School Profile

Created Friday, October 31, 2014

Page 1

School Information

System Name:	Franklin County
School or Center Name:	Franklin County Middle School
System ID	659
School ID	0105

Level of School

Middle (6-8)

Principal

Name:	Lucy Floyd
Position:	Principal
Phone:	706-384-4581
Email:	lfloyd@franklin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Thesa Beatenbough
Position:	Academic Coach
Phone:	706-384-4581
Email:	tbeatenbough@franklin.k12.ga.us

Grades represented in the building

 example pre-k to 6

6-8

Number of Teachers in School

54

FTE Enrollment

887

Grant Assurances

Created Thursday, December 04, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Monday, November 03, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or

action can have an economic or other impact on the interests of a regulated or affected organization.

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

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

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

        1. Disqualify the Applicant, or

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

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

  b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

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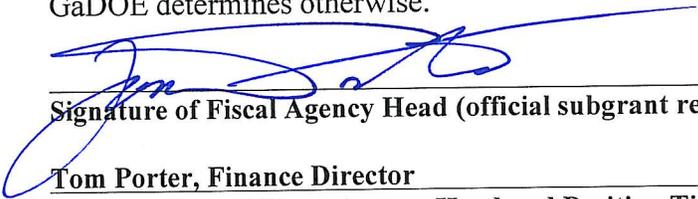
_____
Signature of Fiscal Agency Head (official subgrant recipient)

Tom Porter, Finance Director
Printed Name of Fiscal Agency Head and Position Title

December 4, 2014
Date

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

Dr. Ruth O'Dell, Superintendent
Printed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2014
Date

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: <u>Cyndee Phillips</u>
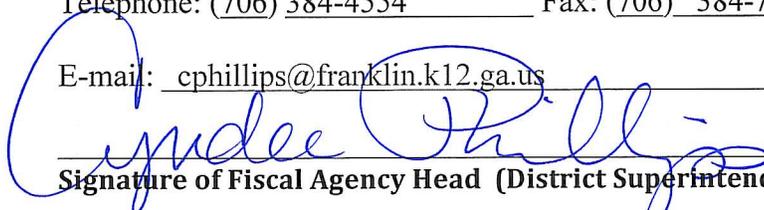
Position/Title of Fiscal Agent's Contact Person: <u>Assistant Superintendent</u>

Address: <u>280 Busha Road</u>

City: <u>Carnesville, GA</u>   Zip: <u>30521</u>

Telephone: <u>(706) 384-4554</u>   Fax: (706) <u>384-7472</u>

E-mail: <u>cphillips@franklin.k12.ga.us</u>

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

<u>**Cyndee Phillips**</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

<u>**October 31, 2014**</u>
Date (required)

Brief History:
Franklin County is home to approximately 20,000 individuals living in a 266.4 square mile area. The county's citizens earn livelihoods primarily from farming and industry causing the per capita income to be $21,590, which is only 79% of the state's average. Approximately 20% of Franklin County's youth are living in poverty. The unemployment rate is 9.5%. The adult literacy rate is 20% compared to the state rate of 12%. Almost half (45.9%) of all adults, ages 25 and older did not complete high school. This situation has been perpetuated by low high school completion rates. The graduation rate for Franklin County has increased from 58.9% in 2008 to 86.4% in 2014.

System Demographics:
FCSS serves approximately 3600 students. There are 279 teachers and 30 administrators. There are three elementary schools, one middle school, and one high school. In 2013-2014, economic constraints precipitated the restructuring of four elementary schools into three schools, causing redistricting to occur and a change in configuration for the schools. Four elementary schools in FY 13 were too small to earn the minimal funding from the State of Georgia, causing an economic burden. The political climate of community schools would not support closing the oldest of the schools. Two schools (Carnesville and Central Franklin) were consolidated to save funds.

The free/reduced lunch rate is 61.6%. The elementary and middle schools are School-Wide Title I Program schools.

Student population:

White	Black	Asian	Hispanic
81.85%	10.51%	1.01%	6.63%

Current Priorities

Professional Learning Communities (PLCs) - approach to ensure standards based practices through the guidance of the Franklin County Classroom Model.

Implementation of state standards –Teams collaborate in designing units, creating common assessments, and implementing research based strategies.

RTI Revamp – the creation of a district level administrator to manage the RtI and PoI process provides a systematic approach for student support.

BYOT – support of student engagement and learning through the use of "Bring your Own Technology Initiative.

Strategic Planning

The five-year strategic plan was developed with input from the Board of Education, Leadership Teams, teachers, parents, community members, and students.

The Mission of the Franklin County School System is to educate and prepare all of our students to meet the highest state and national standards and the expectations of a continuously changing world.

Our Guiding Principles:
- *Doing whatever it takes for all students to graduate and be college-and work- ready and productive, critical-thinking, problem-solving citizens in the 21st century and beyond.*
- *Doing whatever it takes to realize, enhance, and even change the potential of every child.*
- *Doing whatever it takes to actively collaborate with colleagues to grow professionally, hold each other accountable for results, and support one another in a professional learning community.*
- *Doing whatever it takes to provide rigorous, relevant, differentiated instruction that meets the needs of all students.*
- *Doing whatever it takes to engage all stakeholders (students, teachers, parents, community) in the continuous improvement of our schools and system.*

District Goals:

Strategic Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning and independence of all students.

Strategic Goal II: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

Strategic Goal III: Ensure that the district has resources and provides services that support its purpose and direction and the success of all students.

