School Profile

Created Friday, December 05, 2014

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School Information

System Name:	Gordon County
School or Center Name:	Ashworth Middle School
System ID	0664
School ID	0292

Level of School

Middle (6-8)

Principal

Name:	Scott McClanahan
Position:	Principal
Phone:	0292
Email:	smcclanahan@gcbe.org

School contact information

(the persons with rights to work on the application)

Name:	Beth Herod
Position:	Instructional Supervisor
Phone:	706-629-7366
Email:	bherod@gcbe.org

Grades represented in the building

example pre-k to 6

6 to 8

Number of Teachers in School

51

FTE Enrollment

661

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

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.

Beth L. Herod

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

Beth L. Herod

Typed Name of Fiscal Agency Head and Position Title

12.5.14

Date

Susan Remillard

Signature of Applicant's Authorized Agency Head (required)

Susan Remillard - Superintendent

Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-14

Date

Scott McClanahan

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

Scott McClanahan - Principal - Ashworth Middle School

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

12/5/2014

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Susan Remillard

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

Address: 205 Warrior Path

City: Calhoun   Zip: 30701

Telephone: (706) 629-7366   Fax: (706) 879-5043

E-mail: Sremillard@gcbe.org

Susan Remillard

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

Susan Remillard

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

12-5-14

Date (required)

System History

Gordon County School System is located in Northwest Georgia along the natural gateway where the first railroad was located in our region. Gordon County has historically been an area of leadership and southern culture. We are the home of New Echota, the last seat of the Cherokee Nation and the location of key battles fought during the Civil War. The economy is rooted in manufacturing including Mohawk Industries, Shaw Industries, and Mannington Carpets. Farming is also prevalent in Gordon County.

The mission of Gordon County Schools is to provide a relevant, rigorous, results-based education made possible through supportive and nurturing relationships. We have a strong commitment to increase academic achievement for all students and to improve their learning experience by analyzing data and by providing ongoing professional learning. Gordon County's ultimate goal is to increase the percentage of students who complete high school and are college and/or career ready. We have embraced the Common Core Georgia Performance Standards and work diligently to provide the professional learning and resources needed for all students to succeed. Gordon County Schools serves approximately 6, 890 students within ten schools of which are comprised of two high schools, one career academy, two middle schools, and six elementary schools. We are submitting applications for the middle and elementary schools to be rewarded the fourth Striving Readers Comprehensive Leadership Grant in hopes of enhancing and improving the literacy for all students K-8.

Gordon County has made a commitment to professional learning and literacy by using an instructional coach model to provide job-embedded professional development. We have six literacy coaches of which support the elementary and middle schools. Through this model, we have been able to implement best practices in reading and writing, create units, and provide training on the Common Core Georgia Performance Standards. We have a structure in place to effectively use funds awarded with the Striving Reader Comprehensive Literacy Grant to improve literacy instruction.

System Demographics

Gordon County's population is 55,757 of which has a growth of 2.3% since the 2010 Census. The economy has taken a toll on the families of Gordon County with 19.9% living below the poverty level and the current Unemployment Rate is 8.9%. The demographics of Gordon County include:

Race:	Current Percentage in Gordon County:
African American	4.4 %
American Indian	.06%
Asian	1.1%
Hispanic	14.6%

White	78.9%

Current Priorities

The current priorities with literacy include the implementation of rigorous instruction with the Common Core Georgia Performance Standards. The district and school leadership agree that literacy instruction must have a solid foundation K-2 and strategic instruction in place for grades 3-8 to meet the needs of a variety of learners. The literacy coaches provide job-embedded professional learning to implement priorities such as weekly collaboration during common planning time, system-level collaboration days, workshop model, analysis of data to guide instruction, and integrated units to support the implementation of CCGPS.

After an analysis of system and school achievement data, the current priorities are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices across all content areas
- Provide professional learning for all leadership and teachers based on data analysis, TKES, LKES, and CCRPI.
- Provide a rigorous education for all students to prepare them to exceed expectation on the Georgia Milestones Assessment System.
- Expand technology usage with students
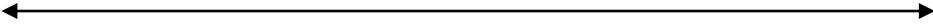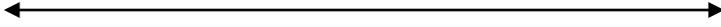
System Priorities

1. All students will increase academic achievement in their Pre-Kindergarten through 12th grade learning experience.
2. Student attendance will improve to maximize CCRPI School Attendance Indicator.
3. The percentage of Gordon County students who complete high school, college and/or career ready, will increase.
4. Provide a standardized centralized and consistent level of technology, informing services, and infrastructure will enhance and support teaching and learning.
5. Stakeholders' satisfaction with school environment will improve.

Strategic Planning:

The goals and objectives of our plan reflect the following priorities:

Goal 1: Appropriate tiered interventions will be implemented to will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Goal 2: Technology will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st Century.

Goal 3: All elementary and middle schools will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Goal 4: Students will receive effective interdisciplinary literacy instruction across the curriculum.

To achieve these goals, Gordon County Schools is committed to providing professional learning that is data-driven and targeted toward school improvement. Job-embedded staff development, clearly aligned with the instructional and student achievement goals for the system, is provided through the utilization of literacy coaches.

Management Structure

Gordon County Schools benefits from a management structure that is best described as laser-focused. We have seven board members that are dedicated to school improvement and success for all students. Our Superintendent, Dr. Susan Remillard, was our Curriculum Director for six years prior to becoming our Superintendent in 2013. Her years of experience and consistent high expectations have provided excellent leadership. The district employs eight directors and specialists who share responsibilities for the administration and management of personnel, finances, instructional, and professional learning resources. These people are the Cabinet of the system and meet once a week to collaborate with the Superintendent and monthly with school-level leadership. Communication and collaboration is a priority for Gordon County Schools.

Past Instructional Initiatives:

Gordon County Schools has implemented the coaching model for elementary schools and most recently two of the three middle schools. Professional learning and literacy instruction has been a priority historically, which is evident in the chart below:

	2006-2007	2008-2009	2010-2011	2012-2013	2013-2014	2014-2105
Grade-level Planning during Common Planning Time						
System Grade-Level Collaboration Days						

Writer's Workshop	←——————————————→
Standards-Based Instruction	←——————————————————→
Explicit Instruction on Reading Comprehension Strategies	←——————————————→
Awareness/Focus Walks by Administration and Coaches	←——————————————→
Integration of Content Areas with Literacy	←——————————————→
Academic Coaching Model	←——————————————————→
Response to Intervention —————————————— **Analysis of Data to Guide Instruction**	←——————————————→ ————————————————————— ←——————————————→
The Fabulous Five Components of Reading Instruction	←——————————————————→
Staff's Book of the Month	←——————————————→
Increase time for Independent Student Reading across the Curriculum	←——————————————→
Vertical Planning	←——————————————→

Read-Write-Talk across the Curriculum	⟵——————⟶
Constructive Response	⟵——————⟶
Integration of Literacy with Content Areas	⟵——————⟶
Reader's Workshop	⟵——————⟶
Guided Reading	⟵——————⟶

Literacy Curriculum:

- Gordon County Schools has supported the implementation of Common Core Georgia Performance Standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of literacy.
- The literacy coaches have created detailed units that provide support for extended text that meet the Lexile Range requirements of Common Core and reflect the rigor of the standards.
- Literacy coaches have established model classrooms in strategic places to provide a place for all teachers to observe and learn best practices. Examples of best practices and strategies that have been priorities in the model classrooms:
  - Workshop framework for reading and writing
  - Guided Reading
  - Independent Reading
  - Read-Write-Talk
  - Critical thinking through constructed and extended response prompts
  - Effective read aloud instruction through the use of higher Lexile extended text
  - Long-term studies of literature and nonfiction through the implementation of extended text
  - Research on informational and argumentative topics through the use of both paper and digital text
- As evident in our Strategic Plan, literacy instruction is a priority for Gordon County Schools.

Literacy Assessments Used District Wide:

If Gordon County Schools is awarded the Striving Reader Comprehensive Literacy Grant, we will use the required assessments with fidelity. The following are assessments that are used system-wide now:

Grade Level(s)	Assessment:	Frequency
K-5	AIMS web	Three times a year*
	Secure Benchmarks	Three Times a Year
	Informal Phonics Inventories	Three Times a Year*
6-8	Secure Benchmarks	Three Times a Year

(progress monitoring occurs throughout the year for students at-risk)

Need for a Striving Reader Project:

Despite all of the hard work and achievement, Gordon County Schools are faced with budgetary constraints and our population continues to become more and more economically disadvantaged. The hope for all Gordon County students is to graduate high school, college and/or career ready.

District Access Scores:

ACCESS Scores for EL Students			
Proficiency Level	**2012**	**2013**	**2014**
Entering	12%	10%	10%
Beginning	11%	12%	11%
Developing	22%	21%	23%
Expanding	19%	21%	18%
Bridging	22%	21%	22%
Reaching	14%	15%	15%

Reading CRCT Data for District:

Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	52.40%	94.90%	44.60%	94.70%
All 4th Grade Students	29.30%	92.80%	44.80%	93.00%	51.00%	93.90%
All 5th Grade Students	37.80%	95.10%	35.90%	95.20%	41.80%	96.80%
All 6th Grade Students	26.00%	94.70%	44.30%	97.20%	49.40%	98.80%
All 7th Grade Students	38.50%	93.70%	26.30%	95.80%	37.10%	94.90%
All 8th Grade Students	34.00%	96.20%	43.30%	97.40%	49.90%	98.90%
Black	28.60%	92.90%	22.00%	89.80%	28.00%	96.00%
White	38.00%	94.70%	42.70%	95.90%	47.30%	96.50%
Hispanic	28.80%	93.90%	34.40%	93.50%	33.80%	94.90%
Migrant	33.30%	88.90%	25%	100%	50%	100%
SWD	8.40%	78.10%	9.40%	83.40%	16.40%	87.30%
ELL	10.20%	83.10%	17.20%	82.80%	14.20%	88.50%
ED	31.00%	93.40%	34.60%	94.30%	39.60%	95.30%
Multi-Racial	38.00%	92.90%	32.80%	100.00%	47.10%	98.10%
Gender - Male	33.50%	93.50%	38.00%	95%	43.10%	95.70%
Gender - Female	39.40%	95.50%	44.10%	96.40%	48.30%	97.00%

Language Arts CRCT Data for District:

Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	31.30%	91.20%	31.40%	92.60%
All 4th Grade Students	29.30%	92.80%	35.20%	91.50%	34.20%	91.00%
All 5th Grade Students	37.80%	95.10%	38.10%	96.20%	39.20%	96.50%
All 6th Grade Students	26.00%	94.70%	32.90%	92.70%	30.60%	92.60%
All 7th Grade Students	38.50%	93.70%	37.20%	92.50%	42.10%	94.70%
All 8th Grade Students	34.00%	96.20%	39.10%	95.30%	41.80%	96.00%
Black	25.50%	94.60%	20.70%	84.50%	27.50%	96.10%
White	33.10%	93.80%	36.00%	92.90%	37.40%	93.70%
Hispanic	31.40%	95.60%	34.50%	94.70%	31.50%	93.80%
Migrant	22.20%	100%	0%	100%	50%	100%
SWD	5.30%	73.40%	6.10%	73.60%	6.00%	79.50%
ELL	3.30%	86.60%	11.90%	87.40%	9.80%	86.60%
ED	28.80%	93.60%	29.50%	91.90%	30.80%	92.40%
Multi-Racial	38.90%	91.70%	41.50%	98.40%	37.30%	92.20%
Gender - Male	28.60%	91.40%	31.00%	91.30%	33.20%	91.50%
Gender - Female	37.00%	96.80%	40.60%	95.30%	40.30%	96.20%

Graduation Rate:

Graduation Rate

Percent of Students Graduating High School

Gordon County · Georgia
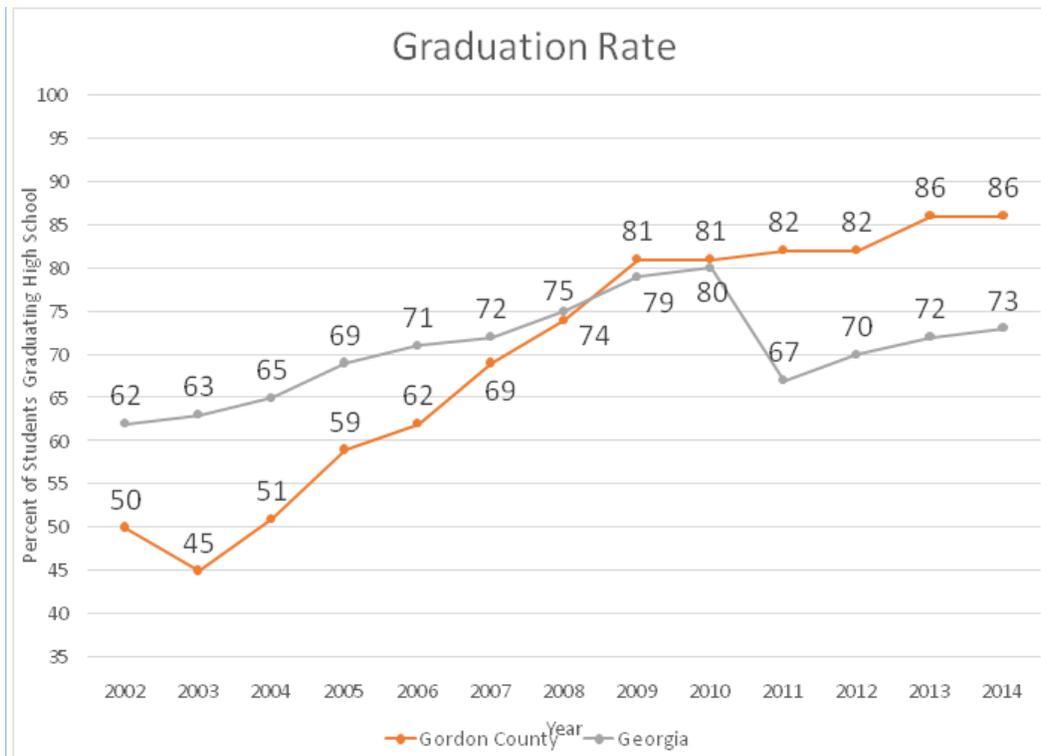
Year

It is our belief that a strong foundation in the early years of the student's education experience will impact their success with graduation. As evident in the scores above, we need to continue our work with focused and strategic planning and resources. Ultimately, it is the hope of Gordon County Schools that ALL students are able to exceed expectations on all state assessments. We believe the funds from the Striving Reader Comprehensive Literacy Grant will help us to create students that possess the self-awareness to work hard to become life-long learners.

