**	**Steps Taken:** • No steps have been taken to purchase a universal screener • Administration at the school and district levels have stretched our budget as far as possible and are working diligently to provide technology upgrades, purchases, and support. However, some obstacles we face with technology cannot be solved without sufficient funds. • No steps have been taken at this time to create writing benchmarks **Steps to Take:** • The LLT will address the need for a common writing curriculum across all content areas • The LLT will create procedures and expectations for benchmarking writing, scoring the tests, and disseminating the results • Increase PL for content-area teachers to integrate writing into instruction

	• Lack of common writing curriculum across all content areas • Content area teachers lack PL to integrate writing into their instruction • Lack of protocol for benchmarking writing, scoring the tests, and disseminating the data	
Best Practices in Literacy Instruction	**Concern:** All teachers do not have many opportunities to participate in professional learning that targets literacy instruction. (Building Block 4:A.6) **Root Cause(s):** • Lack of funds for substitute teachers, registration fees, travel expenses, materials and resources • Lack of PL days in the school calendar • Time constraints within the school day and a shortened, 160-day calendar limit opportunities for collaboration **Concern:** Technology is not used for production, publishing, and communication across the curriculum. (Building Block 4:B.5.) Teachers cannot leverage the creative use of technology to promote engagement and relevance. (Building Block 4:D.6.) **Root Cause(s):** • Lack of funds to purchase and/or upgrade technology resources, especially resources such as e-readers, tablets, collaboration software, and student computers • Lack of infrastructure such as bandwidth, routers, etc. • Lack of student computers *in the classrooms* • Only 1 computer lab in the school dedicated to student use, but computers are poorly functioning • Lack of technology resources to help with writing instruction, benchmarking, and feedback for students • Teacher computers are poorly functioning (some cannot even run the programs necessary for instruction),	**Steps Taken:** • The Academic Coach has provided PL (re-delivery) during teachers' planning times and after school • Weekly grade-level team meetings and monthly vertical content team meetings • Whole-faculty book studies • Administration at the school and district levels have stretched our budget funds as far as possible and are working diligently to provide technology upgrades, purchases, and support. However, some obstacles we face with technology cannot be solved without a *significant increase* in funds. • Teachers maximize the use of the technology they *do* have, but we could do SO much more if our technology was current, working, and capable **Steps to Take:** • Provide in-depth, sustained PL for differentiation, RTI, text complexity, modeling strategies, and integrating the CCGPS literacy standards across the content areas

	and many cannot be upgraded/repaired because they are *obsolete*	
System of Tiered Intervention (RTI) for All Students	**Concern**: Teachers across both grade levels are not implementing RTI tiers II and III effectively within their classrooms. (Building Block 5:C,D) **Root Cause(s)**: • Lack of targeted, PL for RTI strategies, data collections, screenings, documentation, and differentiation • Lack of adequate funds for PL • Lack of time for specific RTI data analysis, assessment, and progress monitoring • Each academic teacher has 150+ students in their classes • Lack of resources and materials for assessment, diagnostic screeners, data collection, and documentation of interventions	**Steps Taken:** • The Academic Coach has conducted informal PL on the basics of RTI • The AC is primarily responsible for data collection, assessment, and documentation for students in Tier II and III • The AC has provided some re-delivery of PL on differentiation to all teachers • The master schedule was changed to include a 30-minute preview/intervention period daily for 2012-2013 **Steps to Take:** • The LLT must create an RTI team to oversee the implementation of RTI processes across all grade levels and content areas • Provide RTI and differentiation PL for all staff
Improved Instruction through Professional Learning	**Concern**: Professional learning days have been removed from the school calendar (Building Block 6:B.1.) **Root Cause(s)**: • Ongoing state, federal, and local budget cuts • Some PL days have been furloughed • Shortened, 160-day school calendar **Concern**: Administrators, faculty, and staff have not received professional learning for administering, analyzing, and interpreting assessment results *in terms of literacy*. (Building Block 6:B.7.) **Root Cause(s)**: • PL in the past has primarily focused on just analyzing and disaggregating	**Steps Taken:** • None to include more PL days into the school calendar • Administration has had introductory PL on literacy instruction and the CCGPS literacy standards

	CRCT and writing test data • Lack of funds for literacy-specific PL	

Analysis and Identification of Student and Teacher Data

2012 Data disaggregated by grade level, domain, and subgroups. (a, b)

DNM=Did not meet standards, M=Met Standards, E=Exceeded Standards

CRCT Reading	DNM	M	E
7th Grade All Students	4%	71%	25%
7th Grade SWD	24%	71%	5%
7th Grade CRCT-M	33%	50%	17%
7th Grade ELL	0%	100%	0%
7th Grade Gifted	0%	27%	73%
8th Grade All Students	4%	59%	37%
8th Grade SWD	18%	82%	0%
8th Grade CRCT-M	20%	80%	0%
8th Grade ELL	17%	83%	0%
8th Grade Gifted	0%	9%	91%

CRCT Reading	Mean Score	Comprehension	Information & Media Literacy	Reading Skills & Vocabulary	Average Lexile Score
7th Grade All Students	832	75%	73%	75%	1040
7th Grade SWD	809	59%	53%	46%	853
7th Grade ELL	813	58%	60%	58%	882
7th Grade Gifted	858	90%	89%	92%	1182
8th Grade All Students	839	80%	78%	75%	1124
8th Grade SWD	820	65%	61%	55%	944
8th Grade ELL	806	56%	52%	58%	865
8th Grade Gifted	862	93%	93%	88%	1258

CRCT English/Language Arts	DNM	M	E
7th Grade All Students	7%	48%	45%
7th Grade SWD	24%	76%	0%
7th Grade CRCT-M	22%	78%	0%
7th Grade ELL	0%	100%	0%
7th Grade Gifted	0%	3%	97%
8th Grade All Students	2%	53%	45%
8th Grade SWD	18%	70%	12%
8th Grade CRCT-M	33%	50%	17%
8th Grade ELL	17%	83%	0%
8th Grade Gifted	0%	3%	97%