Strategic Goal IV: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

School improvement teams consisting of teachers, administrators, and other key personnel guide the process in data analysis, feedback from stakeholders (teachers, parents, students), and review the current initiatives to ensure continuous improvement is occurring. The school improvement plans incorporate strategies and interventions outlined in the Title I School-wide Plans.

Current Management Structure:

The Franklin County BOE consists of five members and employs the Superintendent to lead the district's improvement processes. A Central Office team consists of the Assistant Superintendent for Teaching, Learning, and Student Services, the Assistant Superintendent for CCRPI and Facilities, Directors for Special Education, Student Services, Finance, Operations, Transportation, School Nutrition, Technology, and Maintenance.

Monthly leadership team meetings focus on the strategic goals and professional learning. Leadership Team consists of district administrators, directors, principals, assistant principals, and academic coaches.

Additionally, monthly meetings of the Teacher Advisory Council (TAC) provide support for school improvement initiatives. The TLSS department consists of the Assistant Superintendent

for TLSS, Special Education Director, Student Services Director, Response to Intervention Director (49%), School Psychologists, School Social Worker, Parent Mentor, Diagnostician, and Alternative School (Summit Academy) Program Director and also meets monthly. The Assistant Superintendent for TLSS also meets twice monthly with the school-based Academic Coach team.

The Parent Advisory Council (PAC) and Student Advisory Council (SAC) meet quarterly to gather input. Additionally, the Chamber of Commerce Education Committee meets monthly to provide support and input from the community.

Past Instructional Initiatives:

Learning Focused Schools
Framework for Poverty
Differentiation
Student Longitudinal Data System
Reading First
21st Century After School Program Grant
Franklin County Model for Standards-Based Classroom Instruction

Literacy Curriculum and Assessments Used District-Wide:

K-5 – Renaissance Learning (STAR Early Literacy, STAR Reading, Accelerated Reader)
        GKIDS
        Milestones EOG Assessments (3-5)
        Georgia Alternate Assessment (GAA)
        ACCESS (English Learners)
        Study Island
        CCGPS Frameworks

6 – 8 - Scholastic Reading Inventory (SRI)
        Milestones EOG Assessments (6-8)
        GAA
        ACCESS

9 –12 - Scholastic Reading Inventory (SRI)
        Milestones EOC Assessments
        GAA
        Scholastic Read 180 (SWD and struggling readers)
        ACCESS
        End of Pathway Assessments (CTAE)

Need for a Striving Reader Project:

As the state standards have become more rigorous and literacy focused, the need to strengthen literacy in FCSS has become paramount. Although we see improvement in test scores, we do not

see the same with Lexile scores. 98% of students are meeting minimal grade level standards on the CRCT Reading assessment (2014); only about 68% reach the stretch band (CCRPI). Even though we have seen a steep increase in CRCT Reading and EOCT ELA scores, our writing scores are stagnant. The gap between students who are operating at high independent reading levels widens as students increase in grade levels. The ability to read, write, and comprehend at high levels, especially in jobs which require the employee to navigate technical manuals has also caused us to examine the current state of student's literacy skills in Franklin County. The Why document (p. 28) illustrates the need for a highly literate work force, indicating that those who are not able to write and communicate at high levels will not be hired or considered for promotions. The state standards also indicate a high level of literacy instruction and academic rigor in all content areas. No longer is "literacy" the property of the ELA or reading teachers. The Anchor Standards and the Literacy Standards for Science, Math, Social Studies, History, and Technical Subjects rightly place the importance of teaching literacy skills in every content class. Good reading skills are tools for communication, and should become habit rather than a particular lesson; or a culture of literacy throughout the school district (The Why, p. 32).

In addition to using the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* and the "What" document to identify needs and root causes, the Literacy Teams also analyzed student achievement data, TKES data, school improvement goals, and other climate data. Data indicates very small differences in economically disadvantaged students and all students. The biggest gaps occur between all students and students with disabilities. Closing the achievement gaps will ensure that students graduate college and career ready (The Why, p. 3).

District Management Plan and Key Personnel:

In order to ensure effective coordination and implementation of SCRL grants across all school levels, the Assistant Superintendent for TLSS will be designated to serve as the primary liaison between the schools, district office and GADOE.   The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Grant Management	Person/Position Responsible	Key Responsibilities	Supervisor
System-Wide Coordination/Management	Cyndee Phillips, Assistant Superintendent for Teaching, Learning, & Student Services (TLSS)	• Ensures implementation of grant initiatives • Monitors literacy instruction • Problem solves issues • Compiles reports for monitoring • Manages grant budget items approval	Dr. Ruth O'Dell, Superintendent
Purchasing	Tom Porter, Finance Director	• Receive/process school purchase orders (approved budget items) • Up-to-date expenditure reports	Dr. Ruth O'Dell, Superintendent
Site-Level Coordination	• CES – Jennifer Gaines, Principal & Jennifer Underwood Academic Coach • LES – Darrell McDowell, Principal & Kasey Haley, Academic Coach • RES – David Gailer, Principal & Shea Wilson, Academic Coach • FCMS – Lucy Floyd, Principal & Thesa	• Director/Project coordinator on all matters pertaining to the grant at the school level • Convenes School Literacy Team to discuss grant implementation and evaluation, study and analyze data • Supervise and monitor evidence based literacy instruction in all classrooms	Dr. Ruth O'Dell, Superintendent Cyndee Phillips, Assistant Superintendent for TLSS