District Management Plan

The Gordon County Schools management plan and key personnel in supporting, implementing, and overseeing the grant will include both system and school leaders. Beth Herod, System Curriculum Specialist, will collaborate with all grant recipients during the entire process of implementation and management of the grant. She has overall responsibility for managing the grant. The school-level administrators will have regular meetings and planning sessions with Beth Herod to ensure that the literacy needs are being met and that all stakeholders are working to meet the goals outlined in the Literacy Plan. All stakeholders will have voice in decisions made. The following chart provides information on individuals in the system and their role in the Striving Readers Project:

Person Responsible:	Individual Duties:	Duties with School Grant Management Teams
Beth Herod, System Curriculum Specialist	Coordinate grant implementation with district financial department including: - Oversee requests for resources and fund allocations. - Issue purchase orders - Advise on federal programs regulations - Manage grant audits - Maintain financial reports	Meet with school-level key personnel to select appropriate resources aligned with needs - Develop grant budget and plan for sustainability - Ensure federal guidelines compliance - Audit grant
The following individuals are the literacy coaches in Gordon County. Andrea Salmon, Ashworth and Red Bud Middle Schools Mandy Jackson, Belwood Elementary Kimm Smith, Fairmount Elementary Lindsay Baxter, Red Bud Elementary Bobbie Bruton, Sonoraville	- The literacy coaches will be responsible for collaborating with the School Literacy Team. - The literacy coaches will lead professional learning and model best practices for teachers using new professional text or training that is expected of the teachers. - The literacy coaches will work with teachers with	*(The principals are expected to be heavily involved with the project.)* The literacy coaches will work with their school-level administration to follow all guidelines and goals in the Literacy Plan: Scott McClanahan, Principal Chad Moore, Principal Kimm Smith, Principal Katherine Vaughan, Principal Jennifer Hayes, Principal Elizabeth Anderson, Principal Kederia Angland, Principal

Elementary Rebecca Richardson, Tolbert Elementary Christy Bundy, W.L. Swain Elementary	implementing DIBELS Next and Scholastic Reading Inventories and will lead meetings to analyze data.	Eppie Snider, Principal
Bryan Nicholson, Technology Director	Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in the system technology plan.	Work with teachers on professional learning and implementation of technology into daily instruction.
Ann Cross, Director of Exceptional Students	Mrs. Cross will support the Striving Readers Project and provide guidance and leadership as to how best serve students with Individual Education Plans.	Mrs. Cross works closely with all school personnel to ensure that all individual student needs as well as state and federal guidelines are met and followed.
Mendy Goble, Director of Finance	Submit completion reports and SRCL state-required reports	
Diane Richardson, Purchasing Agent	Sign off on all purchase orders	
Tammi Werner, Administrative Assistant	Creates all purchase orders to be signed off by Purchasing Agent	

Plan for Implementation and Management:

Upon successfully being awarded the SRCL grant, Beth Herod will include information and directions for all school administration during the monthly Leadership Meetings. Leadership Meetings are held the second Tuesday of each month. All directors including technology and finance attend the Leadership Meetings. Additionally, Beth Herod will meet will all literacy coaches once a month. The meetings are held at the individual schools. The implementation of the Literacy Plan and the use of all resources will be observed and all schools will receive feedback and next steps. The District Leadership meets every Monday. This team is called the Cabinet and all issues and questions concerning the grant will be discussed with all district leaders including the Superintendent, Dr. Susan Remillard. All stakeholders will have a voice in the decisions that are made.

Proposed Steps for Managing and Planning the Implementation of the SRCL Grant:
Step One:

Initially, the system-level and school-level individuals will meet to research and decide on any resources, technology, practice and training that will need to be purchased or organized. Training all grant recipients on the new assessments will be a priority. The schools' Literacy Plans, current data, and needs expressed will be taken into consideration. All participants will have voice in the decisions that are made.

Step Two:

The system-level and school-level individuals will create a plan for training grant recipients. Gordon County has the staff and structure in place to train teachers using both system-level and job-embedded professional learning methods. The teachers will receive the training needed to implement any new resources or instructional practices.

Step Three:

The principals will monitor the implementation of all practice and resources and lead the school Literacy Team in making school-level instructional decisions. Ongoing formative assessment will be conducted throughout all steps of the process. Data and conversation between school-level and district-level individuals will be conducted regularly.

Step Four:

After reviewing progress and data, the grant recipients will reflect and make any needed adjustments, revisions, or additions to the plan. *(At this time, the grant recipients may choose to purchase additional training and/or resources and steps will be followed again.)*

Experience of Applicant

Audit Report Information- Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2008		Title IA	1,297,970.00	No	N/A
		Title IIA	265,360.00	No	N/A
		Title III	62,384.00	No	N/A
2009		Title IA	1,318,124.00	No	N/A
		Title IIA	273,693.00	No	N/A
		Title III	77,783.00	Yes	Coding Correction
2010		Title IA	1,824,096.00	Yes	Parent Involvement Notification Correction
		Title IIA	310,222	Yes	Periodic Certification Form Correction
		Title III	71,137.00	No	N/A
2011		Title IA	1,658,618.00	No	N/A
		Title IIA	282,044.00	No	N/A
		Title III	72,786.00	No	N/A
2012		Title IA	1,802,769.00	No	N/A
		Title IIA	231,289.00	No	N/A
		Title III	58,987.00	No	N/A
		REAP Grant	156,062.00	No	N/A
2013		Title IA	1,851,265.00	Yes	Correction in school allocation funding totals
		Title IIA	224,515.00	Yes	Correction in approved budget expenditures
		Title III	52,821.00	No	N/A
2014		Title I A	1,469,499.00	No	N/A
		Title II A	203,776.00	No	N/A
		Title III	50,376.00	No	N/A
		REAP Grant	129,476.00	No	N/A

Description of LEA Capacity

Gordon County Schools has been a good steward of state and federal dollars and has utilized Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that the schools have experienced. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Dr. Tracy Wilson, School Improvement Director, Dr. Jeffery Clance, Human Resources Director, and Mr. Mike Evelti, Director of Student Services. System personnel routinely coordinate grant budgets and other federal, state and local fiscal resources.

LEA Use of Title I Resources

For a number of years, Gordon County Schools' Title I program has been heavily invested in literacy skills and working with students K-8 who have deficiencies in English Language Arts. There are currently six literacy coaches employed. The coaching model has made a positive impact on literacy in Gordon County. The system has also purchased all of the extended texts needed to implement CCGPS units that have been created by literacy coaches and teacher leaders.

An example of the impact that the coaching model has in Gordon County, is their relationship and commitment to the Special Education students in our system. In 2009, the Special Education and Curriculum Directors began utilizing the academic coaches to support front-load planning, professional development, more training and monitoring was provided for the co-teaching model to build relationships among the departments. From 2009 to present day, the relationships remain strong and professional development is an expectation for all faculty and staff members. This was made possible due to Title I Funds and resources. When Gordon County receives funding, the needs of the students and training for teachers is a priority. This occurs through precise and strategic planning by the School Improvement Director and Curriculum Specialists based on data and financial reports provided by the Finance Director.

Statements Regarding Audit Findings:

The audit findings for Title IA and Title III were issues with how the Gordon County coordinator either signed the forms or with the format of the forms. After the findings, the coordinator submitted a corrective action plan to address the findings of which involved creating and implementing new forms and procedures. After the new forms and procedures were submitted, the findings were cleared.

The audit findings for Title IA in 2013 were due to how the instructional coaches were assigned to schools. The Title I coordinator distributed the funding equally to each of the six elementary schools so that each of the locations could have instructional coaches for both the mathematics and the literacy position. After the 2013 audit, Gordon County had to remove a coaching position because the smallest school, Fairmount Elementary, does not earn two instructional coach positions. The Title I coordinator removed the coach and submitted a plan of action to resolve the finding. After the plan was submitted and the coach was removed, there were no more findings for allocation of funds. The Title IIA finding for

approved budget expenditures was resolved by rewriting a job description. After the job description was rewritten, there were no more findings for budget expenditures. The directors and coordinators that manage federal funding in Gordon County are transparent and have historically followed all guidelines and requests for revisions.

Gordon County Finance Department Audit Information:

Fiscal Year	Finding Control Number	Description
FY2013	Audit not Completed	N/A
FY2012	No Findings	N/A
FY2011	FS-6641-11-01	Restatement of Beginning Private Purpose Trust Fund
FY2010	FA-6641-10-01	Failure to Meet MOE
FY2009	No Findings	N/A

Initiatives implemented internally with no outside funding:

- Monthly Leadership Meetings to train and discuss professional development including FIP Modules and TKES.
- G6 Gifted Center for elementary and the Robotics Program for middle school
- Graduation Coaches for both high schools
- Promethean Scholars for advanced studies for high schools

The charts below are evidence of our work in Gordon County. The instructional coaching model for professional learning has worked. The leaders in the system use data to plan for instruction and to make instructional decisions. The success of all students in Gordon County is first priority. The system would greatly benefit from this grant so new initiatives with technology and resources can be purchased to support 21st Century Classrooms and to continue to support the growth of students that are prepared for today's workforce and college.

Percent of Grade 3 Students Meet or Exceed CRCT Reading

Does not include retest results
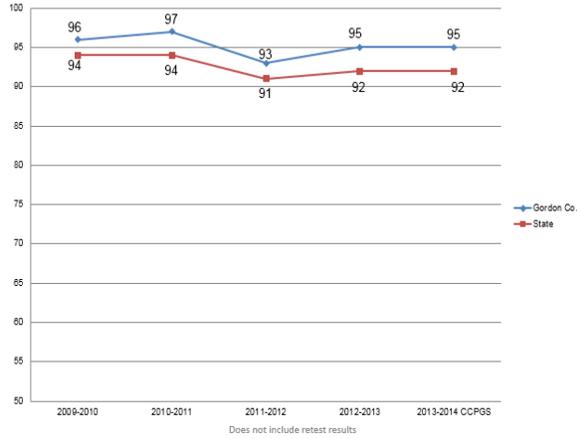
Percent of Grade 4 Students Meet or Exceed CRCT Reading

Does not include retest results
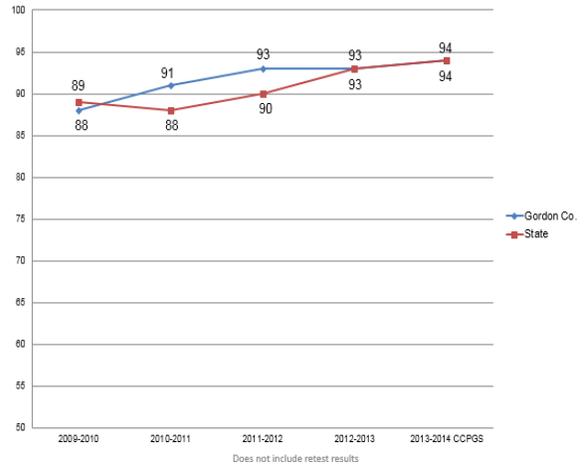
Percent of Grade 5 Students Meet or Exceed CRCT Reading

Does not include retest results
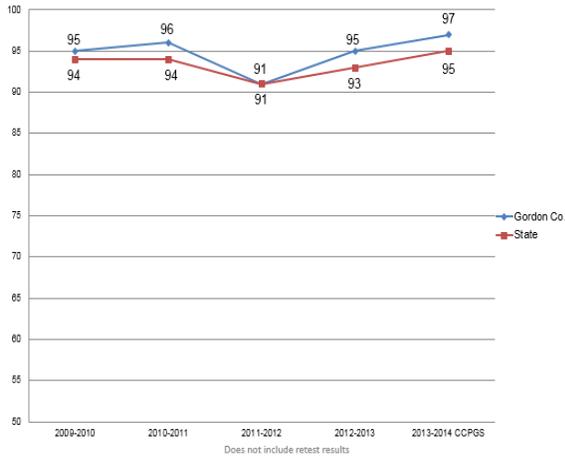
Percent of 6th Grade Students Pass CRCT - Reading
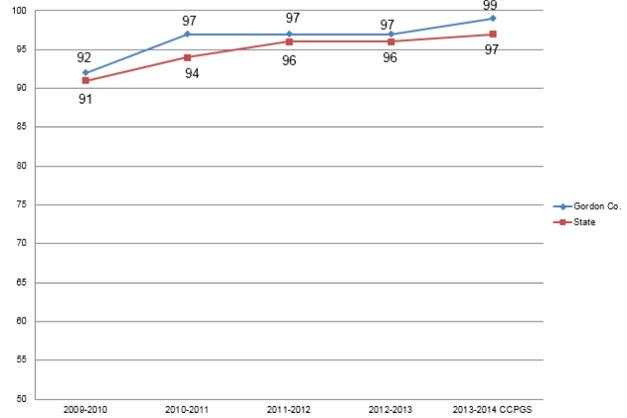
Percent of 7th Grade Students Pass CRCT - Reading
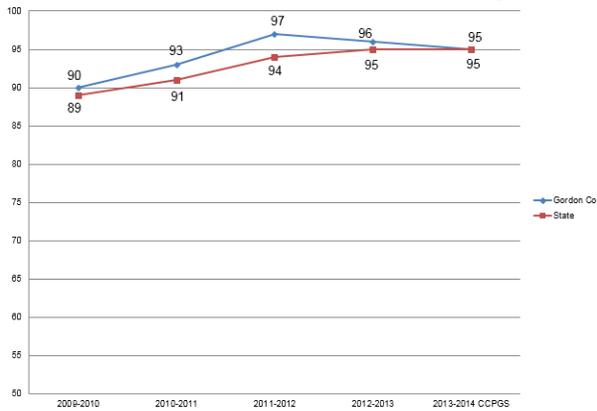
Percent of 8th Grade Students Pass CRCT - Reading

Does not include retest results
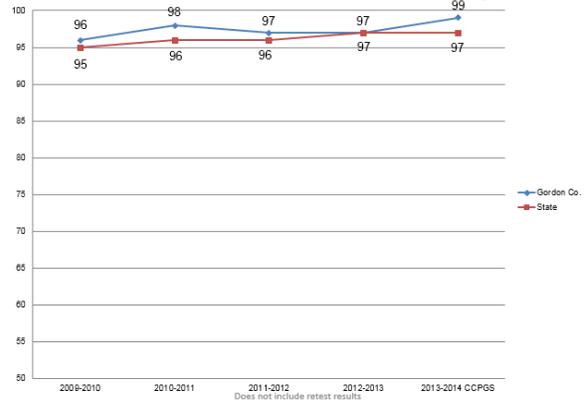
School Narrative

School History

Ashworth Middle School (AMS) was first established in 1974 in Calhoun Georgia, a small community approximately seventy miles north of Atlanta, Georgia at the foothills of the Appalachian Mountains. Ashworth Middle School is one of two rural middle schools which make up the Gordon County School System. A sense of **A**chievement, **M**otivation, and **S**uccess, which is the school's motto, is felt by teachers, parents, administrators, and most of all, students as they walk the hallways and enter the classrooms. This culture has existed for quite some time and continues to strive towards the future with success. Of the 661 sixth through eighth grade students at Ashworth Middle School, seventy-five percent are economically disadvantaged, identifying us as a Title I school. Even though this economical percentage is high, and we are challenged daily by the diverse cultural and academic student population, Ashworth Middle School has earned several awards over the years for academic success. The most recent awards have been the 2012 Georgia Association of Secondary School Principals "Breakout School" award, the 2010 Georgia Title I Distinguished School Award, the 20009 Georgia Title I Distinguished School Award, and the 2009 Governor's Office of Student Achievement Silver Award.