CRCT English/Language Arts	Mean Score	Grammar & Sentence Structure	Research & the Writing Process
7th Grade All Students	843	76%	81%

7th Grade SWD	812	57%	55%
7th Grade ELL	817	61%	70%
7th Grade Gifted	880	92%	95%
8th Grade All Students	846	76%	84%
8th Grade SWD	826	61%	70%
8th Grade ELL	812	61%	54%
8th Grade Gifted	882	92%	95%

8th Grade Writing	DNM	M	E
All Students	12%	82%	6%
SWD	33%	67%	0%
ELL	50%	50%	0%
Gifted	0%	64%	36%

8th Grade Writing	Ideas	Organization	Style	Conventions
All Students	3.0/5.0	3.1/5.0	3.0/5.0	2.9/5.0
Persuasive	3.0/5.0	3.1/5.0	3.0/5.0	2.9/5.0
Expository	3.0/5.0	3.0/5.0	3.0/5.0	2.9/5.0

CRCT Math	% M and/or E	Number and Operations	Geometry	Algebra	Data Analysis & Probability
7th Grade All Students	92%	67%	74%	67%	74%
7th Grade SWD	78%	56%	63%	52%	56%
7th Grade ELL	100%	53%	62%	56%	57%
7th Grade Gifted	100%	92%	90%	92%	90%
8th Grade All Students	83%	60%	69%	58%	74%
8th Grade SWD	70%	56%	58%	55%	65%
8th Grade ELL	50%	54%	52%	42%	47%
8th Grade Gifted	100%	76%	84%	80%	86%

CRCT Science	% M and/or E	Cells & Genetics	Interdependence of Life	Evolution
7th Grade All Students	89%	71%	74%	74%
7th Grade SWD	60%	46%	47%	46%
7th Grade ELL	67%	50%	57%	50%
7th Grade Gifted	100%	88%	92%	93%
CRCT Science	% M and/or E	Structure of Matter	Force and Motion	Energy and Its Transformation
8th Grade All Students	83%	72%	74%	63%
8th Grade SWD	42%	61%	56%	47%
8th Grade ELL	33%	48%	50%	43%
8th Grade Gifted	100%	86%	86%	78%

2012 CRCT Social Studies 7th World Geography 8th Georgia History	% M and/or E	History	Geography	Civics & Government	Economics
7th Grade All Students	80%	70%	79%	61%	68%
7th Grade SWD	18%	38%	53%	31%	39%
7th Grade ELL	100%	64%	79%	38%	50%
7th Grade Gifted	100%	92%	91%	78%	91%
8th Grade All Students	81%	63%	73%	61%	79%
8th Grade SWD	41%	47%	53%	47%	62%
8th Grade ELL	17%	34%	55%	46%	50%
8th Grade Gifted	100%	81%	90%	76%	95%

Reading Benchmark Post-test Data 2010-2012: Average % Correct (g)									
	Benchmark 1 Post-test			Benchmark 2 Post-test			Benchmark 3 Post-test		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
7th	74%	79%	73%	89%	75%	66%	n/a	62%	61%
8th	80%	81%	76%	68%	67%	64%	n/a	81%	84%

ELA Benchmark Post-test Data 2010-2012: Average % Correct (g)									
	Benchmark 1 Post-test			Benchmark 2 Post-test			Benchmark 3 Post-test		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
7th	57%	63%	56%	63%	67%	61%	n/a	67%	64%
8th	74%	72%	68%	73%	68%	67%	n/a	80%	86%

Identification of Strengths and Weaknesses (c)

The Leadership Team and the Literacy Team analyzed CRCT, Writing Test, and other prescribed assessment data in order to begin the needs assessment process and to identify areas of strength and weakness in our student achievement.

Subject Area	Strengths	Weaknesses
Language	• 45% of GMS students exceeded on the CRCT • 97% of all students M/E on the CRCT	• Only 6% of 8th graders E on the Writing Test • SWD in both grades did very poorly on both the CRCT and Writing Test
Math	• The E increased by 8% in 7th grade. • SWD did well in both	• 8th Grade math overall • E category in both grades • The Algebra domain in both

		grades • Data Analysis & Probability domain	grades
Reading		• Increase in E category for both grades • Comprehension domain • 91% of 8th Gifted exceeded • ELL students did well overall on the CRCT	• E category still low for both grade levels • SWD did poorly in both grade levels • Lexile levels need to increase in both grades • Information & Media Literacy domain
Science		• 8th increased M/E by 8% from 2011 • E category in 7th at 44%	• DNM category increased in 7th grade • E category in 8th at 24%
Social Studies		• 8th increased M/E by 14% from 2011 • E category in 7th at 43% • Geography	• E category in 8th only 24% • 8th grade ELL scores (18% M/E) • SWD did poorly overall in both grades • Civics & Government

Teacher Data (d, e)

The teacher attrition rate at GMS has had little fluctuation over the past few years. The fluctuation in the number of teachers on staff in 2009 (40), 2010 (36), 2011 (37), and 2012 (39) is largely due to budget cutbacks, retirement, and with-in system transfers.

Average years teaching: 10.45
Bachelor's Degrees: 15
Master's Degrees: 14
Education Specialist Degrees: 9
Education Doctorate Degrees: 2

Goals & Objectives (f)

Goals	Objectives
1. Increased student achievement in the Exceeding Standards category of the CRCT (all subjects)	• Provide activities that promote acceleration and enrichment for all students • Professional Learning focused on specific strategies for increasing depth of knowledge and higher-order thinking skills
2. Increased student achievement for all subgroups, especially SWD	• Professional learning focused on tiered instruction, RTI, and literacy instruction in the content areas • Cross-curricular and leveled reading materials at a wide range of Lexile levels

3. Increase the % of students who read within the Lexile range for their grade level	• Provide adequate and varied reading materials so that all students are reading within their Lexile level band every day
4. Increase 8th Grade Writing Exam scores	• Professional Learning on best practices in writing and research
5. Increase CRCT scores in Science and Social Studies	• Provide standard specific informational texts at a wide variety of Lexile levels • Provide professional learning focused on literacy instruction within the content areas