	Beatenbough, Academic Coach • FCHS – Brad Roberts, Principal & Tracy Hendrix, Academic Coach		
Professional Learning	• Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley)	• PL team will coordinate and schedule professional learning activities per the grant proposal • Track PLUs (attendance sheets, evaluations, implementation of strategies)	Cyndee Phillips, Assistant Superintendent for TLSS
Technology Coordination	• Andrew Fowler, Director of Technology • Cyndee Phillips, Assistant Superintendent for TLSS	• District coordination of technology services and technical assistance for implementation of grant initiatives (SRI, DIBELS Next)	Cyndee Phillips, Assistant Superintendent for TLSS
Assessment Coordination	• Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley)	• Identify, purchase, and implement both formative assessments and summative assessments per the approved grant guidelines • Schedules and monitors assessments	Cyndee Phillips, Assistant Superintendent for TLSS

Understanding of Grant Personnel Regarding Goals, Objectives, and Implementation Plan:

The personnel listed in the chart above have been active participants in the development of the grant from its initial intent to apply. The process of writing the grant has been a district and

school initiative, utilizing the PLC process to guide the School-Based Literacy Teams to develop the goals and objectives of the grant through a collaborative process. Coordination to ensure the district's strategic plan and goals was provided by the leadership of the principals, academic coach team, and district personnel. There was a concerted effort to ensure alignment of the grant initiatives to the district's strategic plan.

Processes are currently in place to guide the management of the grant's initiatives, including fiscal responsibility, sound assessment implementation/monitoring, and fidelity to the K-12 Literacy Plan, developed in collaboration with School-Based and District Literacy Teams. The process provides transparency and accountability for the district employees, the school board, and the citizens of Franklin County.

Experience of the Applicant:

The FCSS has a history of sound fiscal management. The Georgia Department of Audits conducts a system audit each year and our district does not have any findings.

Audit Table

Fiscal Year	Project Title	Funded Amount	Audit Findings
2011	Special Ed-Preschool (CFDA #84.173)	$41,434.50	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	$ 789,857.14	No Findings
	Education Job Fund (CFDA# 84.410)	$ 778,374.00	No Findings
	Title I-A, ARRA (CFDA#84.389)	$ 121,614.30	No Findings
	Title I-A Improving Acad. Ach. (CFDA#84.010)	$1,230,467.80	No Findings
2012	Child Nutrition Cluster (CFDA 10.553, 10.555)		No Findings
2013	Special Ed-Preschool (CFDA #84.173)	$47,253.34	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	$ 924,533.01	No Findings

Capacity for Financial Management:

As evidenced by past audit results and federal cross-functional monitoring, FCSS has an effective and efficient internal controls system for financial stability. The system has a finance director, payroll clerk, accounts payable/receivable clerk, and an additional clerk who balances the checking accounts. The finance department is responsible for ensuring all expenditures are appropriate and within the program guidelines as budgeted. Prior approval through a requisition/purchase order system is required for purchases, and must fall within the spending guidelines of the program for approval of the grant manager and finance director. The superintendent reviews the monthly budget reports and signs off on the grants accounting.

Sustainability of Past Initiatives:

The system has been successful in sustaining several major grants. We received the following federal program grants:

	FRANKLIN COUNTY SCHOOL SYSTEM	
	GRANT FUNDS RECEIVED	
	(Title IV-B) 21st Century Grant	(Title I-B1) Reading First Grant
FY2004	$-	$665,469.37
FY2005	$-	$664,360.00
FY2006	$-	$756,759.00
FY2007	$-	$589,876.00
FY2008	$-	$-
FY2009	$328,092.54	$-
FY2010	$206,594.43	$-

FY2011	$236,930.80	$-
TOTALS	$771,617.77	$2,676,464.37

Past initiatives continue to influence current and future district-wide initiatives. For example, the Reading First Grant (2004 – 2007) provided us with the basic literacy plan for K-3 teachers. Despite a downturn in the economy, we were able to sustain and add to our Academic Coach team (previous Literacy Coaches for K-3). We now have academic coaches at all levels. Teachers have and will continue to benefit from the job-imbedded professional learning provided by this team. The additional support provided by the 21st Century After School Grant to struggling students in our district continued through our Project DELTA (District Extended Learning Time Assistance) program. We utilized local and federal Title VI-B funds to continue to provide after school tutoring and added within the school day additional tutoring for struggling students. These are just samples of the types of forward thinking and fidelity to implementation and sustainably of grant initiatives.

Internally Funded Initiatives:

The FCSS has been successful in the implementation of several local initiatives. The citizens of the county have entrusted us with the management of four ESPLOSTS, totaling about $80 million dollars over the past twelve years. In addition, the district has locally funded many initiatives through the tax base, including the Renaissance Learning Suite (STAR Reading, STAR Math, STAR Early Literacy, and Accelerated Reader), Study Island, GRASP, and Grad Point. The district also focuses on the professional learning community through implementation of the Franklin County Classroom Model for Standards Based Instruction by continuously monitoring assessment for learning strategies and how to emphasize the important "work" of our school district. This resulted in professional learning through Solution Tree, Lucy Calkins Units of Study for Writer's Workshop, and Georgia Leadership Institute for School Improvement (GLISI).