Our facility consist of two buildings and a mobile learning unit. We have 42 classrooms, two large computer labs, one small computer lab, 1 band room, 1 chorus room, and one gymnasium. Along with general education classes we offer computer, technology, and agriculture, education (CTAE), as well as band, chorus, art, and physical education.   All students receive special

education services in areas in which they are eligible, there are thirty English Language Learners

(ELL) students served by one ELL teacher, and gifted education is available to any student who

qualifies. Thirty seven students are currently in Tier III intervention.

Administrative and Teacher Leadership Team

Ashworth Middle School's administrative staff is composed of one principal and two assistant

principals. Our leadership team includes the principal, both assistant principals, one literacy

coach, one math coach, one graduation coach, one teacher representative from each grade level,

one counselor, one media specialist, one representative from the connections (electives) team and

a representative from special education. This leadership team, which meets once in the summer

and bi-weekly during the school year, allows for shared decision making and strives to create and

maintain an environment that educates all students in order to prepare them for life-long

learning. After each meeting, the team leaders hold meetings with their respective teams to share

information from the leadership meeting. A typical meeting consist of one or several of the

following:

- Sharing of information from faculty and staff by the team members
- Sharing of information by principal and assistant principals
- School- wide calendar and event planning
- Data analysis of benchmark tests, former CRCT, writing tests, and current Georgia
  Milestones section three- prep benchmarks
- School improvement planning, monitoring, review, and revision
- Planning for professional learning

Past Instructional Initiatives

- Standards -Based Instruction

- Schlechty School Reform Initiative (Working on the Work)

- Learning Focused Strategies

- Minimal Depth of Knowledge Training

- Additional Support Classes for Students in Danger of Failing Reading and/or Math

- Grade- Level Planning During Common Planning Time

- Math and ELA Academic Coaching Model

- Vertical planning at the Beginning Stages

- Teacher Observations of Peers

Current Instructional Initiatives

- Grade-Level Planning During Common Planning Time

- Common Core Standards-Based Instruction

- Writer's Workshop Model used with Best Practices in Writing from Lucy Calkins Units

- Math and Reading Coaching Model

- Teacher Keys Effectiveness System (TEKS)

- Beginning Stages of Integration of Literacy in the Content Areas

- Exposure to More Informational Text as Aligned with CCGPS

- Schlechty School Reform Initiative (Working on the Work)

- Attempting Vertical Planning in the Content Area of Social Studies

- Teacher Observation of Peers

- Formative Assessment Lessons (FALS)

- Science Technology Engineering Math Core (STEM)

Professional Learning Needs

- Response to Intervention (RTI)

- Incorporating Writing Across the Curriculum

- 21st Century Learning Framework

- Reading Comprehension Instruction

- Content Area Literacy

- Additional Depth Of Knowledge Training

- Additional Genre Writing Training in the ELA Classrooms

- Differentiation using Research –Based Instructional Strategies and Interventions

- Universal Screener

- Deeper Diagnostic Formative Literacy Assessments

Professional Learning Needs

The K-12 Georgia Literacy Plan Needs Assessment along with teacher questionnaires, indicate professional development is needed in the areas of writing instruction, disciplinary literacy across the curriculum, Response to Intervention (RTI) along with differentiated strategies, using a universal screener and diagnostic formative literacy assessments in order to collect data to drive instruction, and 21st century learning.

Need for a Striving Readers Project

Our need for the Striving Reader Comprehensive Literacy Grant directly relates to the goals set by Ashworth Middle School. These goals of **a**chievement, **m**otivation, and **s**uccess have been designed based on the academic needs of our students and the vision of creating a community of lifelong learners who are college and career ready. Help, support, and funding

from the SRCL will greatly strengthen our current instructional practices and provide more opportunities for students to advance in the 21st century. It is recognized the Striving Reader Comprehensive Literacy Grant will also provide appropriate resources and a means for much needed professional learning in order to strengthen our student's literacy skills. With the implementation and the depth of the CCGPS, students at Ashworth Middle School are in need of rigorous writing support as well as extended literacy support in the content areas. Our students come from extreme rural conditions, barely leaving Gordon County, therefore the funding for 21st century technology from SRCL would greatly impact our student's lives, giving them a chance to broaden their horizons and see that their future is within their grasp. Also, struggling readers who need interventions in order to succeed, can be greatly impacted by a middle school teacher who has a "suitcase of knowledge" of how to correct those needs. Support from the SRCL will provide the much needed professional development for teachers at Ashworth Middle School to fill the current, almost bare, "suitcase of the RTI process knowledge." In order to achieve this, our teachers need to understand how to utilize a universal screener and diagnostic literacy assessments, how to incorporate Response to Intervention (RTI), and differentiated instructional strategies, as well as understand a reading intervention continuum and be able to provide needs -based instruction. It is a shared concern among our faculty that middle school teachers feel lost as to how to help a child who is struggling with reading issues due to the lack of a reading continuum knowledge base. Typically, middle school teachers understand how to help students "read to learn" not "learn to read." Not only would the support and guidance from the Striving Reader Comprehensive Literacy Grant make all the difference in the lives of Ashworth Middle School teachers, struggling readers in middle school who feel alone due to a

deficit in reading, writing, speaking listening, and or language, will be greatly impacted as they take their own "suitcase of knowledge" with them as they venture well into the 21st century.

Needs Assessment, Concerns, and Root Cause Analysis

Description of the Needs Assessment Process
Ashworth Middle School used a systematic and research-based process for determining the literacy needs of the school. The needs assessment process began with an analysis of several key documents by the district level literacy team. The team then created two literacy surveys to administer at each school. AMS collected data from a variety of personnel including classroom teachers (including CTAE), the media specialist, connection (electives) teachers, special education teachers, the ESOL and gifted teachers, and paraprofessionals. AMS also completed the Georgia Literacy Plan Needs Assessment for Literacy: K-12. Once strengths and weaknesses were identified, then areas of concern were identified and categorized. These areas of concern along with analyzing formative and summative student data were categorized based on the components from the "What" document.

Description of Materials/Resources Used in the Needs Assessment
Georgia Literacy Plan Needs Assessment for Literacy: Kindergarten to Grade 12   • This needs assessment was completed by members from the AMS leadership team. This data was used to create the Gordon County Schools Online Literacy Survey in order to obtain a more comprehensive view of the opinions of our staff in regards to literacy instruction.   **Gordon County Schools Online Literacy Survey**   • This survey was utilized by AMS and the results were analyzed and disaggregated by the literacy coach.   **Adapted Level of Technology Implementation Survey (LoTI)**   • This survey obtained information regarding classroom technology usage, current instructional practices, and multi-disciplinary units.   **TKES Walk-Throughs Conducted by the Administrative Team**

Main Findings from the "What" Document Concerning Engaged Leadership and Continuity of Instruction		
Area of Concern	**Root Cause**	**Steps to Address Concerns**
• School level literacy leadership team (LLT) • optimizes literacy instruction across all content areas, including time, personnel, scheduling, and collaboration	• Ashworth has an active Leadership Team but a literacy leadership team has not been formed. • Limited professional learning, especially in the content areas • Limited instructional time for teaching all the components of literacy instruction	**Current Steps:** • A LLT is envisioned and stakeholders have been identified • Intensive professional learning has begun in the area of writing guided by the literacy coach • The literacy coach has begun professional learning of literacy standards in one

	• Current CCGPS literacy standards are not being taught thoroughly in content areas • There is no common, systematic procedure for teaching academic vocabulary in all subjects • Students are not reading sufficiently complex texts to increase literacy skills and content knowledge	content area other than ELA • Some cross-disciplinary teaming has begun to collaborate the literacy goals shared by all teachers • **Future Steps:** Members of the LT lead by administrators and the literacy coach, will assume leadership roles in addressing the root causes identified during Needs Analysis and steps needed to address concerns. • The Literacy Team will monitor the implementation using the GA Literacy Instructional Checklist • Implementation of a daily schedule will include a two-four hour concentration of literacy throughout the content areas • Professional learning on literacy in the content areas and using *Lexile* levels

Disaggregated Data
• This area of concern originates in all grade levels • Only 10.5% of the faculty surveyed stated that literacy instruction is fully operational in all content areas

Main Findings from the "What" Document Concerning Ongoing Formative and Summative Assessments		
Area of Concern	**Root Cause**	**Steps to Address Concerns**
• AMS does not have a universal screener in order to help with the RTI process and/or for determining instructional levels, *Lexile* levels, vocabulary knowledge, etc • Anticipated changes in CCGPS state tests and rising cut scores • Writing benchmark assessments have not been developed at this time	• Budget restraints will not allow for the purchase of a universal screener at this time • District- level periodic assessments (PAS) are not available for all content areas • Lack of common writing curriculum across all content areas • Content area teachers lack professional learning to integrate writing into their instruction	**Current Steps:** • ELA and Math teachers have been made aware of more rigorous assessments needed in the classroom from the creation of the PAS at the district level. • FIP modules • Benchmarks as well as a portfolio system are envisioned and discussed **Future Steps:** • Content area teachers (science, social studies) collaborate to design common rigorous assessments • The LLT will create procedures and expectations for benchmark writing and disseminating the results • Implementation of the Scholastic Reading Inventory

Disaggregated Data
• Teachers at AMS have expressed an interest in the need for a universal screener in order to help target students in need.   • This concern originates in all grade levels

Main Findings from the "What" Document Concerning Continuity of Instruction and Best Practices in Literacy Instruction		
Area of Concern	**Root Cause**	**Steps to Address Concerns**
• Effective writing instruction in all content areas as well as CTAE • Access to instructional materials to supplement the CCGPS units, especially with informational texts • Digital resources not being used for higher levels of learning	• Coordinated plan for writing instruction has not been implemented across the content areas • Limited professional learning available to teachers in the content area with writing • Reduction in fiscal resources • Technology is outdated for literacy skills which target 21st century college and career readiness. • Cross-disciplinary collaborative teams have not been formed to address specific vertical issues in all content area	**Current Steps:** Best practices in writing are being implemented in the ELA classrooms with the roll-out of a Writer's Workshop structure and Lucy Calkins Writing Units • Professional learning is being planned for content area specific disciplines • Some content areas are attempting constructive response, as well as beginning to implement more argumentative and expository writings • **Future Steps:** Continue to investigate the most effective research-based resources and strategies to fill "core" gaps • Professional development and content area collaboration to support integrated inquiry projects in order to use digital resources for higher levels of learning

		• Create cross-disciplinary collaborative teams schoolwide • The Media Specialist teaches lessons to all classes on specific literacy strategies for reading and writing

Disaggregated Data

- The lack of writing instruction across the content areas originates in all grade levels
- Survey participants were asked to rate the writing instruction across content areas at AMS. 18% of teachers surveyed stated that genre-based writing to explore a content specific topic occurred only once per year in content area classrooms.
- Only 7% of survey participants meet regularly as a cross disciplinary team to examine student work and collaborate on literacy goals.

Main Findings from the "What" Document Concerning the System of Tiered Intervention (RTI) for All Students

Area of Concern	Root Cause	Steps to Address Concerns
• Teachers across all grade levels are not implementing RTI tiers II and III effectively within their classrooms	• Middle school scheduling issues with lack of time for differentiated instruction in the classroom • Reduction of fiscal resources • Lack of targeted professional learning for RTI strategies, data collections,	**Current Steps:** • Some professional learning in differentiation and the basics of RTI has occurred • The master schedule does have a 30-minute intervention/ acceleration block of daily time **Future Steps:** Additional materials,

| | screenings, documentation, and differentiation | strategies, resources, and professional development are required for Tiers of intervention

• The Literacy Leadership Team must create an RTI team to oversee the full implementation of the RTI process |
|---|---|---|

Disaggregated Data

- The lack of knowledge of deficit specific interventions originates in all grade
- levels
- Only 21% of participants surveyed meet regularly for collaboration and planning to ensure that the goals of interventions are being achieved
- Only 13% of participants surveyed know how to diagnose and correct reading problems

Main Findings from the "What" Document Concerning Improved Instruction through Professional Learning

Area of Concern	Root Cause	Steps to Address Concerns
• Specialized professional learning for:

• Content area literacy

• Writing instruction

• RTI process and differentiation

• Administering, analyzing, and interpreting assessment results from the placement of a much needed universal screener | • Limited knowledge of the pedagogical shifts in literacy instruction across grade levels and content areas as required by CCGPS.