On-Going Professional Learning at GMS (h)	
Trainings	**Dates**
Depth of Knowledge	2011-present
Common Core Georgia Performance Standards	2011-present
Vertical & Horizontal Content Team Meetings (PL Communities)	2008-present
Data Analysis and Data Driven Instruction	2009-present
WIDA Standards for ELL students	2010-present
Poverty Training	2011-present
Technology Integration	2008-present
Thinking Maps & Math Strategies	2010-present
Lexile & Reading Strategies	2012-present
Differentiation Strategies	2011-present
Teacher & Leader Keys Effectiveness System	2012-present
What Great Teachers Do Differently	2012-present
CCGPS Literacy Standards in Science/SS/Technical Subjects	2012-present

Project Goals and Objectives

An <u>extensive</u> table of the GMS Project Goals & Objectives is included in our Literacy Plan. That table includes our references and links to the "Why" and the "What" documents. Please refer to that plan as part of this section of the grant application.

The following project goals and objectives will be supported by a combination of funds from the Striving Reader grant, Title I funds, as well as state and local funds.

Key: PL=Professional Learning

Identified Need: Content-area teachers across both grade levels are struggling to incorporate the CCGPS literacy standards for writing into their instruction.

Project Goal 1:
GMS will provide students with effective writing instruction in all content-area classes as well as CTAE and technical subject classes.

Objectives: *(a detailed listing of our objectives can be found in our Literacy Plan)*
- PL in writing instruction best practices
- Implement a common writing curriculum
- Create and implement writing formative and summative assessments
- Create and implement writing benchmark assessments

Time Frame:
Winter & Spring 2013: Teacher PL
Fall 2013: Implement in classrooms w/ongoing PL

Identified Needs: The current technology infrastructure at GMS is not adequate to support the gathering and storage of assessment data. Technology is not used for production, publishing, and communication across the curriculum. Teachers cannot leverage the creative use of technology to promote engagement and relevance.

Project Goal 2:
GMS will provide students and teachers with current, relevant technology tools in all content areas and grade levels that will enable students to become productive, successful 21st century learners.

Objectives: *(a detailed listing of our objectives can be found in our Literacy Plan)*
- Purchase new classroom student computers
- Purchase new teacher computers
- Upgrade existing computers (where applicable)
- Upgrades the school's network infrastructure
- Upgrade and/or purchase new interactive student response systems and interactive whiteboards
- Purchase a computer-based universal screener
- Update and purchase new digital media resources in our Media Center and classrooms
- PL for all teachers on the incorporation of technology to teach literacy skills
- Increased monitoring of technology integration for literacy

Time Frame:
Spring & Summer 2013: Technology purchasing, installations, and upgrades

Spring and Fall 2013: Teacher PL
Fall 2013: Implementation in the classrooms w/ongoing PL

Identified Need: All teachers do not have many opportunities to participate in professional learning that targets literacy instruction.

Project Goal 3:
GMS will provide all administrators and teachers with targeted and sustained professional learning that will ensure student mastery of the CCGPS literacy standards for reading and writing across all content areas and grade levels.

Objectives: *(a detailed listing of our objectives can be found in our Literacy Plan)*
- PL for all teachers in literacy assessment
- PL to content area teachers in literacy instruction within their discipline.
- Allocate PL funds to cover substitute teacher costs, registration costs, materials and resources, and travel expenses
- Administration will ensure the implementation of learned practices
- Allocate time for teachers to receive PL

Time Frame:
Spring 2013: Teacher PL
Fall 2013: Implementation w/ongoing PL

Identified Need: Teachers across both grade levels are not implementing RTI tiers II and III effectively within their classrooms.

Project Goal 4:
GMS will provide students with appropriate tiered instruction and interventions that will remediate or accelerate based on formative and summative assessments.

Objectives: *(a detailed listing of our objectives can be found in our Literacy Plan)*
- The LLT at GMS will create an RTI committee
- Establish a <u>consistent</u> system of tiered interventions (RTI) for all students
- Provide PL for all teachers
- Using data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Establish a protocol for consistent use of formative and summative data for (RTI)

Time Frame:
Spring 2013: Teacher PL
Fall 2013: Implementation w/ongoing PL

Tiered Instruction and Current Practices

All students at GMS have at least 2-4 hours of tiered instruction in literacy throughout all of their content areas. A current practice considered when determining our goals and objectives is the incorporation of a Reading Intervention class for students who have been unsuccessful in mastering the literacy standards laid out in the CCGPS. The classes are small (10-15 students) and taught by a highly qualified teacher. There are three 8th-grade classes and two 7th-grade

classes. Each class lasts 60 minutes. One of our 7th grade ELA classes uses the *Writing to Win* program and has developed a project-based learning design for her classes which incorporates technology and online collaboration with our sister middle school.

RTI Model

Tier II Instruction (Strategic Intervention)		
Time	**Personnel**	**Strategies**
• Identified students will receive small group instruction, as needed, throughout the day. • Specific identified students will be placed in the Reading Intervention class (60 minutes per day)	• Certified Teachers • Reading Interventionist	• Identified students receive frequent segments of instruction • Targeted Scaffolding • Differentiation
Tier III Instruction (Intensive Intervention)		
Time	**Personnel**	**Strategies**
• Identified students will receive intensive instruction within their core and content-area classes	• Certified Teachers, ELL teacher, Academic Coach	• Provide intensive interventions in smaller group sizes in greater blocks of time with targeted instructional materials.
Tier IV Instruction (Due Process)		
Time	**Personnel**	**Strategies**
• Students will receive the following inclusion or pull-out services based on needs: Gifted, EIP, ELL, and SPED.	• SPED Teacher and Paraprofessional • Gifted Teacher • Speech / Language Pathologist • ELL teacher	• Instruction will be offered to students for whom none of the interventions at the previous levels have been successful • Specialized Programs, Methodologies and Instructional Deliveries