School Narrative

Franklin County Middle School

School History
Franklin County Junior High became Franklin County Middle School in 1992. The school continued in the same building on Busha Road until the fall of 2006. At this time, Franklin County Middle School moved into a new facility on Turkey Creek Road, which is on the outskirts of Carnesville, the county seat. Franklin County Middle School is the only middle school in the county serving students in grades 6-8. There are 3 elementary schools and one high school in the district.

Franklin County Middle School is a Title I school. The middle school was an NI-5 school under No Child Left Behind. Upon successful removal from the NI-5 list, the school has continued to meet annual progress. The school has approximately 896 students, 463 males and 406 females. Currently 62% of the school population receives free or reduced lunch. The school ethnicity is as follows: 81% White, 10% Black, 5% Hispanic, 2% mixed races, 1.5% Asian, and .4% American Indian or Alaskan native. We offer a variety of services for students with a variety of needs (Special Education 12%, LEP .7%, REP 11%, 504 5%, Gifted 14%).

The school personnel consist of 53 certified teachers, two counselors, one academic coach, one media specialist, 10 paraprofessionals, one technology specialist, one school nurse, 5 office staff, and 8 nutrition staff. The school district uses the services of an outside company for custodial services. Franklin County Middle School's administrative team is comprised of one principal and two assistant principals.

Administrative and Teacher Leadership Team
Franklin County Middle School is a practicing professional learning community. Not only does FCMS use the PLC process for job-embedded professional learning, which meets weekly, but utilizes professional learning communities in the majority of the daily core business. PLCs are used every week for content area collaboration that works on planning student work and looking at student data. Individual grade level teams meet bi-monthly to discuss student progress and plan interventions. PLCs are part of the culture of FCMS.

For the school, PLCs lead into distributed leadership. The basics of PLCs are relational trust, collaboration, and developing leadership for sustainability, which are the foundations of successful distributed leadership. FCMS has many committees that help make decisions and provide direction for the school. All faculty and staff serve on at least one committee. Many faculty members choose to serve on multiple committees. FCMS's committees are the School Leadership Team (SLT), Building Leadership Team (BLT), PBIS, RTI School Committee, Parent Involvement, Celebrations, Safety, and Literacy Team. The school also is participating in SACS accreditation for which all faculty and staff have opportunity to share an analysis of the school strengths and weaknesses.

Past Instructional Initiatives
- Learning Focused Schools
- Differentiation
- Read with Sarah
- Sustained Silent Reading
- Technology
- School Improvement Specialist

Current Instructional Initiatives
- Reading Strategy Instruction of CLOSE Reads
- Formative Instructional Practices
- Olweus Anti-Bullying Prevention
- 7 Mindsets
- PBIS
- Common Core Georgia Performance Standards
- Common Unit Writing
- Common Assessments
- Writing and Reading Across the Curriculum
- Extending Learning Time
- Bring Your Own Technology (BYOT)
- RTI
- SRI

Professional Learning Needs
- CCGPS Unit planning
- Thinking Maps training and implementation
- Literacy Instruction strategies
- Writing and Reading across the curriculum
- Intervention training
- Writing and Reading workshop training
- Formative Instructional Practices
- RTI
- 7 Habits of Effective Reader
- Vocabulary strategies
- Differentiation strategies
- Diagnostic assessment use

Need for a Striving Readers Project
As of 2003, 17% of adults in Franklin County are illiterate. Over 60% of our students are from impoverished backgrounds. In spite of our teachers' best efforts, we have increasingly more students who are below basic according to SRI when entering sixth grade, thus carrying gaps into subsequent grades where demands for reading are higher.

In today's economy, an employee's independent knowledge and abilities will define them as necessary or expendable. "People who cannot write and communicate clearly will not

be hired, and if already working, are unlikely to last long enough to be considered for promotion (Why, 28)". Currently, 46% of work age people are unemployed in Franklin County. Effective literacy instruction does not simply take place in a single classroom for a portion of the day. Instead, literacy instruction should be implemented and reinforced throughout all classes daily. It is important to make good reading skills a habit rather than a lesson (Why, 32).

The district-wide literacy needs assessment conducted in conjunction with this grant application reveals that, while there is much to applaud in the literacy instruction underway, there is far more that can be done. Teachers at every level, across all subjects, need extensive professional learning on how to provide evidence-based literacy instruction that is engaging and motivating for 21st century learners. There is also a need to better align literacy expectations, goals, and practices within schools and across schools to more effectively prevent and close literacy gaps. There is a glaring need to institute more appropriate tiered literacy instruction and revamp our RTI process system-wide. Our teachers are willing to take literacy to the exemplary level. The SRCL grant will assist our district in implementing a unified literacy plan, that incorporates evidence based practices and resources in every classroom here at FCMS.

Extra Info:
SACS, SLT, BLT, Facilities (none listed), Technology (none listed), PBIS, Media (None listed), Team Leaders/RTI School Committee, Parent Involvement, Celebration, TAC, SAC, Safety

Clubs: 4-H, Art, Beta, Boardwalk, Chess, Cub Crew, FCA, FBLA, FFA, National Junior Art Honor Society, Science Club, TSA, Wired,

Needs Assessment, Concerns, and Root Causes

Needs Assessment, Concerns, and Root Causes

Introduction

Research shows that "Teachers possess the greatest capacity to positively affect student achievement" (Greenwald, Hedges, &Lane, 1996). However, with the Georgia Common Core Performance Standards (GaCCPS) pushing for higher literacy in all content areas, schools are seeing true gaps in where students are versus where they need to be. Lewis et al. (2007) stated "interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes." According to "the Why" document, "professional learning in intervention strategies must be aligned with the needs of the students," and "supplemental materials may be used to increase student's opportunities for academic success." (p.124) Many students entering and leaving Franklin County Middle School are not adequately prepared for the rigorous reading and writing in all areas of the curriculum in the GaCCPS as well as the new end-of-grade assessments.