• Middle school scheduling issues | <u>**Current Steps:**</u> Professional development has begun on reading and writing instruction within the content areas

• Inquiry projects and opportunities for 21st century skills are beginning to take place in some classrooms

<u>**Future Steps:**</u> Professional development, book studies, and strategies will be required |

		• The LLT will provide an explicit guideline for the utilization of the literacy block time, following the instructional "diets" shared through the Comprehensive Reading Solutions website • The Literacy Leadership team must incorporate more formal professional learning with the RTI process

Disaggregated Data
• This area of concern originates in all grade levels • Only 21 % of administrative and instructional personnel participate in professional learning on all aspects of literacy instruction at an operational level

Scientific Evidence-Based Literacy Plan

   Ashworth Middle School is striving to strengthen its literacy instruction effort, therefore the

following literacy plan has been developed. This plan has been devised by utilizing the "Why",

"What" and "How" documents set forth by the Georgia Literacy Task Force. Along with the

Gordon County District literacy team, the current "literacy leaders" of Ashworth Middle School

analyzed reading instruction data received from the needs assessment protocol and online

literacy surveys. The results of these measures helped to develop a rigorous, in-depth, and

strategic literacy plan which will improve student achievement in order to create active citizens

who will be contributors to their communities and to global society. AMS strives to provide the

best opportunities for every teacher, as well as student, to learn and reach his or her full potential.

It is the goal of Ashworth Middle School teachers to grow as professionals and be prepared to

educate all students to be lifelong learners. Teachers' long term relationships with students and

parents, as well as familiarity and longevity with system initiatives, are strengthened with high

rates of teacher retention in our county, which helps to sustain initiatives and provide a

continuity of instruction between feeder schools throughout elementary, middle, and high

schools. As seen in the chart below, school year 2012-2013 reveals an all-time high of almost

90% teacher retention rate at Gordon County Schools (See Analysis and Identification of Student

and Teacher Data Section for Ashworth Middle School teacher retention data).

Gordon County Schools Teacher Retention

Year	Average Teacher Retention Rate
2003 - 2004	82.2%
2004 - 2005	84.4%
2005 - 2006	68.1%
2006 - 2007	79.8%
2007 - 2008	81.5%
2008 - 2009	78.1%
2009 - 2010	78.1%
2010 - 2011	76.4%
2011 - 2012	83.7%
2012 - 2013	89.6%

The next chart reveals a steady incline in the student graduation rate in Gordon County Schools over time. Ashworth's feeder high school is Gordon Central, shown in blue below. While Gordon Central's graduation rate has generally been lower over time than the higher socio-economic Sonoraville High School, the 2014 graduation rate gap between the two schools was almost closed. Both High School graduation rates are much higher than the state rate. County wide initiatives, collaboration between schools, and the implementation of Graduation Coaches at the middle/high schools are some of the reasons for this achievement.

GCS District Graduation Rate
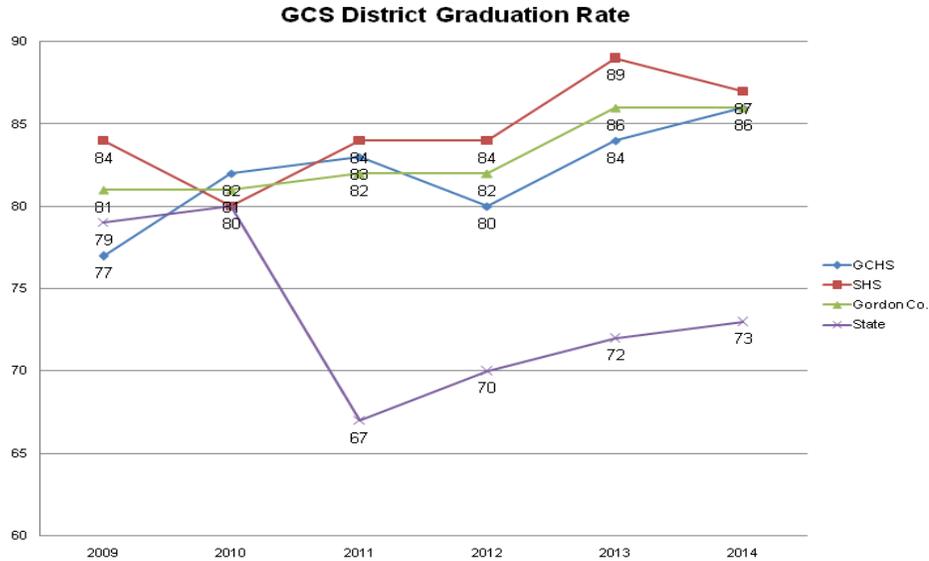
Ashworth Middle School's recent CCRPI score from 2012-2013 indicates much progress is needed. Over the past few years, AMS has been very proud of our achievement rate, especially compared to other schools in our Northwest Georgia RESA area. Therefore, as you can see from the chart below, a score in the low 80's, is not favorable. No matter what grading scale we are measured by, we have extremely high expectations for our teachers, parents, and students and strive to be progressive and rigorous. Our goal is to continue to show improvement by incorporating a variety of initiatives that are reflected in Ashworth Middle School's literacy plan.

Ashworth Middle School's CCRPI Results 2012-2013 with Revised 2011-2012

AMS	2011-2012	2012-2013
Content Mastery	90.4%	90.2%
Post MS Readiness	91.7%	84.2%
Predictor for HS Grad	73.5%	73.5%

Progress Points	75%	74%
Achievement Gap	47%	47%
ED/EL/SWD Flags Challenge - Bonus	100%	87%
Total Score	84.5	82.6

As the first goal of Ashworth Middle School's literacy plan in efforts to continue to improve, we will create a formal literacy leadership team. Currently, Gordon County Schools has created an impressive literacy team at the district level, yet at AMS we have been informal in this process. As stated in the "Why" document on page 148 in reference to Shanklin (2007), there are six ways in which administrators can support literacy coaches and one way is to develop a literacy leadership team and vision which includes the literacy coach. We currently have an active leadership team which has made literacy decisions in the past, however we will assemble new members from various roles inside our school which will have a focus on literacy to ensure the implementation of the school literacy plan. According to the report *Reading Next*, also referenced in the "Why" document, the establishment of a literacy leadership group is necessary and holds the responsibility to read and discuss both research and research- into-practice articles on topics in order to acquire local expertise. This team will be led by the principal and assistant principal. The "Why" document on page 156 states "the role of leadership in developing literacy in the nation, state, district, school, and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level in education" (2010). Also, The Literacy Task Force further cements this administrative importance by stating that

leadership by administrators is the key component in generating positive change in the education field.

Ashworth's literacy leadership team guided by administrators according to the "How" document, will need to ensure that in any grade in which instruction is departmentalized, students will receive two to four hours of literacy instruction across language arts and in content area classes. Due to this protected time, AMS will maximize the use of time and personnel through scheduling and collaborative planning. The literacy leadership team will also establish priorities for literacy, ensure literacy goals are accomplished by monitoring and reevaluating them on a consistent basis and will ensure that a comprehensive professional learning system is established.

The extremely crucial goal to improve writing instruction in all content-area classes as well as CTAE and technical subject classes is extremely important to Ashworth Middle School. On page 30 of the "Why" document, it recognizes that not only does literacy include a person's ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information. A student must be able to communicate information by producing quality writing or other delivery modes(e.g., speeches, visual presentations, debates) Georgia's mission and Ashworth Middle School's goal is to develop student's literacy skills, especially reading comprehension and writing productivity in multiple contexts. We have recently begun a writer's workshop model using best practices with the Lucy Calkin's Writing Units and are seeing impressive results in the English language arts classrooms, however the other content areas also need to be permeated with the life skill of writing in order to ensure those delivery modes can be accomplished. Writing for informational, expository, and argumentative reasons is becoming more needed in our rapidly changing society as well as the need for explicit instruction

in the fundamentals of writing. According to the National Commission on Writing (2004) and referenced by the "Why" document on page 27, with the fast pace of today's electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today's highly competitive , technology driven global economy. We must understand that each and every teacher and classroom is responsible for this writing endeavor. " The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45). According to the report titled *Writing to Read*, referenced in the "Why" document, students should write about the texts they are reading, students must be taught the writing skills and processes that go into creating text, and teachers must increase how much students write.   Ashworth Middle School's literacy plan will address this growing need with a focus on the key components discussed above.

Due to the implementation of the Common Core Georgia Performance Standards, literacy demands in the content areas are more rigorous for all students as stated in the "Why" document on page 49. This rigorous impact has created an environment where all teachers must be accountable for literacy instruction in order for students to be successful, no matter the content area taught. The "Why" document references the introduction of the CCGPS by stating that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. As part of Ashworth Middle School's literacy plan, an ongoing professional learning proposal centered on disciplinary literacy will be established. AMS will also designate an extended amount of time spent on literacy in the content areas as part of the new schedule proposed as a result of the support of the Striving Reader Comprehensive Literacy Grant. The "Why" document references the following skills that are unique to content areas reading:

identifying main idea, using diagrams, using text features, skimming to locate facts, and analyzing multiple accounts of the same event. These standards become even more specific in grades 6-12 in recognition that the technical nature of reading in science presents a different set of challenges from those in social studies, e.g., following multistep procedures in an experiment vs. analyzing primary and secondary sources such as the Constitution. ((p.48). Also, the "Why" document states, "comprehending text is no longer limited to books, but include internet and other modes of discourse from a variety of media and educational disciplines" (p.49). With so many conventional and non-conventional methods of reading and comprehension it is imperative that these amounts of skills need more attention and time spent in ALL classrooms, not just in the English language arts classrooms, especially in the middle school world. In order to support teachers with this literacy task, Ashworth Middle School will provide teachers with the tools necessary to encompass a learning environment "for adolescent literacy (grades 4-12) which requires students to progress to engaging to the text themselves, extending content learning by recognizing patterns of structure, and deciphering the complexity of texts specific to the discipline area" ("Why" document pg. 50) . This professional learning will be a key component in the AMS literacy plan.

Another important goal we have here at Ashworth Middle School is to provide students with appropriate tiered instruction and interventions that will remediate or accelerate based on formative and summative assessments. 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. This has been identified as an area of concern in our school. According to the "Why" document on page 124, implementation of these strategies has become imperative as schools strive to comply with the imperatives of No child Left Behind Act (NCLB) of 2001 and individuals with Disabilities

Education Act (IDEA). It is a goal of Ashworth Middle School to ensure that all teachers have a firm understanding of the four-tier delivery model and how to use a variety of assessment data to determine which students are at risk for not achieving academically or behaviorally. With such a diverse student population and an increasing amount of students who need help, it is crucial for our teachers to be able to interpret student data in order to prescribe deficit-specific interventions. "Schools have a responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document pg. 123).

Due to the overwhelming need for all children to succeed and become college and career ready, AMS would like to be proactive, instead of waiting until a child has fallen behind. We would also like to incorporate into our RTI process, the use of a universal screener in order to assess all students three times a year to identify those who are "at risk" or "not at risk" for reading difficulties. A web-based assessment program will help drive effective use of data by monitoring progress and providing results instantly, allowing for more timely interventions. According to the "Why" document (pg.99), the one constant and urgent theme coming form all three 2011 Literacy Committees is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages. The RTI Network is an excellent resource for information and even provides a listing of the various instruments currently available for students from preschool through grade twelve. These screenings are meant to take on different characteristics and purposes based on the age of the child therefore Ashworth Middle School would like to continue with the effective use of universal screeners and the RTI system that our feeder schools provide in order for students to further their education in order to be college and career ready. One less frequently mentioned reason for the use of a universal screener which the

"Why" document explains is that they may allow administrators to detect patterns of achievement during the school-year to provide additional support to particular teachers or classrooms (pg.100). Also, to further benefit the use of an universal screener, deeper diagnostic measures could be utilized as well.   Literacy assessments such as the QRI (Qualitative Reading Inventory) and the IRI (Informal Reading Inventory) could also be incorporated.

This ongoing assessment aspect of our needs at Ashworth Middle School will require intensive professional learning. This professional learning must focus on a variety of elements including how to interpret data to determine student deficit areas, how to progress monitor, how to assign appropriate interventions based on the deficit area, and how to utilize efficient and effective student interventions. The "Why" document states that "professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information" (p.24).

Finally, Ashworth Middle School believes that a focus on technology must be mandated in order to prepare our students to be 21st century learners who excel globally. The "Why" document states that "Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" (p. 56). Technology must be integrated throughout all content areas, and both teachers and students must be competent in utilizing a variety of technological tools. To achieve academically, students must exhibit 21st century skills that include effective communication, inventive thinking, high productivity, and digital-age literacy. Technology is no longer a tool solely for the workplace. The "Why" document states that "it has become the major tool for young people to communicate with one another" (p. 57). As part of Ashworth's literacy plan, our goal will be to provide teachers and students with training and opportunities to use current

technological tools. "In an article for EdTech Magazine, titled "21st Century Skills", the author said, 'The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally'" ("Why" document, p. 58).

The research highlighted in the "Why" document references best practices for literacy instruction in order to raise academic achievement levels. Based on these findings, Ashworth Middle School compiled a list of goals and objectives in order to most accurately meet the diverse needs of our students. By employing the content found in the "What" and "How" documents, Ashworth Middle School was able to develop the following scientific, evidence-based literacy plan.

Ashworth Middle School Literacy Plan

The goal for Ashworth Middle School is for students to receive "gold standard" literacy instruction and are college and career ready when they graduate from the Gordon County School District. Based on the results from the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12,* Ashworth Middle School will address the following Building Blocks that pertain to student growth in literacy explained in the "How" and "What" documents. The Ashworth Leadership team chose the following building blocks and action steps from the "How" document that would best enable our school to become fully operational in the needs assessment areas in which we scored "Emergent" or " Not Addressed":

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Ashworth Middle School determined that the administrator researches professional learning in literacy

Implementing:
The administrator will:

- Provide professional learning based on student data and teacher needs

- Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators

- Provide time and support for staff to participate in job embedded professional learning (including coaching when available, peer mentoring, learning community, grade-level meetings focused on student work etc.)

- Conduct Literacy walkthroughs to monitor use of literacy strategies, student engagement, and learning, as well as to ensure consistent use of effective instructional practices

B. Action: Organize a Literacy Leadership Team

The Ashworth Middle School Literacy Coach is a member of the Gordon County Schools System Literacy Team. The System Literacy Team meets to design and deliver system professional development and assessments. Ashworth Middle School determined that a school level literacy team needs to be implemented.