Schedule with Tiered Intervention

Time	Team 701	Time	Team 702
7:30-8:30	Tier I & II Instruction Science Inclusion	7:30-8:30	Tier I & II Instruction Math Inclusion
8:30-9:30	Tier I & II Instruction Social Studies Inclusion	8:30-9:30	Tier I & II Instruction Students to Reading Intervention SS Inclusion
9:30-10:30	Tier I & II Instruction Students to Reading Intervention ELA Inclusion	9:30-10:15	Electives A
10:30-11:30	Tier I & II Instruction Reading Inclusion	10:15-11:00	Electives B
11:30-12:30	Lunch and Preview/Intervention Period	11:00-12:30	Lunch Tier I & II Instruction SS Inclusion
12:30-1:30	Tier I & II Instruction Math Inclusion	12:30-1:30	Tier I & II Instruction Reading Inclusion
1:30-2:15	Electives A	1:30-2:00	Preview/Intervention Period
2:15-3:00	Electives B	2:00-3:00	Tier I & II Instruction ELA Inclusion

Time	Team 801	Time	Team 802
7:30-8:30	Tier I & II Instruction Students to Reading Intervention ELA Inclusion	7:30-8:00	Preview/Intervention Period
8:30-9:30	Tier I & II Instruction Reading Inclusion	8:00-8:45	Electives A
9:30-10:30	Tier I & II Instruction SS Inclusion	8:45-9:30	Electives B
10:30-12:00	Lunch Tier I & II Instruction Science Inclusion	9:30-10:30	Tier I & II Instruction Reading Inclusion
12:00-12:45	Electives A	10:30-12:00	Lunch Tier I & II Instruction Students to Reading Intervention Math Inclusion
12:45-1:30	Electives B	12:00-1:00	Tier I & II Instruction ELA Inclusion
1:30-2:00	Preview/Intervention Period	1:00-2:00	Tier I & II Instruction SS Inclusion
2:00-3:00	Tier I & II Instruction Students to Reading Intervention Math Inclusion	2:00-3:00	Tier I & II Instruction Science Inclusion

Current Assessment Protocols

Assessment	Purpose(s)	Skills	Frequency
Grades 7 and 8			
GA CRCT**	O, SM	V, RC	1 x per year
STAR Screener**	S, PM	V, RC	3 x per year
ACCESS for ELL's	O, PM	ORF,OL,V,RC	1 x per year
Benchmark Tests**	O, SM, PM	V, RC	4 x per year
iReady	D, PM	V, RC	3 x per year (SPED only)
Fast ForWord RPI Assessments	D, PM	PA,ORF,DC,V,RC	At least 4 x per quarter
CPS Quizzes**	O, PM, SM	V, RC	Weekly as Needed
Study Island Tests**	O, PM, SM	V, RC	At least 3 x per year
Curriculum -Based Assessments**	O, PM, SM	V, RC, WS	Ongoing as Needed
OAS **	O, PM, SM	V, RC	Ongoing as Needed
W-APT for ELL's	S	OL, V, RC, PN	ELL Eligibility Screening
CoGAT	D	MA	Gifted Eligibility Screening
Naglieri Non-Verbal Ability Test	D	MA	Gifted Eligibility Screening
KTEA	D	A	Gifted Eligibility Screening
TTCT	D	C	Gifted Eligibility Screening
GAA**	O, PM	PA, OL, PN	1 x per year (SPED only)
CRCT-Modified**	O, SM	V, RC	1 x per year (SPED only)
Grade 8 Only			
GA 8th Writing Exam	O, SM	V, WS	1 x per year

O-Outcome, S-Screening, PM-Progress Monitoring, D-Diagnostic, SM-Standards Mastery

V-Vocabulary, RC-Reading Comprehension, PA-Phonological Awareness, WS-Writing Skills, ORF-Oral Reading Fluency, DC-Decoding, MA-Mental Ability, A-Achievement, C-Creativity, M-Motivation, OL-Oral Language, PN-Picture Naming

**These assessments are aligned with the SRCL Assessment Plan

➤ *The leadership and literacy teams plan to continue the use of all of the above assessments as part of the Literacy plan, with the exception of the STAR screener.* The STAR screener has been determined by the LLT to not be an effective measure of vocabulary knowledge and/or reading comprehension. This screener would be replaced as part of the SRCL grant implementation with the *Scholastic Reading Inventory* universal screener.

Assessment Key:
ACCESS = Assessing Comprehension and Comprehension In English State-To-State
W-APT = WIDA Assessment Placement Test
OAS = Online Assessment System (provided by the GaDOE)
CRCT = Criterion Referenced Competency Test
CoGAT = Cognitive Abilities Test
KTEA = Kauffman Test of Educational Achievement
TTCT = Torrence Test of Creative Thinking

- **Benchmarks** – *district mandated*
  The purpose of the benchmarks is to measure the level of student achievement of the Georgia Common Core Performance Standards (CCGPS). They are intended to identify students who are failing to achieve mastery of content standards and to provide teachers with progress monitoring information. They are given by all academic content area teachers. The benchmarks assist the local school system in identifying strengths and weaknesses vertically and horizontally in order to establish priorities in planning educational programs. Data from these tests is analyzed by administration, the Academic Coach (AC) and individual teachers and is shared with parents, administration, and central office personnel. Teachers use the data to make adjustments in their instructional processes and schedules. Each quarter, a student pre/post-test report is sent home to parents to inform them of their students' benchmark progress.

- **CRCT and CRCT-M** – *state mandated*
  The CRCT is designed to measure how well students acquire the skills and knowledge described in the CCGPS in the content areas of: Reading, Mathematics, English/Language Arts, Science, and Social Studies. They are given by all academic content area teachers and by SPED teachers. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses by CCGPS domains. Data from these tests is analyzed by administration, the AC, and individual teachers and is shared with parents, administration, and central office personnel.