Description of Needs Assessment Process and Surveys Utilized

The Needs Assessment Process began in June 2014 with a day of data analysis. Members of the School Leadership Team (SLT), which included content, CTAE, and special education teachers, ELL teacher, academic coach, media specialist and administrators, gathered at the district office for a School Improvement Meeting. At this time, the team analyzed CRCT and lexile data across content and grade levels, writing scores, attendance and discipline data. This data was then used to develop the 14-15 School Improvement Plan (SIP). The SLT continues to meet once a month to monitor the impact of student learning through our SIP.

In September, a Literacy Team was formed to address the aspects of literacy in our school. This team was tasked with developing a School Literacy Plan to address literacy needs in our building. The Literacy Team administered the Georgia Literacy Needs Assessment Survey to all certified staff.   Participants included administration, media specialist, connections, content, special education and ELL teachers. The survey was completed in a team setting to increase participation, which was at 91% across grade levels.

Franklin County Middle School administration conducts a minimum of six walkthroughs throughout the school year. The information gathered serves as a communication point between FCMS and the district office on the current success and areas of growth. Data gained from walkthroughs along with the Needs Assessment survey indicated three main areas of concern for FCMS: 1) Response To Intervention Process; 2) Professional Learning; 3) Literacy across the curriculum materials.

Survey Results

The Literacy Team reviewed and analyzed responses to each of the survey questions to determine the schools overall level of implementation for each building block of literacy instruction, particularly ratings in the "emergent" and "not addressed" categories.

The following chart shows the data disaggregation with the areas of greatest concern from the needs assessment:

Building Block	Concerns	% in emergent and not addressed	Root Causes
Building Block 1: Engaged Leadership	A school literacy leadership team organized by the administrator is active.	Emergent	A literacy team has recently been organized but has not begun to effect change in the course of literacy instruction. (The How, pp. 21-22)
	The effective use of time and personnel is leveraged through scheduling and collaborative planning.	Not Addressed	Daily schedule does not include two to four hours of literacy instruction for all students. (The How, pp. 22-23)
	The community at large supports schools and teachers in the development of students who are college-and-career ready as articulated in the CCGPS.	Not Addressed	There has not been any formal process to involve the community in the development of college and career ready students. (The How, p. 28)
Building Block 2: Continuity of Instruction	Active collaborative school teams ensure a consistent literacy focus across the curriculum	Emergent	Cross-disciplinary teams meet regularly to look at student work but do not always plan and implement lessons that address literacy needs of students across the curriculum. (The How, p. 29)

	Out-of-school agencies and organizations collaborate to support literacy within the community.	Not Addressed	We have not yet developed key partnerships with out-of-school organizations to develop learning supports to complement literacy instruction. (The How, p. 32)
Building Block 3: Ongoing Formative and Summative Assessments	Problems found in literacy screenings are further analyzed with diagnostic assessment.	Emergent	Literacy screenings are in place but results are rarely used to place students within an intervention and to adjust instruction. (The How, p. 37)
	A clearly articulated strategy for using data to improve teaching and learning is followed.	Emergent	Data teams have been formed and meet bi-weekly. However, teachers have not been trained to use the protocol for looking at student work to identify the instructional needs of students. (The How, pp. 38-39)
Building Block 4: Best Practices in Literacy Instruction	All Students receive direct, explicit instruction in reading.	Emergent	Only evident in ELA classrooms. Various aspects of literacy instruction have not been allocated within specific content areas. (The What, pp. 9-10)
	Extended time is provided for literacy instruction.	Not Addressed	Currently, daily schedules do not include a 90-120 minute literacy block. (The What, p. 10)
	All students receive	Emergent	A coordinated plan

	effective writing instruction across the curriculum.		has begun to be developed for writing across the curriculum but is not completed in order for professional learning to take place. (The What, p. 10)
	Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.	Emergent	We do not have enough book sets and/or materials to provide students the opportunity to self-select reading materials that are engaging. Professional learning has also not been provided on strategies for developing and maintaining interest and engagement. (The What, p. 11)
Building Block 5: System of Tiered Intervention for all students	Tier 1 Instruction based on the CCGPS is provided to all students in the classrooms.	Emergent	Current practice of literacy instruction has not been assessed. (The What, pp. 11-12)
	Tier 2 needs-based interventions are provided for targeted students.	Emergent	Sufficient blocks of time for literacy intervention are not provided. Professional learning is not provided for interventionists. (The What, p. 12)
	Tier 3, SST and Data Team monitor progress jointly	Emergent	Interventions are not delivered on a 1:1 – 1:3 ratio by trained interventionists. (The What, p. 12)
Building Block 6:	In-service personnel	Emergent	Professional

Improved Instruction through Professional Learning	participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.		learning has not been provided on all aspects of literacy instruction. (The What, p. 13)

Specific Age, Grade Level and Content Areas of Concern
Based on the Literacy Team's review of the needs assessment data, the primary focus is the development of a consistent focus on literacy across the curriculum, based on an effective utilization of data sources, geared to meet the individual needs of students. Even though the primary area of concern on the needs assessment was "the community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards", it was determined that the continuity of instruction must be in place before seeking support from the community at large. Based on this analysis, the following areas of concern have been identified as a first step in the implementation of the FCMS Literacy Plan.