Planning:
The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team. These may include

    - faculty

    - representatives from within the feeder pattern for our school

    - parent representatives

- Create a shared literacy vision for the school aligned with the state literacy plan

- Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement

- Determine what additional data is needed in order to make informed decisions about the literacy plan

- Schedule and protect time for the Literacy Leadership Team to meet and plan

- Analyze multiple forms of student, school, and teacher data, including results of the observation or walkthrough tool to develop a list of prioritized recommendations and goals for improvement

- Select or develop a walk-through observation tool, such as the Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices

- Ensure that effective data analysis procedures and practices are understood and practiced

Implementing:
The literacy team led by the administrator will:

- Ensure that stakeholders understand literacy goals and their roles in meeting these goals

- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:
The literacy team led by the administrator will:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results

- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning

- Re-assign staff as needed to maximize literacy goals

Sustaining:
The literacy team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Stands (CCGPS)

- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement

- Visit other schools that have successfully improved student achievement to gain

valuable insights and innovative ideas

• Share student achievement gains with the District Literacy Leadership Team

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

Ashworth Middle School's daily schedules do not include a two-four block for literacy instruction for all areas of English language arts including disciplinary literacy in all content areas.

Planning:
The literacy team led by the administrator will

• Ensure that any grade in which instruction is departmentalized, students receive two to four hours of literacy(reading and writing) instruction across language arts and in content area classes

• Study flexible scheduling options to include additional time for reading intervention (double-dosing)

• Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas

• Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments

• Consider the utilization of entire staff when developing a schedule for literacy instruction

• Schedule time for collaborative planning teams within and across the curriculum

• Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule

Implementing:

The administrator literacy team led by the administrator will:

• Ensure that teams meet for collaborative planning and examining student data/work during scheduled times

• Maximize use of scheduled times for collaborative meetings by preparing agendas and use protocols for examining work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from looking at student work website

http://www.lasw.org/index.html

- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following: http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx

Expanding:

The literacy team led by the administrator will:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.

- Collaborate with other team member s to maximize instructional time through the use of peer observations to analyze lessons

- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc within and among schools

Sustaining:
The administrator will:

- Collaborate with literacy team to determine and share appropriate professional learning at team and staff meetings

- Prepare agendas for all meetings

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

- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)

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

Ashworth Middle School faculty and staff have received minimal professional learning in disciplinary literacy in one content areas but not all.

Planning:
The literacy team led by the administrator will:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement

- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement

- 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 processes and teaming

Implementing:
The literacy team led by the administrator will:

- utilize all staff to support literacy instruction

Expanding:
The literacy team led by the administrator will:

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

- Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations)

- Develop strategies for maintain momentum and progress of a learning support system

Sustaining:
The administrator will:

- Keep the focus on literacy development even when faced with competing initiatives

- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

E. Action: Optimize literacy instruction across all content areas

Content area teachers consistently incorporate the teaching of one of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.

Implementing:

The literacy team led by the administrator will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS

- Support teachers in teaching academic vocabulary with providing common best practice systematic strategies

- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS

- Require writing as an integral part of every class every day

- Ensure instruction in and opportunities for:

-Writing argumentative pieces on topics or texts, supporting a point of view with reasons and information
-Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
-Writing narratives to develop real or imaginary experiences

- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:
The literacy team led by the administrator will:

- Monitor literacy instruction across the content areas through:

- -Formal and informal observations
- -Lesson plans
- -Walkthroughs
- -Student work samples

- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all content areas (i.e., self-questioning, summarizing, predicting, inference, graphic organizers)

- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

- Ask teachers to identify exemplary samples of student work to model features of quality writing

Sustaining:
The school leadership will

- Expand the types of writing across the content areas (e.g.,manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)

- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)

- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas

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

A community literacy council participates in developing literacy goals, but a system of learning supports has not yet been developed.

Expanding:
The school leadership will:

- Investigate similar efforts in other communities

- Actively support teachers in their efforts in schools

- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:
The school leadership will

- Celebrate academic successes publically through traditional and online media

- Ask past students who have been particularly successful to speak to students so as to encourage them and to explain the potential for schools to change lives

- 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.)
Cross disciplinary teams are not currently meeting. Establishing cross disciplinary teams is most certainly a goal for Ashworth Middle School. Analyzing student work samples is a practice that is currently being pursued at the administrative level however, this practice has not been implemented among cross disciplinary teams. **Planning:** Collaborative teams will • Develop administrative awareness of the need to identify gaps • Administration establishes an expectation of shared responsibility for literacy across the curriculum • Design infrastructure for shared responsibility for development of literacy across the curriculum **Implementing:** Collaborative teams will • Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible • Plan and implement lessons that address the literacy needs of students • 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 • Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction • Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible **Sustaining:** Collaborative teams will • Share professional learning online and at team and staff meetings
B. Action: Support teachers in providing literacy instruction across the curriculum
Literacy instruction occurs only in the language arts classroom. Ashworth Middle School utilizes CCGPS units as well as pacing guides in order to provide a rigorous and comprehensive core program, Literacy instruction is not consistently occurring in all content areas. **Planning:** Content area teachers will:

- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
- Provide professional learning on research-based instructional strategies and other effective tools shown to improve literacy instruction
- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in content areas
- Study the text structures most frequently used in the text 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 subject areas
- Study a variety of strategies for incorporating writing in all content areas

Implementing:
Content area teachers will
- Make writing a required part of every class every day, using technology when possible
- Be supported through the coach, model, co-teach, observe, and give feedback to fellow teachers using videos or other resources on the use of literacy strategies in the classroom
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Expanding:
Content area teachers will

- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inference, graphic organizers)
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement

Sustaining:
Teachers will

- Stay abreast of effective strategies for literacy instruction
- Expand the types of writing across the subject areas (e.g., manuals, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate assignments by offering student choice
- Discuss alternative instructional strategies for modifications that may be better suited to promoting student learning of the CCGPS(and for ELs, English language proficiency standards)
- Celebrate and publish good student writing in a variety of formats

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

Out of school organizations and agencies are making plans to develop learning supports to complement literacy instruction. Ashworth Middle School has established partnerships with out of school organizations and agencies such as the Calhoun-Gordon Council For a Literate Community, and are currently in the process of meeting with Huddle House in order to create   a strategic partnership through their Write to Win Campaign. We also collaborate with IHOP for literacy.

Implementing:
Ashworth Middle School will:

- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)

Expanding:
Ashworth Middle School will:

- Provide English language services that extend beyond the classroom

Sustaining:
Ashworth Middle School will:

- Continue to foster relationships/networks among schools (particularly within feeder patters), families and communities

- Continue to focus proactively on broad issues that may prevent students from learning

- Pursue additional funding sources for specialized literacy staff and materials

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

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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

A system of mid-course assessments that are common across classrooms is in place, but as of yet screening, progress monitoring, and diagnostic tools have not been selected.

Planning:
Ashworth Middle School:

- Research and select the Scholastic Reading Inventory universal screener and progress monitoring to identify achievement levels of all students

- Research and select diagnostics tools to further 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

- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording

Implementing:
Ashworth Middle School 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

Expanding:
Ashworth Middle School will:

- Analyze student data in teacher teams to develop and adjust instructional plans

- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user friendly format

Sustaining:
Ashworth Middle School 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 student needs

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

Some formative and summative assessments are administered and used to guide classroom and intervention instruction, however Ashworth Middle School does not have a universal screener in place.

Planning:
Ashworth Middle School will:

- Research and select the Scholastic Reading Inventory (SRI) universal screener to measure literacy competencies for all students across the curriculum

- Research and select effective progress monitoring tools to measure general- outcome literacy competencies

Implementing:
Ashworth Middle School will:

- Develop an assessment calendar to include universal screenings and progress monitoring, designate persons responsible

- Administer assessments and input data according to the established timeline

- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:
Ashworth Middle School will

- Analyze student data in teacher teams to develop and adjust instructional plans

- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted format

Sustaining:
Ashworth Middle School will

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording

- Acknowledge staff's efforts to improve their use of assessment data to inform instruction

- Make data-driven budget decisions aligned with literacy priority

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

Problems found in literacy screenings are sometimes followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs.

Planning:
Ashworth Middle School will

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

- Select intervention that include diagnostic assessments and multiple-entry points to avoid a one-size-fits- all approach

Expanding:
Ashworth Middle School will

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

Sustaining:
Ashworth Middle School will

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

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

Teachers meet with administrator to discuss progress of individual students on summative assessments due to lack of time during team meetings.

Planning:
Teachers and Coaches will

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

Implementing:
Ashworth Middle School will

- Discuss assessment goals with students to set individual goals

- 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 meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:
Ashworth Middle School will

- Use online training options and/or offer professional learning on strategies to address specific skills identified as school-wide or subject area weakness

- 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

- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:
Ashworth Middle School will

- Based on analysis of summative assessment data:
  - Evaluate the effectiveness of programs and policies
  - Redefine school improvement goals
  - Adjust curriculum alignment to eliminate gaps
  - Ensure that students are appropriately placed in specific programs
  - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)
All appropriate staff members follow the established protocol for making decisions when they have access to necessary data to identify the instructional needs of students.

Planning:
Ashworth Middle School will

- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:
Ashworth Middle School will

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

Expanding:
Ashworth Middle School will

- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:
Ashworth Middle School will

- Ensure that the data storage and retrieval system is effective and efficient

- Continue to build collaborative data meetings

Building Block 4. Best Practices in Literacy Instruction

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

Ashworth Middle School uses the CCGPS units and pacing guides as our core program, however it does not provide a strong basis for instruction in all aspects of literacy in all content areas. English language arts teachers participate in some aspects of explicit literacy (e.g., reading standards for literature and standards for informational text; selection of texts for instruction; modeling, guided and independent practice). Ashworth Middle School's daily schedules do not specify a two-four hour literacy concentration across the curriculum. We will need to alter our schedule to meet this need.

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 content area

- Plan and provide professional learning on differentiated instructional options for literacy

assignments

Implementing:
Ashworth Middle School will

- Provide professional learning on the tenets of explicit instruction:
    - Use data to inform instructional decisions and explicit teaching
    - Selection of appropriate text for strategy instruction
    - Telling students specific strategies to be learned and why
    - Modeling of how strategy is used
    - Guided and independent practice with feedback
    - Discussion of when and where strategies need to be applied

Expanding:
Ashworth Middle School will

- Address both academic and workplace literacy skills across all content area and provide students with knowledge of a variety of career pathways

- Collaborate with and obtain additional support from other educators who offer differentiated instruction via online communities of educators

- Share effective differentiated lessons and differentiated strategies in teacher team meetings

- Use videotaping of differentiated lessons to share with other educators

Sustaining:
Ashworth Middle School 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

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

Writing is only taught by English language arts teachers. Best practices in writing using the Lucy Calkins Units of Study as well as following a Writer's Workshop Model is currently being

implemented. Ashworth Middle School would like to develop a writing plan that promotes rigorous writing across the content areas. At least one time per year, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory text, or writing narratives to explore content area topics.

Planning:

Ashworth Middle School will

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

- Provide professional learning on best practices in writing instruction across the content areas

Implementing:

Ashworth Middle School will

- require writing as an integral part of every class every day

Expanding:

Ashworth Middle School will

- Discuss exemplary samples with students to model features of quality writing

Sustaining:

Ashworth Middle School will

- Expand the types of writing across the subject areas (e.g. manuals, captions, word problems, e-mails, ads, instructions, etc..)

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

Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate for middle school students. Ashworth Middle School continues to send teacher leaders to conferences and trainings that focus on engagement. These teacher leaders then provide follow-up professional learning for other staff members.

Sustaining:

Ashworth Middle School will

- Continue to receive professional development on engagement strategies and will utilize

them effectively throughout the literacy block and all content areas

- Conduct peer observations to observe effective strategies for developing and maintaining interest. Teachers will be encouraged to participate in professional communities to share ideas, questions, and lesson plans in an effort to promote active engagement based on student interest levels

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.)

Intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity.

Planning:
Ashworth Middle School will

- Develop protocols for identifying students and matching them to the appropriate intervention

- 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:
Ashworth Middle School will

- Purchase train and implement data collection

- Purchase, schedule, train providers and implement intervention

- Analyze data for individuals to identify students in need of intervention according to established protocols

- Monitor results of formative assessments to ensure students are progressing

- Continue to monitor to ensure that interventions are occurring regularly and with fidelity

Expanding :
Ashworth Middle School will

- Schedule grade-level data-analysis team meetings

- Provide building and system-level support of the process

- Develop process for monitoring the implementation of researched-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 Ashworth Middle School receive Tier 1 instruction based on the CCGPS in all content areas. Student and classroom data need to be further analyzed to determine the instructional area and classrooms in greatest need of support.

Planning:
Ashworth Middle School will

- Develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each content area

- If fewer than 80% of students are successful
    - Examine student data to focus on instructional areas of greatest need
    - Compile data from classroom observations and review plans to determine current practice in literacy instruction in each subject area using a checklist
    - Provide professional learning on direct, explicit instructional strategies that build students word identification, fluency, vocabulary, comprehension, and writing skills
    - Provide professional learning on Ga.DOE resources for RTI and universal screening
    - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:
Ashworth Middle School will

- Use data from universal screening process to identify general weaknesses in instruction Tier 1 as well as struggling students

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction

- Schedule a time for instructional planning as well as for student progress conversations across and within grade levels

- Promote the formation of professional learning communities with protected meeting times

- Provide professional learning to support literacy, either face to face or online

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

At Ashworth Middle School, interventions are provided by competent instructors, in spaces that are adequate, and with a block of time in the schedule which we call a "Focus" time, however this process needs improvement greatly.