- **Georgia State 8th Grade Writing Test** – *state mandated*
  This is a test of students' writing abilities to organize their thoughts in narrative form through two domains: persuasive and expository. Students are scored on their ideas, style, organization, and conventions. The test is administered by all 8th grade academic teachers and SPED teachers. Data from this test is analyzed by administration, the AC, and individual teachers and is shared with parents, administration, and central office personnel.

- **Online Assessment System(OAS)** – *district and school mandated*
  The OAS allows for ongoing classroom instruction and student learning. Educators have access to test items aligned to the CCGPS to develop assessments that inform teaching and learning. Data is analyzed by classroom teachers and used to guide instruction, review, and remediation.

- **ACCESS for ELL's** - *state mandated*
  This test is given every spring by the ELL teacher to all students receiving ELL services. Each of the five proficiency standards on this test encompasses four language domains: speaking, writing, listening, and reading. Data from this test is used to determine an ELL student's continued eligibility for services. ACCESS data is analyzed by administration, the AC, and the ELL teacher, in order to determine the academic plan for each ELL student. Results are shared with parents at individual parent/teacher conferences.

- *I-Ready – district mandated for all SPED students*
  I-Ready is a web-based diagnostic and intervention program for Reading and Math. All students served in SPED take a diagnostic test and are given suggested interventions for the teacher to incorporate with the student. Teachers monitor their progress using the data

reports. SPED and intervention teachers use this data to guide students' individual education and academic plans.

With funds from the SRCL grant, combined with Title I funds, we plan to increase the license for this product so that ALL students may be screened at least 3 times per year. All teachers not currently using the program will need to be trained to use the software and implement the protocol into their daily/weekly classroom routines.

- *CPS* **Quizzes (formative assessments)**
  CPS is a student response system that uses remotes called "clickers". Students use these to answer questions from tests and quizzes electronically. After answers are submitted, the teacher can get immediate feedback on student understanding. This data is then used to adjust instruction, as well as to identify students who are struggling to master the standards.

- *Fast ForWord* **Assessments**
  Fast ForWord is a literacy building software program that develops and strengthens memory, attention, processing rate, and sequencing. Data from this program is used to identify student strengths and weaknesses and to adjust instruction for students who struggle with literacy skills.

- *Study Island* **Assessments**
  Study Island is a web-based standards practice program. It is completely aligned with the GPS, CCGPS, and CCSS for all content areas. The students take a pre-test for each content area, then work through the program on each individual standard. Once a student has completed an area of study, they take a post-test. Data from these tests is used by classroom teachers to check for standards mastery and for progress monitoring with SPED and intervention students.

  We plan to add the benchmarking component of the program to our license in order to more accurately measure students' progress through the GPS and CCGPS for all content areas.

- *Scholastic Reading Inventory*
  GMS currently does not have a universal screener in place due to a lack of funds. With funds from the SRCL program, combined with Title I funds, we plan to purchase and incorporate the Scholastic program for every student in the building. This screener will allow us to get a Lexile level for all of our students, to get a comprehensive picture of each student's reading ability and vocabulary knowledge, and to progress monitor each student throughout the school year. The Media Specialist, AC, and all Reading/ELA teachers will need professional development in order to implement this program with fidelity.

	Resources, Strategies, and Materials (Existing & Proposed) Including Technology to Support the Literacy Plan
Current (*existing*) classroom resources at GMS:	*SMART* Notebook software and interactive white board, *CPS* Student Response System, projectors, some classroom reading materials (almost all personally bought by the teachers), teacher computer, CRCT *COACH* books, content area textbooks (out-of-date and not enough for every student), some supplementary materials to support instruction of the CCGPS, some classrooms have computers (most are low functioning at best), 3 classrooms have *iPads* to use for/with instruction (one was purchased with a grant), one classroom uses *SMART Response* clickers instead of *CPS* clickers,
Current shared resources:	Computer labs, math manipulatives, supplemental reading materials, library books, audio visual materials, reference materials, special education technologies
Current Media Center resources at GMS:	Fiction books – 3,315 – average copyright 1993 Biographies – 931 – average copyright 1990 Non-Fiction books – 4,478 – average copyright 1992 Reference books – 905 – average copyright 1990 VHS/DVD collection – 754 – average copyright 1991
Additional resources (*proposed*) needed to ensure student engagement:	Computers (teacher and student), tablets, e-Readers, audio books, leveled readers, high interest reading materials, magazines and periodicals, online subscriptions, headphones, microphones, flash drives, digital video recorders, reading incentives, standards based and literacy based software, DVD players, CD players, projectors, upgrades to the school's network, media center materials and supplies, professional development funds,
Activities that support literacy (*existing*):	**Classroom practices:** standards driven instruction, standards-based classroom environment, guided reading, modeling, partner reading, reading for fluency, reading for comprehension, responding to literature, *Study Island*, Writing to Win program (one 7th grade classroom), Top 100 Vocabulary resources, student presentations using technology, word walls, essential questions, posted CCGPS standards, differentiation strategies, Webb's Depth of Knowledge instruction, practice, and questioning techniques, teacher collaboration across grade levels and content areas, tiered instruction in all academic classes, SPED services for students served (inclusion/co-teaching model) in all academic classes, student work displays inside and outside the classroom, student exemplars, anchor charts, Thinking Maps, tracking and display of student data in the classrooms, project-based learning, flexible grouping • Support of Academic Coach in gathering materials and resources for teachers and observations with feedback **Intervention programs:** Math Intervention Class, Reading Intervention Class, Tutoring, Academic Plans, RTI
Additional strategies needed to ensure student success (*proposed*):	**Professional learning for:** • implementing the CCGPS literacy standards in content area classrooms (including CTAE), • strategies for increasing student engagement and motivation • strategies for increasing parent involvement, • strategies for improving reading interests,

	• strategies for improving writing performance, • differentiation strategies, • RTI intervention model strategies, data collection, and progress monitoring Incorporate intervention time into every class period, new teacher and student computers, upgrades to current technology infrastructure, increased teacher collaboration across content areas, grade levels, and feeder patterns, common writing curriculum, writing benchmark assessments,

Demonstration of Support of Technology Purchases

According to the "Why" document, "texts are no longer limited to books, but also include Internet and other modes of discourse from a variety of media and educational disciplines. A successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content." (p.49) If our students cannot access these necessary texts due to a lack of working technology, then we are placing them at a disadvantage.