Areas of Concern
Steps FCMS has taken to address concerns:
- ♦ Organized a literacy team
- ♦ Implemented a Universal Screener (SRI)
- ♦ Weekly collaborative meeting with content specific areas
- ♦ Bi-Weekly collaborative meeting with grade level teams
- ♦ RTI school level committee formed with monthly meetings
- ♦ RTI grade level teams are formed with bi-monthly meetings

Steps FCMS has not taken to address concerns:
- ♦ No literacy block
- ♦ Not enough self-selected content reading materials
- ♦ Not enough informational text for content areas
- ♦ Need for literacy RTI interventions and follow-up
- ♦ Need for additional professional learning in explicit literacy instruction and writing across the curriculum.
- ♦ Need for critical thinking at Tier 1 instruction

Proposed Steps to address concerns:
- ♦ Provide more direct professional learning in explicit literacy instruction and writing across the curriculum
- ♦ Implement a literacy block
- ♦ Purchase needed materials and resources
- ♦ Train, implement, monitor and establish literacy protocol for RTI
- ♦ Provide more collaborative planning time to analyze data/work
- ♦ Literacy intervention program and resources

♦ Provide professional learning to develop critical thinking strategies

Building Block 1. Engaged Leadership

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

Literacy instruction impacts all areas of academics. A learner's literacy ability is the root of all academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking (Georgia Literacy Plan, The Why, pg. 31). According to the Georgia Literacy Plan (The Why, pg. 157) leadership by administrators is more than a key piece; it is the key component in all that we are seeking to do to improve education in Georgia.

Current Programs/Initiatives Implemented at FCMS

- Leadership participates in state-sponsored webinars and face-to-face sessions on CCGPS and literacy. (What, 5)
    - Leadership attends GACIS conference to remain up to date on current trends and best practices in literacy.
    - Team of teachers sent to Georgia Technology Conference to attend sessions focused on literacy instruction.
- Leadership participates in on-going Professional Learning on a weekly basis with faculty. (What, 5)
- Leadership studies research based guidelines, strategies, and resources for literacy.
- Full-time Academic Coach position was added.
- Administrators are strategic about assigning teachers non-academic duty assignments. (How, 20)
- Time and support for staff to participate in job-embedded professional learning is provided. (PLCs)
- Time and support for collaborative planning in grade-level content areas is provided.

How we plan to move forward at FCMS

- Study research-based guidelines, strategies, and resources for literacy instruction set forth in the "The Why" document. (What, 5)
- Schedule regular literacy observations in order to monitor literacy instruction (focus solely on literacy). (How, 20)
- Schedule protected time for literacy collaboration among teachers (focus solely on literacy). (How, 20)
- Continue professional learning opportunities (PLCs) based on school improvement

plan.

B. Action: Organize a Literacy Leadership Team

The literacy team for Franklin County Middle School consists of stakeholders from all grade levels, content subjects, and community members, as ALL stakeholders are responsible for promoting literacy (The Why, pg 31). 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" (The Why, pg. 156).

Current Programs/Initiatives Implemented at FCMS

- We have members from each department, academic coach, and administration on literacy leadership team.
- Provide professional learning for transition to CCGPS.
- A system of communication for sharing information with all partners has been established. (How, 21)
- A shared literacy vision has been created that is aligned with the state literacy plan. (How, 21)
- Technology has been utilized to maintain communication among team members. (How, 22)
- Multiple forms of parent, student and teacher data have been analyzed in order to prioritize a list of needs and recommendations for improving literacy throughout the school. (The Why, 120)

How we plan to move forward at FCMS

- Identify stakeholders to be a part of the literacy team. (What, 5)
- Utilize the Georgia Literacy Instruction Observation Checklist form to ensure consistency of effective instructional practices that includes disciplinary literacy across the curriculum. (How, 21)
- Schedule protected time for literacy leadership team to meet and plan. (How, 22)
- Put in place data analysis procedures and protocols
- Ensure that stakeholders understand and utilize data analysis procedures and practices. (How, 22)
- Plan for ongoing data collection and analysis to evaluate program development and improvement. (How, 22)
- Make us of research-based guidelines, strategies and resources for literacy instruction as set forth in the "Why" document will be incorporated into all practices and

instruction. (What, 5)

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

---

Teacher Literacy Collaborative groups (The Why, pg. 96) pinpoint students' strengths and weaknesses, ascertain if core content-based literacy skills are deficient, fit instruction to learning through effective instructional design, assess the effectiveness of the instruction for meeting the goals for the student, and observe student progress toward goals.

Current Programs/Initiatives Implemented at FCMS

- For SpEd, Anderson & Ward has been contracted to work with our co-teaching pairs once a month. She meets with co-teaching teams to establish goals, observe co-teaching classrooms, and then meets again with co-teaching teams to discuss where they are.
- All content area teachers collaboratively plan on a weekly basis. (How, 22)
  - Teachers at FCMS have two, forty-five minute collaborative planning periods each week with their grade level curriculum team in which weekly agendas and minutes are required.
  - Cross-curricular teams meet twice a month within grade level teams.
- Utilize the Franklin County Classroom Model.
- Instructional time for disciplinary literacy has been leveraged in all content areas. (How, 23)
  - Due to time and budget constraints, as well as calendar adjustment days, literacy instructional time has not been leveraged to its fullest potential. The literacy team is committed to using the research in the "Why" document (p. 58) to maximize time and funds for literacy scheduling in all areas of students' education.