Planning:
Ashworth Middle School will

Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

Ensure effectiveness of intervention by building sufficient blocks of time into the daily schedule

Implementing:
Ashworth Middle School will

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

Expanding:
Ashworth Middle School will

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting

- Ensure adequate time for planning and implementing interventions

- Monitor student movement from T1 and T2

- Provide sufficient resources(time, training, cost, materials, and implementation of interventions)

Sustaining:
Ashworth Middle School

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student 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 intervention

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

SST teams meet to ensure that interventions are at appropriate teacher-student ratio and is delivered with fidelity

Implementing:
Ashworth Middle School

- 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

- T3 SST/ data teams follow established protocol to determine if specific nature of ELs lack progress (i.e., language difficulty or difference vs. disorder)

Expanding:
Ashworth Middle School

- Teachers consistently provide research-validated intervention designed to meet individual student's needs

- Data points will be documented to monitor student response to daily intervention

- Ensure that T3 includes proven intervention that address behavior

Sustaining:
Ashworth Middle School will continue to ensure that:

- Students move into and out of T2 and T3

- Data is used to support response to intervention

- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole

- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

School schedules are developed to ensure that students receive instruction in the least restrictive environment and highly qualified teachers provide Tier 4 instruction and maintain strict alignment with CCGPS, however true learning communities of SpEd, ESOL, and gifted teachers is rare. This does happen in separate settings at times.

Sustaining:
Ashworth Middle School

- Ensures student data supports the exit of students from T4

- Maintains a system of checks and balances to ensure 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 for the community and/or school administration are aware of the need for pre-service teachers to receive coursework in disciplinary literacy in the content areas

Implementing:
Ashworth Middle School will

- Provide professional learning, where necessary, for postsecondary faculty

Expanding:
Ashworth Middle School will:

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

Sustaining:
Ashworth Middle School 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

At Ashworth Middle School ELA instructors are currently participating in professional learning in the area of writing through the guidance of a literacy coach. Professional learning in the content areas is being planned at this time.

Planning:
Ashworth Middle School will

- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target learning needs

- Provide training in administering and interpreting results of assessments in terms of literacy

- Consider the inclusion of some or all of the following in personnel in professional learning communities:
    - Paraprofessionals
    - Support Staff
    - Interventionists
    - Substitute teachers
    - Pre-service teachers working at the school

Implementing:
Ashworth Middle School will

- Provide targeted professional learning on the CCGPS based on student and teacher needs

- 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:
Ashworth Middle School will

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations

- Use formal and informal observations to monitor and improve literacy instruction

- Continue program specific professional learning each year for new and experienced teachers

- Encourage all teachers to share information learned at professional learning sessions

Sustaining:
Ashworth Middle School 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

- Continue to encourage professional talk among staff and provide time for discussions

Analysis and Identification of Student and Teacher Data

CRCT Reading Scores

READING - GRADES 6-8 - CRCT Summary Data						
Reading - Meets or Exceeds						
Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 6th Grade Students	35.60%	94.40%	45.60%	97.80%	43.60%	99.10%
All 7th Grade Students	23.20%	96.80%	26.00%	96.00%	37.50%	94.80%
All 8th Grade Students	44.70%	98.20%	41.60%	97.70%	52.50%	99.60%
Black	28.60%	100%	29.40%	94.10%	31.30%	93.80%
White	37.20%	95.80%	39.00%	97.70%	46.90%	98.20%
Hispanic	27.50%	98.60%	35.80%	95.30%	29.50%	97.40%
Migrant	0%	100%	0%	100%	0%	0%
SWD	3.50%	80.70%	5.60%	87.10%	16.70%	87.90%
ELL	0%	95.50%	3.40%	82.70%	4.00%	92.00%
ED	33.00%	96.60%	34.50%	96.20%	40.60%	98.00%
Multi-Racial	33.30%	100%	23.10%	100%	45.50%	91.00%
Gender - Male	32.30%	95.40%	35.80%	96.00%	39.50%	97.10%
Gender - Female	37.00%	97.70%	39.70%	98.40%	49.70%	98.50%

Strengths and Weaknesses Based on Prescribed Data

AMS has continued to maintain a 90% or more meets/exceeds rate for the last three years with a growing exceeds rate in Reading. With the expected rise of cut scores based on the GADOE's new Readiness Level Indicators, as well as changes to the 2013-2014 state assessment, continued growth in achievement will be a greater challenge.

CRCT Language Arts Scores

LANGUAGE ARTS - GRADES 6-8 - CRCT Summary Data						
Language Arts - Meets or Exceeds						
Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 6th Grade Students	22.40%	92.70%	32.20%	92.60%	29.50%	90.40%
All 7th Grade Students	35.30%	94.50%	37.60%	92.90%	44.00%	97.00%
All 8th Grade Students	35.80%	96.80%	39.30%	95.40%	43.30%	96.90%
Black	28.60%	100%	25.00%	87.50%	29.40%	100%
White	30.90%	93.70%	34.80%	93.00%	40.10%	94.90%
Hispanic	32.90%	97.20%	40.50%	95.20%	30.80%	93.60%
Migrant	0%	100%	0%	100%	0%	0%
SWD	1.70%	76.30%	1.90%	73.60%	9.00%	79.10%
ELL	0%	87.00%	10.30%	79.30%	8.00%	84.00%
ED	30.40%	94.20%	32.40%	92.50%	34.80%	94.30%
Multi-Racial	50.00%	91.70%	46.20%	100%	54.50%	90.90%
Gender - Male	25.60%	91.80%	31.00%	91.00%	34.20%	92.00%
Gender - Female	37.60%	98.00%	42.00%	96.20%	44.20%	97.90%

Strengths and Weaknesses Based on Prescribed Data

AMS has maintained 90% or above in the meets/exceeds category in English Language Arts in grades sixth and seventh. Eighth grade has maintained 95% or above in the meets/exceeds category. Even though these percentages are high, we have encountered a slight sixth grade decrease in scores due to our SWD population. We attribute the increase in 7th grade scores to the incorporation of best practices in a writer's workshop model framework for this school year using the Lucy Calkins Units of Study.

CRCT Content Area Scores

CRCT Math Scores

Grade	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
6th	20%	61%	19%	11%	55%	34%	15%	60%	25%
7th	9%	60%	31%	10%	56%	34%	7%	52%	41%
8th	14%	52%	34%	9%	55%	36%	14%	47%	39%

CRCT Science Scores

Grade	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
6th	21%	60%	19%	18%	55%	27%	21%	59%	20%
7th	5%	38%	56%	8%	34%	58%	10%	29%	61%
8th	17%	61%	22%	18%	59%	23%	13%	59%	28%

CRCT Social Studies Scores

Grade	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
6th	19%	40%	41%	19%	37%	44%	20%	44%	36%
7th	11%	32%	57%	11%	26%	63%	11%	22%	67%
8th	11%	36%	53%	18%	40%	42%	17%	48%	35%

Strengths and Weaknesses Based on Prescribed Data

As you can see, improvements are necessary across the board in order to increase the number of students meeting/exceeding in the content areas. Along with reasoning skills in math, it has been determined students struggle with word problems which require literacy skills.

Disciplinary literacy and writing across the curriculum are two fundamental goals or Ashworth Middle School's literacy plan. These components are crucial in order to close the achievement gap that is reflected in the science and social studies data. Some growth can been attributed to the use of online resources such as Study Island and teacher collaboration. Increasing the literacy skills that student's utilize within these content areas will help facilitate the acquisition of content area standards .

8th Grade Georgia Writing Assessment

	2012		2013		2014	
Grade	**DNM**	**M/E**	**DNM**	**M/E**	**DNM**	**M/E**
8th	9%	91%	8%	92%	11%	89%

In the past three years, Ashworth Middle School has been very proud of our 8th Grade Writing scores due to the fact we are leaders in our Northwest Georgia RESA area in this category. However, we realize the type of writing expected from the GWA is less rigorous than our current CCGPS and Georgia Milestones expectations.

This school year Ashworth Middle School along with our elementary schools, are in the process of preparing our students for this expected writing rigor through the use of constructed response reading assessments given during our periodic assessment time.

A "3 or 4" is "meets" or "exceed" on a four-point constructed response item.

Ashworth's performance is charted below and reveals that very low percentages of students are meeting /exceeding with constructed response, especially students with disabilities (SWD).

Constructed Response Data

Grade Level:	Total Number of Students Tested:	Total of Score 0	Total of Score 1	Total of Score 2	Total of Score 3	Total of Score 4
6th Grade	200	98	74	20	8	0
7th Grade	177	21	37	57	51	11
8th Grade	202	7	58	94	38	5

Disaggregation of Middle School Data into Subgroups:

CRCT - ESS Scores

Subject	2012			2013		
	DNM	M	E	DNM	M	E
Reading	23%	69%	8%	17%	74%	9%
Language	27%	68%	5%	26%	68%	6%
Math	44%	49%	8%	35%	48%	17%
Science	50%	43%	7%	45%	43%	12%
Social St	57%	37%	6%	49%	44%	8%

CRCT ELL Scores

Subject	2012			2013		
	DNM	**M**	**E**	**DNM**	**M**	**E**
Reading	18%	72%	10%	17%	66%	17%
Language	13%	83%	3%	13%	75%	12%
Math	28%	61%	10%	20%	58%	22%
Science	42%	51%	7%	33%	565	12%
Social St	39%	58%	3%	37%	53%	10%

CRCT - Gifted

Subject	2012			2013		
	DNM	**M**	**E**	**DNM**	**M**	**E**
Reading	0%	13%	87%	0%	10%	90%
Language	0%	13%	87%	0%	11%	89%
Math	0%	10%	90%	0%	11%	89%
Science	0%	21%	79%	0%	15%	85%
Social St	0%	16%	83%	0%	21%	79%

Strengths and Weaknesses Based on Prescribed Data

Our subgroups have raised their level of performance, especially in the exceeds category.

It is apparent there has been more emphasis on using effective strategies and

interventions, however much progress is still needed in these subgroups.

Additional Data:

All students at Ashworth Middle School participate in career education as part of Career, Technology and Agriculture Education (CTAE) with a pass rate of 100%. Students which have participated in technology and agriculture education have a pass rate of 98%.

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Additional District Prescribed Data

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- **Gordon County Schools Formative Periodic Assessments**

Ashworth Middle School does not have a universal screener. We do administer formative benchmarks called periodic assessments in sixth through eighth grades which are designed and aligned to the CCGPS. The reading, ELA, and math periodic assessments are created and revised by the district level literacy team.

6th- Grade- Periodic Assessment - Reading- Average % Correct

6th Grade	2010-2011	2011-2012	2012-2013
9-Week Periodic Assessment	67%	78%	70%
18-Week Periodic Assessment	67%	75%	82%
27 - Week PeriodicAssessment	78%	83%	85%

7th Grade- Periodic Assessment - Reading - Average % Correct

7th Grade	2010-2011	2011-2012	2012-2013
9-Week Periodic Assessment	81%	79%	88%
18-Week Periodic Assessment	81%	81%	82%
27 - Week Periodic Assessment	89%	85%	87%

8th Grade -Periodic Assessment - Reading - Average %Correct

8th Grade	2010-2011	2011-2012	2012-2013
9-Week Periodic Assessment	90%	90%	80%
18-Week Periodic Assessment	92%	94%	92%
27 - Week Periodic Assessment	95%	95%	91%

Identification based on Strengths and Weaknesses of Prescribed Assessments

- **Goals and Objectives based on Formative and Summative Assessments**

    - Goal : AMS will increase the number of student's meeting/exceeding in all content areas on formative and summative assessments.

        - Objective: Disciplinary literacy and writing across the curriculum will be incorporated across content areas.

- **Teacher Data**

Ashworth Middle School has 51 highly-certified teachers on staff. Of those 51 highly certified teachers, 71% have earned graduate degrees.   There are over 20 members of the faculty with various endorsements and add-on's such as Reading, ESOL, Gifted, and TSS. Our attrition rate is stable at less than 10%.

Faculty demographics are below:

Administration and Instructional Coaches			5	
6th Grade			8	
7th Grade			8	
8th Grade			8	
ESS, ELL, part-time-Speech, Gifted, Remedial Math			12	
Special Areas: Counselor, Media, Connections G-Net, CTAE			10	
29% Bachelor Degrees	42% Master's Degree	27% Specialist Degrees	2% Doctorate Degree	39% Endorsements: ESOL, Gifted, Reading or TSS

- **Teacher Retention Data:**

Average Years Teaching	11 years
1-3 Years Teaching	12%
4-10 Years Teaching	47%
11-25 Years Teaching	29%
25+	12%

Year	District	Ashworth MS
2003-2004	82.2%	72.2%
2004-2005	84.4%	66.7%
2005-2006	68.1%	79.7%
2006-2007	79.8%	67.2%
2007-2008	81.5%	70.5%
2008-2009	78.1%	74.1%
2009-2010	78.1%	92.7%
2010-2011	76.4%	88.4%
2011-2012	83.7%	91.9%
2012-2013	89.6%	90.0%

Teacher Participation in Professional Learning Communities

All teachers participate in professional learning throughout every school year. Future plans include professional development provided by the literacy coach and the LLT as well as the establishment of professional learning communities and cross-disciplinary teams, wherein teachers work collaboratively through book studies, workshops, data meetings, and attendance at conferences to address topics such as literacy across the curriculum, formative assessment, technology to support literacy, and strategies for effective tiered instruction.

Project Plan-Procedures, Goals, Objectives and Support

Project Need: Ashworth Middle School lacks effective disciplinary literacy across the curriculum and content areas.

Goal 1: Ashworth will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.

Objectives:
- The school literacy leadership framework will be led by the principal and other literacy stakeholders.
- Daily schedule will reflect a two-four hour concentration on literacy across the content areas
- Cross-disciplinary teams will maintain a literacy focus across the curriculum.
- Professional learning will be provided to content area teachers in literacy instruction within their discipline
- Professional learning will be provided on instructional materials that target the essential components of the cognitive reading model used across the content areas

Timeline:
- Literacy Leadership Team will be created: Winter-Spring 2014-2015
- Professional Learning: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: Spring 2015
- Literacy Schedule implemented: Fall 2015

Implementation:
- Teachers will receive training on how to incorporate literacy instruction across the content areas.