On p. 50 the idea of being "multimodal" is discussed to show that students in the 21st century must be able to handle a wide variety of presentation modes of information in order to be successful. Adolescents' interests in the Internet, hypermedia, and various interactive communication technologies have an effect on their motivation level. (p. 53) By incorporating the latest forms of technology into the classroom, we will be able to better engage and motivate our young adolescent student population. "Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement." (p. 53)

Students using technology to produce, revise, edit, and publish writing will increase their writing ability, as well as increase their scores on the GA 8th Grade Writing Exam.

In order to implement the RTI model of interventions with fidelity, teachers need access to data collection, reporting, and management software. Currently, we do not have this technology, or the infrastructure (computers and network) to support it. The purchase of up-to-date technology equipment as well as data management and collection software, will allow us to fully implement and manage the RTI model effectively for all students.

Alignment of SRCL and Other Funds

The project goals and objectives described in our Literacy Plan will be supported by a combination of funds from the Striving Reader grant, Title I funds, as well as state and local funds.

- Spring 2013
  - Professional Learning for Teachers, Administration, and the Academic Coach
  - Purchase Media Center and classroom reading materials, supplementary materials, and instructional supplies
  - Order/Purchase new technology (computers, software, licenses)
- Summer 2013
  - Professional Learning for Teachers, Administration, and the Academic Coach
  - Installation of new Technology purchases and upgrades to the school's network
  - Plan professional learning timeline for 2013-2014 school year
- Fall 2013
  - Continue professional learning, focusing on training teachers to incorporate new technologies into their planning and instruction
  - Conduct data reviews and teacher observations to ensure fidelity of implementation
- Winter 2014
  - Conduct Mid-Year Review of Grant Implementation
  - Continue professional learning
  - Conduct data reviews and teacher observations to ensure fidelity of implementation
- Spring 2014
  - Continue grant implementation with professional learning, data reviews, teacher observations, and monitoring by the Literacy/Leadership Team

Strategies, Materials and Instructional Resources that will be Used or Purchased as a Result of SRCL Funding

Project Goal 1: GMS will provide students with effective writing instruction in all content-area classes as well as CTAE and technical subject classes.

Strategies, Materials and Instructional Resources to Meet Goal 1:
- o Funds to support the creation and implementation of a common writing curriculum and writing benchmark assessments
- o Professional learning funds to train teachers to implement the CCGPS literacy standards for writing in their classrooms (including fees for specialized instructors)
- o Computer software to make writing relevant and to increase student engagement

Project Goal 2:
GMS will provide students and teachers with current, relevant technology tools in all content areas and grade levels that will enable students to become productive, successful 21st century learners.

Strategies, Materials and Instructional Resources to Meet Goal 2:
- o Computer Software, expendable computer equipment, various technology supplies to directly heighten students' instructional engagement opportunities by providing them access to digital sources of text
- o Upgrades to existing technology (networks, computers, licenses, software)
- o Professional Learning for Technology with all teachers (including fees for specialized instructors)

Project Goal 3:
GMS will provide all administrators and teachers with targeted and sustained professional learning that will ensure student mastery of the CCGPS literacy standards for reading and writing across all content areas and grade levels.

Strategies, Materials and Instructional Resources to Meet Goal 3:
- o Funds for Professional Learning for all teachers, administration, and the Academic Coach (including conference registration fees, travel expenses, summer stipends, materials/supplies, fees for specialized instructors, substitute teacher costs)

Project Goal 4:
GMS will provide students with appropriate tiered instruction and interventions that will remediate or accelerate based on formative and summative assessments.

Strategies, Materials and Instructional Resources to Meet Goal 4:
- o Professional learning for all teachers on implementing RTI and differentiation
- o Materials and resources to support the implementation of RTI in all classrooms

Professional Learning Strategies Identified on the Basis of Documented Needs

Past & Current Professional Learning	Professional Learning Needs to be Met with SRLC
100% of GMS teachers are highly qualified.	*The identified needs and aligned project goals can be found in the GMS Literacy Plan and in our Needs Assessment.*
All of the GMS teachers have had introductory training to implement the CCGPS in their content area (100%) Spring 2012, Nov./Dec. 2012, *Ongoing 2012-2013* All Math teachers (5) have been trained to use the CCGPS Frameworks and have been trained to use Thinking Maps (13% of total Staff) 2010-2012 Standards Based Classroom Components Training October, 2011 & 2012 – all teachers (100%) *Ongoing 2012-2013* Lexile Framework for Reading Training for all academic and SPED teachers (28) December, 2012 (72% of total staff) *We will revisit this throughout the year 2012-2013.* Training for the principal, assistant principal, academic coach, and 4 pilot teachers on the new TKES (Teacher Keys Effectiveness System) evaluation system. October 2012 (18% of Total Staff) *All teachers and staff will be trained on the new TKES during the 2012-2013 school year.*	All GMS content area teachers will need specific training to implement the CCGPS literacy standards. **(Project Goals 1 & 3)** Targeted professional learning is needed for content area teachers in Math, Science, Social Studies and CTAE classes to embed literacy (as defined by the GA Literacy Task Force) instruction into their classrooms. **(Project Goals 1 & 3)** Our principal, assistant principal, and AC need training to define the leader's role in current literacy instruction and best practices. **(Project Goal 3)**