How we plan to move forward at FCMS

- Provide 2-4 hours of literacy instruction across language arts and content area classes. (What, 6)
  - FCMS has been implementing reading and writing across the curriculum for a couple of years. However, the bulk of literacy instruction is done during the 70 minute ELA class period.
- Build time for intervention into the school schedule for each day. (What, 6) Extended Learning Time is built into the daily schedule at FCMS. However, this 40 minute

block of time is only used for intervention in math. ELT will also be extended for literacy intervention.

- Study flexible scheduling options for literacy instruction. (How, 23)
- Assess staff mastery of literacy concepts and strategies before making teaching assignments. (How, 23)
- In existing collaborative planning across the curriculum and grade levels, implement a focus on literacy and examining student work. (What, 6)
- Establish protocol to examine student work

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

The responsibility for literacy instruction ultimately falls on the teachers. Georgia education code contains essential components to "support critical components of Georgia's comprehensive statewide literacy program" including "a uniformly sequenced core curriculum in all core content areas, teacher provided interventions, remediation, and a curriculum-based assessment system support all students. (The Why, pg 168).

Current Programs/Initiatives Implemented at FCMS

- Staff has been surveyed for strengths and needs for improvement of literacy instruction through Needs Assessment survey. (How, 24)
- Multiple forms of student, school, and teacher data have been analyzed and a list of recommendations and goals for improvements has been developed. (How, 24)
- Participate in state sponsored webinars on CCGPS and Formative Instructional Practices. (How, 24)
- Implemented a system of support for students including all major resources.
- Literacy resource room is available.
- Faculty participates in targeted, sustained professional learning on literacy strategies within the content area. (What, 6)
    - The literacy team views professional learning as an important tool to provide teachers tools and strategies for literacy instruction for students at FCMS who have a wide range of reading and writing abilities.
- Social media is utilized to communicate and promote goals of literacy across the curriculum.

How we plan to move forward at FCMS

- Utilize all staff to support literacy instruction. (How, 25)

- Update, utilize and expand current literacy resource room.
- Utilize the Georgia Literacy Instruction Observation Checklist form to ensure consistency of effective instructional practices that includes disciplinary literacy across the curriculum. (What, 6)
    - The administrative team consistently uses the Teacher Keys Effectiveness System to monitor effective instructional practices across content areas. However, there is nothing in place to insure consistent and effective practices of literacy instruction.
- Continue to plan for targeted, sustained professional learning on literacy strategies and deep content knowledge. (How, 24)

E. Action: Optimize literacy instruction across all content areas

---

Education professionals are responsible for ensuring that students are capable of showing the definition of literacy. Students acquire literacy skills by accessing information through a variety of texts with specific organization patterns and features. "Content area teachers must address the components of adolescent literacy advanced word study, vocabulary, comprehension, fluency, and motivation. Improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers" (The Why, pgs. 26-27).

Current Programs/Initiatives Implemented at FCMS

- School agreed upon a plan created to integrate literacy in all subjects within CCGPS. (What, 6)
    - FCMS has created a plan to integrate literacy instruction in all content areas and provide opportunities for students to read, write, speak and listen. Evidence will be seen in or through unit plans, focus walks, samples of student work, and observations.
- Teachers are supported in literacy integration.
- Use of research based strategies to support student learning of CCGPS
- Teaching of academic vocabulary is required in all subject areas. (What, 6)
    - FCMS has a procedure for teaching academic vocabulary. However, more research will be done for additional strategies.
- Writing is an integral part of every class every day. (What, 6)
    - Every classroom implements close reading strategies into content specific areas. Unit assessments have also been revised to include open-ended questions for written responses.
- Teachers have participated in professional learning on text complexity, close reading

strategies, supporting opinions with reasons and information, and use of literary and informational texts in content areas. (What, 6)
● Host Literacy Family Nights

How we plan to move forward at FCMS

● Identify appropriate literacy resources to support student learning of the CCGPS. (How, 26)
● Provide professional learning on incorporating literature in content areas, informational text in language arts, writing instruction in all subject areas (narrative, argumentative, and informational), guiding students on clear, focused, short research projects, and teaching of text structures most common to particular content areas. (What, 6)
● Revise and utilize a school wide writing rubric that is aligned with CCGPS. (How, 27)
   ○ The school wide writing rubric will be revised to include different types of writing as well as samples of quality writing in various formats across the curriculum.
● Provide teachers with resources to provide variety and choice in reading materials. (How, 27)
● Ensure that teachers provide meaningful opportunities for students to read, write, speak, and listen. (How, 27)
● Implement critical thinking strategies to provide all students access to higher order thinking skills with the support needed to assist them in achieving success with learning targets with critical thinking.

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

According to the Georgia Literacy Plan, "it is in the benefit of the community to support the development of students as eighty percent or more of the companies in the services and the finance, insurance, and real estate (FIRE) sectors, the corporations with the greatest employment growth potential, assess writing during hiring" (The Why, pg. 28).