Alignment to Researched-Based Practices:
- The "Why" document states that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Project Need: Ashworth Middle School lacks an ongoing formative assessment to determine the need for interventions and to evaluate effectiveness of literacy instruction

Goal 2: AMS will utilize a universal screener and progress monitor to ensure that struggling readers are identified and receive effective deficit specific interventions

Objectives:
- AMS will identify, purchase, and utilize a universal screener
- AMS will progress monitor as a result of the use of a universal screener
- AMS will use the data collected in order to determine deficit specific interventions

Timeline:
- Professional Learning: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: 2015-2016

Implementation:
- Members of the Literacy Team and any other identified personnel will receive training on how to administer the universal screener
- Teachers will receive training on how utilize the universal screener data in order to drive instruction

Alignment to Researched-Based Practices:
- "The one consistent and urgent theme coming from all three 2011 Literacy Committees is the need to identify or develop a set of grade-specific screeners to assist educators for

students of all ages." ("Why" document, p. 99).

Project Need: Ashworth Middle School lacks effective writing instruction across the curriculum.

Goal 3: Students will receive researched-based writing instruction across the curriculum.
Objectives:
- AMS will adopt a consistent plan for writing instruction across the curriculum.
- AMS will offer professional learning to teachers that will impact writing instruction.
- AMS will incorporate writing Assessments and rubrics across the curriculum
- AMS will continue writing portfolios extended from elementary grades

Timeline:
- Professional Learning: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: Spring 2015

Implementation:
- Teachers will receive training on how to incorporate writing instruction across the curriculum.

Alignment to Researched-Based Practices:
- "The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45).

Project Need: Teachers across all grade-levels are not implementing RTI tiers II and III effectively within our classrooms

Goal 4: AMS will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.
Objectives:
- The Literacy Leadership Team will create a RTI committee and utilize data teams to establish a consistent system of RTI.
- AMS will offer professional learning opportunities to gain a more thorough knowledge of deficit specific interventions.
- AMS will use data to assist teachers and students in setting learning goals and in monitoring progress toward those goals

Timeline:
- Professional Learning: 2014-2015 and 2015-2016
- Model RTI Classroom: Fall 2015
- Classroom Introduction and Implementation: Spring 2015

Implementation:
- AMS will provide training on the effective use of RTI skills and deficit-specific interventions.

Alignment to Researched-Based Practices:
- AMS has the "responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123).

Project Need: Ashworth Middle School has a shortage of current technological resources that prevent students from gaining skills necessary to truly excel globally in the 21st century.

Goal 5: Technology at AMS will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.
Objectives:

- AMS will ensure that teachers and students have access to technological resources.
- AMS will strengthen technology integration school wide with interactive media tools such as computers, electronic tablets, e-readers, etc.

Timeline:
- Teacher Training: 2015-2016
- Technology Acquisition: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: Spring 2014

Implementation:
- AMS will offer training on the use of technology to support literacy.

Alignment to Researched-Based Practices:
- "Reliable research supports the integration of technology in reading, English langue arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" ("Why" document, p. 56).

Formative and Summative Measuring of Project Goals/Objectives:

Teachers use formative and summative measures and will continue to do so to measure the goals and objectives set forth in the project plan. Formative and summative benchmarks are effectively utilized to monitor student progress. The utilization of a universal screener funded by the SRCL grant will greatly enhance our assessment system.

Tiered Instruction:

AMS's schedule allows for a 65-minute literacy block which does not incorporate tiered instruction. Students that are identified as exhibiting deficits receive needs-based instruction and placed in the appropriate tier in the RTI model. Tiered instruction is provided by highly qualified classroom teachers and ESS teachers.

RTI Model:

Tier II		
Time	**Personnel**	**Strategies**
• Identified students will receive small group instruction as needed	• Certified teachers	• Identified students receive frequent segments of instruction • Targeted Scaffolding • Differentiation
Tier III		
Time	**Personnel**	**Strategies**
• Specific identified	• Certified Teacher,	• Provide intensive

Time	Personnel	Strategies
students will intensive small group instruction as needed	ELL	interventions in smaller group sizes in substantial blocks of time with targeted instructional materials

Tier IV		
Time	**Personnel**	**Strategies**
• Students will receive the following inclusion or pull-out services based on needs: Gifted, EIP, EL, and ESS.	• Speech/Language Pathologist, ESS, and Gifted Teachers , ELL	• Specialized Programs, methodologies and instructional deliveries will be provided

Practices in Place When Determining Goals/Objectives:

• Goal 1: Professional learning is being planned to support content area teachers in implementing best literacy practices.
•
• Goal 2: Stakeholders are becoming educated on the need for a universal screener.

• Goal 3: Professional learning has begun in ELA classrooms with best practices in writing using a writer's workshop model.

• Goal 4: Newly formed data teams have been created.

• Goal 5: Tablets are being utilized in the media center.

Sample Schedule Indicating Tiered Instruction:
* *Schedule only indicates reading intervention*

Time	Team 1	Team 2
8:30-8:50	Homeroom	Homeroom
3:05-3:30	Focus Time Tier II and Tier III Instruction	Focus Time Tier II and Tier III Instruction
8:50-9:55	Inclusion ELA	ELA
9:55-11:00	ELA	Inclusion ELL ELA
11:00-11:35	Collaborative	Collaborative

	Planning Time and Connections	Planning Time and Connections	
11:35-12:19	Collaborative Planning Time and Connections/Electives	Collaborative Planning Time and Connections/Electives	
12:21-2:00	Inclusion ELA	Gifted/Advanced ELA	

Assessment/Data Analysis Plan

Assessment	Purpose	Skills Measured	Frequency of Assessment	Grade Levels Assessment is Utilized
• District-wide Benchmarks/ Periodic Assessments Aligned to CCGPS	• To determine students' acquisition of grade level standards • To target weaknesses through re-teaching and needs-based groups	• Grade Level CCGPS	• Formative Benchmarks are administered at the 9, 18, and 27-week point	• 6th-8th • Grade
• Georgia Milestones	• To determine students' acquisition of grade level standards	• Grade Level CCGPS	A. 1 X Per Year	• 6th-8th Grade
Assessment	**Purpose**	**Skills Measured**	**Frequency**	**Grade Levels Assessment is Utilized**
• ACCESS	• ELL's screening	• English Language Proficiency	A. 1x Per Year	• 6th-8th Grade
• WIDA	• To assist with programmatic placement decisions such as identification and placement of ELL's	• Four Language Domains of Listening, Speaking, Reading, And Writing	A. 1x Per Year	• As Needed

• CoGAT	• To assess student's acquired reasoning abilities	• Verbal, Quantitative, and Nonverbal Reasoning	A. Gifted Eligibility Screening	• As Needed
• ITBS	• To assess students' academic achievement levels	• Achievement	A. Gifted Eligibility Screening	• As Needed
• Torrance	• To assess students' creative mental abilities	• Creativity	A. Gifted Eligibility Screening	• As Needed
• GAA	• To assess student achievement Special Ed	• Subject Areas	Yearly	6th-7th Grade

Comparison of the Current Assessment Protocol with SRCL Assessment Plan:

Ashworth Middle School's assessment protocol mostly aligns with the Striving Readers protocol for assessments, except for the use of a universal screener. To adhere to this plan, Ashworth will administer the Scholastic Reading Inventory to assess reading comprehension.

How New Assessments Will Be Implemented Into the Current Assessment Schedule:

Professional development will be provided for teachers on strategies and protocols for disaggregating data to improve instruction with the Scholastic Reading Inventory. This professional development will help teachers address individual student needs and to drive their instruction through the data. It is imperative that teachers have a thorough understanding of how to administer the assessments, how to interpret the data, and how to use data to drive instruction.

Current Assessments That Might be Discontinued as a Result of the Implementation of the Striving Readers Comprehensive Literacy Grant:

Since Ashworth Middle School does not currently have a universal screener in place, we will not need to discontinue any assessments other than replacing the CRCT with the Georgia Milestones . All assessments thus far given at AMS are state or district mandated.

Professional Learning Needs:

Teachers administering the Scholastic Reading Inventory will receive professional learning on those new assessments. It is imperative that teachers have a thorough understanding of what each assessment measures, how to administer the assessments, how to interpret the data, and how to use the data to drive instruction.

Data presented to parents and other stakeholders:

Parents are given progress reports every 4.5 weeks and report cards are sent home at the end of each grading period which is at the conclusion of a nine week period. Data will also be presented to parents and stakeholders at school council meetings that occur throughout the year. Data is shared at quarterly PTA (parent and teacher association) meetings as well as parent-teacher conferences. Ashworth Middle School will also provides a link on the school website for parents and stakeholders to view data. Parents can also be informed of specific data in regards to their child if Student Support Team (SST) meetings are held. Access of detailed information regarding their child's academic achievement through an online parent portal, infinite campus, which is utilized by Gordon County Schools can also be utilized by parents. The Leadership Team along with newly formed literacy members will also review data on a summer retreat held annually once summative data is received. Summative data will be analyzed to re-evaluate school improvement goals and professional development needs.

How Data Will Be Used to Develop Instructional Strategies, As Well as Determine

Materials and Need:

The assessment data will be utilized for different instructional purposes. Multiple assessments will be used to assess abilities, developmental levels, progress rate, and achievement level. Formative data will occur on a frequent basis to make adjustments to whole group and small group instruction in regards to strategies, resources, and materials used to teach the content area. The reading interventions provided will be based on need, not necessarily by grade level. The reading interventions will be monitored for effectiveness on an on-going basis. Students and teachers will be an active participant in goal setting and monitoring progression of those goals. During collaborative design days teachers will also have an opportunity to research and determine any materials or other needs they may have in order to target student weaknesses. The instructional coaches will serve as planning assets to teachers, as well as supporting them in gathering appropriate materials and resources.

Assessment Plan: How will the plan be accomplished?

Assessments	Who Will Perform Assessment	Frequency of Assessment
• District-wide Periodic Assessments/Benchmarks Aligned to CCGPS	Certified Teachers	• Formative Benchmarks are administered 9, 18 and 27-week point
• Georgia Milestones	Certified Teachers	• 1 X per year
• Scholastic Reading Inventory	Certified Teachers	• 3 X per year
• WIDA Placement Test (W-APT)	ELL Teacher	• Eligibility screening

• ACCESS test	ELL Teacher	• 1 X per year
• GAA	ESS Teacher	• 1 X per year
• CoGAT, ITBS, Torrance, and Hawthorne Assessments	Gifted Teacher	• Placement

Data, Instructional Strategies and Materials Needed:

At AMS, data is used to drive instruction based on student needs. Once we have the SRI as our universal screener in place, the additional data will be disaggregated and analyzed, teachers will work collaboratively to develop instructional strategies that are effective in supporting student deficit areas. During collaborative design time , teachers will also have an opportunity to research and determine any materials or other needs they may have in order to target student weaknesses.

Data presented to stakeholders:

Data will be presented to parents and stakeholders at school council meetings, PTA, and parent teacher conferences. Ashworth Middle School will provide a link on the school website for parents and stakeholders to view data. A parent portal, Infinite Campus, can also be utilized.

• **Assessment Plan:**

Assessments	Who Will Perform Assessment	Frequency of Assessment
• District-wide Periodic Assessments/Benchmarks Aligned to CCGPS	Certified Teachers	• 1 X per year
• Georgia Milestones	Certified Teachers	• 3 X per year
• Scholastic Reading Inventory	Certified Teachers	• Eligibility screening

• WIDA & ACCESS	ELL Teacher	• 1 X per year
• GAA	ESS Teacher	• Placement
• CoGAT, ITBS, Torrance, and Hawthorne	Gifted Teacher	•

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

Resources Needed to Implement the Literacy Plan
Classroom Resources Needed
Materials to support Tier 2 and Tier 3 intervention, updated classroom libraries (literary and informational in various genres, reading levels, and formats, in topics to support CCGPS and student interest, including high interest/ low readability), class sets of chapter books and informational books/materials to support CCGPS, interactive media tools (electronic tablets, e-readers, electronic response systems, digital video equipment to support online collaboration and distance learning, computers, interactive software, interactive slates, audio equipment), materials to support the essential components of reading
Shared Resources Needed
Writing resources and professional development materials for writing in the content areas, small group sets of electronic tablets for checkout, professional texts to use in book study teams
Library Resources Needed
Updated titles to support CCGPS (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest)
Impact on Student Engagement
Only materials that have been proven effective to meet the unique needs, skills, and interests of students will be purchased and utilized. Additionally, teachers were surveyed in order to determine materials that could best help their struggling readers and writers.
Activities that Support Literacy Intervention Programs: Needed
- Informal and diagnostic assessments, differentiated instruction, explicit and systematic research-based strategies, flexible grouping   45 minutes of small group intervention 3 x per week, additional screenings and progress monitoring, individualized instructional reading programs   - Professional development on deficit specific interventions and collaborative planning time on the appropriate utilization of interventions   - Universal screener
Shared Resources Available
2 large computer labs, 1 small computer lab   - Activoters   - Laptop carts (Ashworth Middle School would like to potentially provide an updated laptop cart to teachers because this one is outdated and the majority of laptops do not work correctly or consistently)
Library and Resource Room Shared Materials
- Library books   - Digital and audio/visual materials (digital camera, digital video camera, listening stations, some student response devices for checkout)   - Reference books   - Leveled book sets for small group and guided reading   - SRA materials, and professional learning texts   - DVD/VHS collection

- literature that supports comprehension strategy instruction
- school subscriptions for various teacher and student use

Activities That Support Classroom Practice :Existing

CCGPS-driven instruction, instructional technology programs, graphic organizers and anchor charts, exemplars of student work, instructional strategies, essential questions, student-teacher conferencing, workshop learning environment, collaborative feedback, student goal setting and feedback, formative assessment with periodic assessments, student collaboration and inquiry, Thinking Maps, project -based learning, support of academic coaches in gathering materials and recourses for teachers and informal observations with feedback

Current Classroom Resources

- 3-4 student computers per classroom, one teacher computer, one projector
- Most classrooms with working document camera
- Gordon County Schools CCGPS Units and Extended Texts
- Activboards or SmartBoards
- Limited iPads

Additional Strategies Needed to Ensure Student Success

- Implementing the CCGPS literacy Standards in the Content Area Classrooms (including CTAE)
- Strategies for Increasing Student Achievement and engagement
- 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

Clear Alignment Plan for SRCL and All Other Funding

March- April 2015 Performance plans and budget timelines due; wait for approval
April-August 2015 Plan and begin monthly professional learning to support new screeners, resources, strategies, and materials
May-June 2015 Place orders for start-up literacy, technology, and professional development resources/materials
August-September 2015 Process and distribute new resources, materials, and technologies
January 2016 Conduct Mid Year review
January-May 2016 Continue Literacy Plan implementation
March-May 2016 Budget, plan, and place orders for Year 2 SRCL implementation