All GMS academic teachers (23) have been trained to implement the district Benchmark Testing program (59% of total Staff) *New teachers will be trained as needed.* All GMS academic teachers (including SPED) (28) have participated in quarterly benchmark data analysis sessions with the Academic Coach. (72% of Total Staff) All GMS academic teachers (including SPED) (28) have been trained to use Georgia's Online Assessment System, *Study Island, SMART* boards, projectors, and *CPS* systems. (2006 – 2012) (72% of total Staff) *New teachers will be trained as needed.* ESS Teachers (6), the AC, and the math intervention teacher have been trained to use *iReady* diagnostic software (21% of total Staff) *All teachers will be trained to use iReady with the use of SRCL and Title I funds.* All academic teachers (including SPED) (28) use curriculum based assessments, quizzes, games, questioning, and observations in their classroom. (72% of total Staff) *Ongoing 2012-2013*	Professional learning is needed for teachers to better use technology as an assessment tool. **(Project Goals 2 & 3)** All teachers need to be trained to use literacy diagnostic tools, Lexile measurement tools, and universal screening tools. **(Project Goals 2-4)** Professional learning is needed for all teachers on the development and implementation of a common writing curriculum and benchmark assessments. **(Project Goals 1 & 3)** Teachers also need professional learning in data analysis, interpretation, and application to instruction as related to the RTI model of interventions. **(Project Goals 3 & 4)**
The principal and assistant principal have received minimal training in literacy best practices. (7.5% of total Staff) 2012 *Ongoing 2012-2013* The academic coach has received training in literacy best practices and the implementation of CCGPS. 2011-2012 and *Ongoing 2012-2013*	Our principal, assistant principal, and AC need training to define the leader's role in current literacy instruction and best practices. **(Project Goal 3)**
All teachers (100%) participate in the transition activities for students coming from the elementary schools, and going to the high school. *Ongoing 2012-2013*	Teachers need training to build transitions between grade levels/feeder schools, and to use a consistent measure for literacy for which the entire school is responsible. **(Project Goal 3)**

The AC has had minimal training in RTI processes and procedures (2009). *This will become a part of our professional learning plan and Literacy Plan 2012-2014.* Most teachers have had no training in RTI procedures. *This will become a part of our professional learning plan and Literacy Plan 2012-2014.* All academic teachers (28) have been trained to document standards mastery and intervention attempts (72% of total Staff) *Ongoing 2012-2013 and for new teachers as needed.* All academic teachers (28) have had *introductory* training in differentiation strategies, Webb's Depth of Knowledge, and Higher Order Thinking Skills instruction/assessment September/October 2011, November 2012, *Ongoing 2012-2013* (72% of total Staff)	All teachers need in-depth professional learning for: - Implementing RTI processes and procedures in the classroom - Choosing and scheduling appropriate interventions, re-teaching strategies, and assessment strategies - Differentiation of content, process, and product - Finding RTI resources and materials appropriate for young adolescents - Documenting RTI interventions - Data collection, charting, and gathering for RTI **(Project Goals 3 & 4)**
All GMS academic teachers (28) have been trained to use 21st Century tools such as *SMART* boards and *CPS* systems. (2006 – 2012) *Ongoing 2012-2013 for new staff.* (70% of total Staff) All academic teachers (28) have had introductory training in differentiation strategies, Webb's Depth of Knowledge, and Higher Order Thinking Skills instruction/assessment September/October 2011, November 2012, *Ongoing 2012-2013* (72% of total Staff) All teachers and staff have participated in book studies on educating children in poverty. (2011-2012) (100% of Total Staff)	Content area teachers need professional learning to increase the integration of technology resources for teaching explicit literacy skills, creating engaging lessons, increasing student use of technology for literacy skills. **(Project Goals 2 & 3)** All teachers need in-depth professional learning for: - Differentiation of content, process, and product - Embedding DOK levels and HOTS into instruction, assessment, and student products. - teaching explicit comprehension, vocabulary, and writing strategies in the content areas. **(Project Goals 3 & 4)**

All GMS academic teachers (28) have been trained to use Georgia's Online Assessment System, *Study Island*, *SMART* boards, and *CPS* systems. (2006 – 2012) (72% of total Staff) All academic and SPED teachers, the office staff, and administration have been trained to use the SLDS (Statewide Longitudinal Data System) created by the GaDOE to track student data. (2011-2012) (79% of Total Staff)	All teachers need professional learning to increase the relevancy of lessons, strategies, resources, and instruction to young adolescents. **(Project Goal 3)** Professional learning needed for teachers to maximize the integration of 21st century technology tools as means of increasing student engagement. **(Project Goals 2 & 3)** Professional learning is needed to train teachers on strategies to build parent involvement in literacy achievement. **(Project Goal 3)**

During the 2010-2011 school year, all of teachers and staff at GMS participated in a combined 1031 hours of professional learning. During the 2011-2012 school year, we all participated in a combined 1136 hours of professional learning. According to the district professional learning survey given to teachers every spring, GMS teachers prefer the re-delivery method of professional learning. Due to budget cuts, we do not have the funding to provide substitutes for our teachers to attend off-campus professional learning. Key teachers, administrators, and the AC attend professional learning activities and then re-deliver the training to teachers at GMS during planning times and/or after school. Based on the needs identified, GMS plans to implement a systematic professional learning schedule designed to increase literacy instruction and technology integration for literacy in all content areas.

Process to Determine Effectiveness of Professional Development:

To determine the effectiveness of professional learning, GMS will use a combination of the TKES evaluation system, classroom observations, walkthroughs, surveys, and informal interviews with teachers. We will closely monitor the alignment of professional learning with our Literacy Plan, Needs Assessment, and Project Goals.

Budget Summary

As stated throughout our SRCL application, technology and literacy instruction are overarching areas of concern at Gladden Middle School, therefore 70% of our budget will be used to improve this area. In order to meet the needs of the 21st Century learner, we must update all aspects of technology within our school. Purchasing classroom computers, laptops, electronic tablets, e-readers, student response systems, digital books, software, network upgrades, and digital and video cameras for our classrooms will allow teachers to fully integrate technology into the curriculum and therefore enhancing literacy instruction in all content areas.

Improvement of instructional services will be achieved by 15% of the total grant award strategically for professional development. Teachers will receive training on implementing literacy best practices, incorporating the CCGPS literacy standards in content area classrooms, technology integration, RTI intervention model, and differentiation in the classroom. Training will take place both on-site and at other locations and will be provided to teachers to help meet the professional learning goals laid out in the Literacy Plan.

Educational media services are another crucial needs area for GMS. 15% of our SRCL grant funds will be used to purchase books and materials for the media center in order to ensure students and their families have access to relevant digital and print media. Digital versions of books and magazines will also be purchased through grant funds. Updated reference materials will be added so that teachers have a wide variety of resources, at a wide variety of Lexile levels, to use to support the implementation of the CCGPS.

Georgia Striving Reader Subgrant	
Budget Worksheet	
Murray County Schools - Gladden Middle School	

Function Code 1000 - Instruction	
Object Codes	**Amount Budgeted**
300 - Contracted Special Instructors	
610 - Supplies	$ 35,000.00
611 - Technology Supplies	$ 10,000.00
612 - Computer Software	$ 12,000.00
615 - Expendable Equipment	$ 2,000.00
616 - Expendable Computer Equipment	$ 284,000.00
641 - Textbooks	
642 - Books and Periodicals	$ 6,000.00

Function Code 1000 - With funds from the SRCL grant, we will purchase innovative technology tools and supplies that will increase literacy instruction and achievement across both grade levels and all content areas. **(Project Goals 1-3)**

Function Code 2210 - Improvement of Instructional Services	
Object Codes	**Amount Budgeted**
113 - Certified Substitutes	$ 2,000.00
114 - Non-Certified Substitutes	$ 4,000.00
116 - Professional Development Stipends	$ 15,000.00
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	$ 10,000.00
580 - Travel	$ 15,000.00
610 - Supplies	$ 5,000.00
810 - Registration Fees for Workshops	$ 25,000.00

Function Code 2210 - Funds from the SRCL grant will provide the teachers at GMS the necessary professional development to implement the CCGPS, differentiate instruction, use technology effectively, and increase student engagement. **(Project Goals 2-4)**

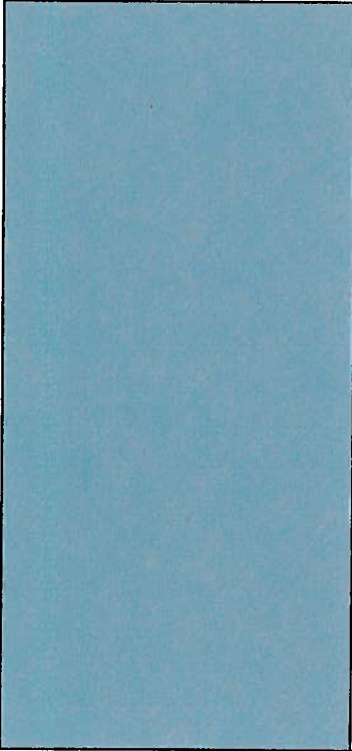| **Function Code 2220 - Educational Media Services**	
Object Codes	**Amount Budgeted**
610 - Supplies	$ 35,000.00
642 - Books and Periodicals	$ 40,000.00

Function Code 2220 - With funds from the SRCL grant, we will be able to provide current, relevant digital and print media to our students. This will increase their interest in literacy, engage both students and parents in literacy, and support the literacy efforts of the content area teachers. **(Project Goals 1, 2, 4)**

Function Code 2500 - Support Services - Business	
Object Codes	**Amount Budgeted**
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget	**$ 500,000.00**

Sustainability Plan

Extending Assessment Protocols (a)	MCS/GMS will continue to follow the state and district mandated assessment protocols, as well as grade-level protocols in the SRCL assessment plan. In order to maximize the use of funds, GMS will: • Consider purchasing reproducible assessments with a one-time fee • Consider paper/pencil assessments where possible • Combine grant funds with federal, state, local, and community funds
Developing Community Partnerships (b)	MCS/GMS currently have successful partnerships with numerous clubs, organizations, and businesses in the local community. We will continue to cultivate those relationships and utilize those resources to help provide funds necessary to support literacy goals and plans.
Professional Learning (d)	GMS will ensure the training of new employees by: • Using videotaping as a means of re-delivering training • Utilizing the Academic Coach as a trainer to re-deliver professional learning to new teachers • Utilizing the Academic Coach to support teachers in implementing professional learning in their classrooms
Replacing Print Materials (e)	• Title I funds, state and local funds, fundraisers, and donations from community partners will continue to be efficiently utilized to replace print materials when necessary. • An annual inventory of print materials will be conducted in order to determine areas of need.
Sustaining (c, f, g, h)	• The Academic Coach will attend and/or present all professional learning and will become a site-based resource for monitoring the implementation of professional learning in the classrooms, and for re-delivery of training received off-campus. He/she will also be responsible for training new teachers. • All professional learning will be videotaped in order for all teachers to participate, and to ensure that all new teachers receive training that current teachers have received • GMS will expand the lessons learned through the SRCL project by strengthening our collaboration with our feeder schools, continuing to analyze data for improving instruction, continuing to share results of the grant with our stakeholders, and gathering input from stakeholders on school improvement and literacy initiatives • GMS will continue to follow the state and district mandated assessment protocols, as well as grade-level protocols in the SRCL assessment plan. We are currently able to fund these assessments, with the exception of a universal screener such as Scholastic Reading Inventory

- New teachers will also be assigned a veteran teacher as a mentor to ensure that they receive relevant professional learning and assistance in the classroom
- GMS will consult with the district technology director in order to plan for all new technology purchases (hardware, software, network needs) and for any upgrades necessary. We will explore district-wide purchases (including site licenses) that may save money over school-level purchases.
- A detailed technology replacement/upgrade plan will be developed by the school with the help of the district technology director. We will consider purchasing insurance and/or replacement plans as funds will allow.
- A thorough technology inventory will be maintained by the Media Center Specialist and the school's technology technician in order to determine areas of need.
- After the grant period ends, GMS will continue to examine our Needs Assessment and Literacy Plan to determine if any improvements/adjustments are necessary. We will also determine if our Project Goals and Objectives were met/not met and if new goals and objectives need to be developed.