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

Goal 1: AMS will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.
Strategies, Materials, and Instructional Resources to Meet Goal 1:
- Professional development and books that address the need of low-socioeconomic

students and students in crisis, particularly those involving the gradual release of responsibility from teacher to reduce scaffolding in effort to foster independent and successful learners
- Professional development, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies
- Collaboration between AMS teachers and effective teachers in the field with similar student populations
- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners
- Print resources, within a variety of informational content area text and *Lexile* levels, to support interdisciplinary literacy across the grades

Goal 2: AMS will utilize a universal screener in order to target and monitor struggling readers
Strategies, Materials, and Instructional Resources to Meet Goal 2:
- Professional learning, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies in order to train teachers on effective reading materials
- Funding for the implementation of the Scholastic Reading Inventory

Goal 3: Students will receive researched-based writing instruction across the curriculum.
Strategies, Materials, and Instructional Resources to Meet Goal 3:
- Strategies and resources to support a 6-8 framework for interdisciplinary writing and publishing/sharing of student writing in order to make writing relevant and meaningful to students
- Professional learning, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies in order to train teachers on effective writing instruction across the curriculum

Goal 4: AMS will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.
Strategies, Materials, and Instructional Resources to Meet Goal 4:
Funding for research-based materials to fill gaps in "core" Tier 1 literacy instruction and to broaden and enhance instruction within Tiers 2, 3, and 4
- explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades 6-8
- explicit and sequential materials for teaching of all aspects of cognitive reading and to expand the current list of strategies and resources being used in grades 6-8
- specialized resources and strategies for English Language Learners
- supplies and strategies necessary for instructional engagement
- professional development, taking into consideration the costs of supplies, workshops, SRCL trainings, travels, professional books for book studies, and substitutes
- supplies and collaboration time needed to improve and design formative and summative assessments
- supplies and collaboration time needed to support instructional planning to reach higher DOK levels, as well as student learning goals and feedback

- professional development to ensure seamless integration of new screeners, to include Scholastic Reading Inventory

Goal 5: Technology at AMS will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.

Strategies, Materials, and Instructional Resources to Meet Goal 5:
- Computer, electronic, and digital equipment to support student engagement with literacy and 21st century performance skills
- Student access to online literacy resources
- Upgrade to schools network infrastructure to accommodate data storage
- Classroom libraries and other print media and resources that will complement CCGPS literacy across the grades and content areas, as well as student interest and choice
- Professional development pertaining to 21st century technologies and best instructional practices, professional books for study, and substitutes
- Technology resources to aid with the RTI process for deficit specific interventions

Professional Learning Strategies Identified on the Basis of Documented Needs

Table Indicating Professional Learning Activities the AMS Staff Attended in 2012-2013		
Activities	**Participants**	**Percent Attending**
• CCGPS Rollout Training	• All Certified Teachers	• 100%
• Depth of Knowledge Training	• All Certified Teachers	• 100 %
• SLDS	• All Certified Teachers	• 100%
• Schlecty School Reform Initiative (WOW)	• All Certified Teachers	• 100%

Ongoing Professional Learning	
Activities	**Participants**
• Lucy Calkins' Writing Units of Study	• 6th -8th Grade Teachers
• 6th-8th Vertical Writing Team	• 6th-8th Writing Teachers
• Writing Best Practices with Workshop Model	• 6th-8th Grade ELA Teachers and ESS Teachers
• Disciplinary Literacy	• 6th-8th Social Studies and Math Teachers
• Differentiation	• All Certified Teachers

• Literacy Plan Review
  • Needs Assessment Survey review and analysis
  • Modify and Finalize Literacy Plan
	• Literacy Team

• Quarterly Data Analysis Meetings	All Academic Teachers
• TKES	All Certified Teachers

Programmatic Professional Learning Needs Identified in the Needs Assessment:

Content Area Concerns Identified in the Needs Assessment	Programmatic Professional Learning (PL) Needs to Address Areas of Concern
• AMS lacks effective disciplinary literacy across the curriculum and content areas.	• PL will be provided on how to incorporate best literacy practices across all content areas.
• AMS does not utilize a universal screener.	• PL will be provided on any new resources that are purchased in regards to the Scholastic Reading Inventory. • PL will be provided on how to administer, collect and interpret the data from the

	universal screener.
• AMS lacks effective writing instruction across the curriculum.	• PL will be provided in order to develop goals for the writing curriculum and to support teachers in utilizing effective writing strategies across the curriculum as well as assessments and a portfolio system.
• Teachers at AMS have not been adequately trained in ways to best meet the needs of students by implementing appropriate deficit specific interventions as the RTI process.	• PL will be provided to teachers on ways to analyze data in order to determine specific deficit areas. • PL pertaining to intervention purposes, uses, etc. will be offered. • PL will be provided on the RTI process as a whole • PL will be provided on vocabulary acquisition, and reading comprehension in relation to all tiered instruction.
• AMS has a shortage of current technological resources that prevent students from gaining skills necessary to truly excel globally in the 21st century.	• PL will be offered on the appropriate use of technology to support literacy instruction.

Process Used to determine if Professional Development was Adequate and Effective:

AMS will adhere to the Multiple Stages of Professional Development Learning process

referenced in the "Why" document: No Knowledge, First Exposure, Deep Learning with

Limited Capacity, Practicing with Coaching, Refined and Expanded Learning, and Expertise and

the Ability to Coach Others. AMS will also develop teacher feedback forms or surveys to gather

evidence of professional development effectiveness.

Professional Learning Plan is Detailed and Targeted to Stated Goals and Objectives

Outlined in Literacy Plan:

Ongoing professional learning opportunities at AMS along with those proposed below

will be implemented through the process of Plan-Do-Check-Act. The following measures will

be used as AMS's protocol for the "Check" part of the cycle: student achievement through

formative and summative assessment, system benchmarks, universal screeners, informal forms of teacher data, TKES observations and walkthroughs, Georgia Literacy Observation Checklist, and teacher surveys and interviews.

Literacy Plan Goals and Objectives and Proposed Professional Learning		
Goals	**Objectives**	**Proposed Professional Learning**
• **Goal 1:** AMS will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.	• The school literacy leadership framework will be led by the principal and other literacy stakeholders. • Cross-disciplinary teams will maintain a literacy focus across the curriculum. • Create a schedule that reflects two-four hour literacy instruction across the content areas	• Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions • Specialized Professional Book Studies led by the Literacy Leadership Team • Scholastic Reading Inventory • Best practices: Literacy Across the Content Areas • Fostering Student Independence in Literacy Skills (through gradual release of responsibility)
• **Goal 2:** AMS will utilize a universal screener as part of it's ongoing formative and summative infrastructure, in order to determine the need for the intensity of interventions and to evaluate the effectiveness of instruction.	• AMS will utilize the Scholastic Reading Inventory • AMS will offer professional learning on the administration, utilization and data collection of the screener. • AMS will ensure implementation of effective instruction guided by the screener .	• Specific training on new strategies, technologies, materials, and resources related to the Scholastic Reading Inventory • Professional learning on the all aspects of the utilization of the Scholastic Reading Inventory

• **Goal 3:** AMS students will receive researched-based writing instruction across the curriculum.	• AMS will adopt a consistent plan for writing instruction across the curriculum. • AMS will offer professional learning to teachers that will impact writing instruction. • AMS will implement assessments, a common rubric among the content areas and portfolio system of writing.	• Professional learning on developing a consistent plan for writing instruction across the curriculum • Specific training on new strategies, technologies, materials, and resources • Professional learning on writing assessments
• **Goal 4:** AMS will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.	• AMS will create and utilize data teams to establish a consistent system of RTI. • AMS will offer professional learning opportunities to gain a more thorough knowledge of deficit specific interventions.	• Scholastic Reading Inventory • Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions • RTI: New Strategies and Resources for Tier 2, Tier 3, and Tier 4 • Specialized Strategies for ELL • Georgia's FIP Modules • Using Webb's Depth of Knowledge to Create Higher-Level Assessments

• **Goal 5:** Technology at AMS will be relevant to students and ensure they develop the latest skills necessary to excel globally in the 21st century.	• AMS will teachers and students have access to technological resources. • AMS will strengthen technology integration school wide with interactive media tools	• Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions • Engaging Students with Collaborative Projects

Professional Learning Plan Based on the "Why" Document

All professional learning will follow the established standards set forth by the National Staff Development Council.
Ashworth Middle School will ensure that all professional learning improves the learning of all students:
   • Context Standards:
      • Requires skillful school and district leaders who guide continuous instructional improvement
   • Process Standards:
      • Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
   • Content Standards:
      • Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments

Effectiveness of Professional Learning:

Ashworth Middle School's method of measuring the effectiveness of professional learning that can be tied back to goals and objectives involves:
   • Evaluation forms and teacher surveys
 	
   • Redelivery to colleagues
 	
   • Implementing practices into classroom settings
 	
   • Peer observations of practices learned from professional development sessions
 	
   • Feedback to/from administrators on effectiveness of implementation of professional learning
 	
   • Observations using the literacy checklists by LLT

Sustainability Plan

Ashworth Middle School will:	Ashworth Middle School will:
• **AMS will extend the assessments protocol beyond the grant period.**	• continue to adhere to currently established district-wide assessment protocols derived from the CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses.
• **AMS will develop community partnerships to assist with funding.**	• conduct multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. AMS will hold funding initiatives involving stakeholders and form partnerships with local organizations such as churches and businesses to assist in supplementing funds.
• **AMS will expand lessons learned.**	• incorporate the literacy specialist and other curriculum specialists to redeliver training and enrichment lessons to teachers. • incorporate literacy trainings from information learned from the SRCLG to be offered to teachers so they can keep current on trends and teaching strategies. • use professional development courses in the areas of literacy, writing, technology integration, and RTI implementation.

	• be held accountable by the LLT, with consistent observation using the literacy checklist measurement
• **AMS will extend the assessment protocols.**	• AMS is committed to maintaining the current assessment protocol established by the Gordon County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. Teachers and coaches will continue to use RTI, Periodic Assessments, Study Island, Ga. Milestones, and other school-wide data.
• **AMS will train new system employees.**	• offer trainings throughout the school year, as well as, district-wide, so that new teachers will have opportunities to benefit from the SRCLG information and findings. Teacher mentors will be established to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. AMS will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
• **AMS will maintain technology after funding has ended.**	• work collaboratively with the Gordon County School Technology

	Department to maintain a strong infrastructure.
	• continue to have a technology specialist as part of the district-wide technology team, who will support our school with hardware and instructional technology needs.
	• continue to maintain the insurance and site licenses by way of Gordon County Schools.
	• follow the Gordon County Schools' Technology Plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school.
	• ensure that teachers maintain cutting-edge technological skills by having the administrators and teacher leaders to attend technology integration professional learning. This, in turn, will allow teacher to continuously apply 21st century learning practices during instruction.
• **AMS will maintain on-going professional learning after funding has ended.**	• continue using the Georgia DOE's Striving Literacy Resources.
	• incorporate research-based, data-driven professional learning during common planning time, Data Days, or afterschool collaboration.
	• provide leadership opportunities for teachers to put into practice tiered

	instruction.
• **AMS will ensure new teachers receive professional learning after funding has ended.**	• offer a mentoring program for new teachers to offer support, resources, and advice. Each new teacher will be assigned an individual effective teacher mentor .
• **AMS will ensure print materials are replaced when necessary.**	• continue to efficiently utilize Title I funds to replace print materials when necessary. • use fiscal resources generated from various fundraisers and donations to supplement and support printed materials needed.
• **AMS will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA.**	• continue to collaborate effectively with the local RESA to facilitate new learning. AMS will provide training to new system employees.

Budget Summary

Providing effective literacy instruction is a priority for Gordon County Schools. If Ashworth Middle School is awarded the Striving Readers Comprehensive Literacy Grant, the funds will be used to enhance instruction and professional learning in the areas of literacy leadership, effective interdisciplinary literacy instruction, reading, writing, technology and tiered interventions. Professional learning, technology, and resources will be used to continue our implementation of Common Core Georgia Performance Standards. Achievement gains and progress will be monitored by the administration along with the Literacy Leadership Team at Ashworth Middle School.

If Ashworth Middle School is awarded the SRCL grant, these funds will be used to address literacy needs in the following five identified problem areas for sixth and seventh

1. Ashworth Middle School will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum. The funds will be used to purchase:

- Professional learning for administration as well as a school literacy team (on campus, online, and conferences off campus)

- Professional text for book studies
- Professional learning for content area teachers on effective literacy instruction based on the cognitive reading model
- Regular collaborative planning to analyze data and to plan effective literacy instruction

- Professional text to support the professional learning and best practices to improve instruction in all content areas

- Leveled text within the content areas

- Writing resources

- Higher order thinking skills

- Vocabulary instruction across the curriculum

2. A universal screener will be utilized at Ashworth Middle School. This formative assessment tool will targeting the achievement of struggling readers. The funds will be used to purchase:

- Scholastic Reading Inventory

- Professional learning, texts, and resources to support teachers in with this process of screening and data collection

- Technology infrastructure support needed to maintain additional data

3. Students at Ashworth Middle School l will receive researched-based writing instruction across the curriculum. The funds will be used to purchase:

- Professional learning for all teachers on how to incorporate effective writing instruction across the curriculum

- Strategies and resources to support a sixth and seventh grade framework for interdisciplinary writing

4.Technology at Ashworth Middle School will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century. The funds will be used to purchase:

- Computers, tablets, and/or e-readers

- Software

- Assistive Technology

- Digital recorders

- Document cameras

- Professional learning opportunities to train teachers on new technology

5. Ashworth Middle School will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. The funds will be used to purchase:

- Professional learning for all literacy teachers and support staff on how to determine specific deficit areas, interventions that are appropriate in addressing deficit areas, the five areas of the cognitive reading model, etc.

- Intervention materials to be utilized in tiers I, II, III, and IV to target the five areas of the cognitive reading model

- Regular collaborative planning to analyze data and to plan effective literacy instruction

- Scholastic Reading Inventory training and support

- Level Readers and other support materials

- Literacy manipulatives