Current Programs/Initiatives Implemented at FCMS

● Members of the community provide leadership by serving as mentors, speaking to groups of students, and visiting classrooms to support teachers and students. (How, 28)
● Academic successes are publicly celebrated through traditional and online media.

(What, 7)
- ○ FCMS celebrates through use of email, radio broadcast, Facebook, Twitter, and newspaper.
- Utilize social media to communicate and promote the goals of literacy to the community.
- Industries sponsor staff member tours of business and production facilities.
- Teacher support of FERST Foundation literacy program, which puts books into every home.
- Partnership with pre-service institutions.
- 8th grade participates in career day where local business representatives are invited into the school to discuss job prospects and skills involved in certain careers.

How we plan to move forward at FCMS

- Identify and contact key members of the community to serve on a literacy advisory board with at least 2 meetings per year with agendas. (What, 7)
- Evaluate effectiveness of mentoring program within and outside of the school. (How, 28)
- Make the shared vision for literacy tangible and visible. (How, 28)

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.)

According to the Beliefs of the Georgia Literacy Task Force (The Why, pg. 31), literacy skills must be embedded and emphasized in each content area in all grade levels. This can only be accomplished through collaboration in content area, interdisciplinary, and grade level teams. All teachers, media specialists, and administrators must develop strategic ways to implement literacy skills and encourage literacy growth so that all students can use language effectively.

Current Programs/Initiatives Implemented at FCMS

- Protocols for team meetings have been established and cross-disciplinary teams meet to discuss student needs. (What, 7)
  - ○ Grade level content area collaborative teams actively utilize agendas and

meeting norms to focus on instruction in which everyone respects each other's views, and opinions and time in which conversations are insightful, in-depth, and meaningful about teaching and learning.

- Administration has established an expectation of shared responsibility of literacy across the curriculum. (How, 29)
- Administration actively supports collaborative teams by attending/participating in meetings.

How we plan to move forward at FCMS

- Establish literacy instruction as an element of existing cross-disciplinary teams. (What, 7)
- Establish and use protocols for looking at student work. (How, 29)
    - FCMS has scheduled planning time to examine student work. However, no protocols are currently in place to communicate understanding.
- Provide professional learning on components of the professional learning community model to ensure understanding. (What, 7)

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

Following the Why document (pgs. 54-55), "for many students, explicit instruction in how to comprehend is necessary." Teachers need to utilize a plan of action for teaching that "will strengthen instruction in all areas."

Current Programs/Initiatives Implemented at FCMS

- Use research-based strategies and appropriate resources to support student learning of the CCGPS through close reads and summarizing strategies. (How, 30)
- Awareness of literacy standards has been provided in history, science, and technical subjects. (How, 30)
- Vocabulary is taught in all subject areas using an adopted, systematic procedure. (How, 30)
- Reading and writing is required in every class every day. (How, 31)
- Bring Your Own Technology (BYOT) was implemented during the 13-14 school year. However, due to a lower socioeconomic status, approximately 60% of the students at FCMS do not have devices available for use in BYOT. In order to view printed text, digital pads need to be purchased and placed in each classroom to accommodate the students without technology.

How we plan to move forward at FCMS

- Provide implementation procedure for observations that allow feedback to fellow teachers on use of literacy strategies. (What, 7)
- Clarify instructional strategies to teach text structures and vocabulary.
- Create opportunities for teacher dialogue of common student comprehension struggles to provide focus for professional learning of embedded literacy instruction strategies.
- Study a variety of strategies for incorporating writing in all content areas. (How, 31)
- Use a school-wide writing rubric to set clear expectations and goals for performance aligned with CCGPS. (What, 7)
- Provide choice in the types and genres of reading and writing assignments. (How, 31)

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

The strategic plan from the Georgia DOE focuses on the goals of increasing the graduation rate and improving readiness skills for the workplace (The Why pg. 32). These goals are directly linked to utilizing community buy-in and participation to create the reality of literate and work-ready citizens. In fact, it is the belief that "all Georgia educators and citizens are responsible" for making sure that the students in their communities can meet global literacy requirements.

Current Programs/Initiatives Implemented at FCMS

- Various models of coordinating "wrap-around" services support literacy within the community. (What, 7)
  - Mentoring system in place for a limited number of at-risk students. (How, 32)
  - Parent mentoring program for parents/guardians of students with disabilities that provides support and resources.
  - Counselors connect students to proper service providers in the community.
  - Tweens and Teens, a parent support group provided by counselors, meet once a month.

How we plan to move forward at FCMS

- Partner with public library and other community groups to accommodate more students. (How, 32)
- Identify learning supports in the community that target student improvement to

> motivate students to succeed in academics and co-curricular activities. (How, 33)
> - Investigate possibility of opening school building for adult learning.
> - Use technology more effectively to support stakeholder engagement. (What, 8)
>   - Currently, FCMS uses school website, Facebook, Twitter, parent email database, call-out system, in addition to, newsletters and student agendas as tools of communication with parents and the community.
> - Develop a survey of needs of parents, students, and counselors and use results to match available resources to actual need.

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

According to The Why document page 94, schools need a "deliberate and comprehensive plan for assessment" that advances the use of "ongoing, frequent, and multiple measures." This requires a structure implemented and supported by administrators and teachers.

Current Programs/Initiatives Implemented at FCMS

- Effective screening, progress monitoring and diagnostic tools have been selected to identify achievement levels of all students (What, 8). FCMS currently uses the following data:
  - SRI (3 times a year)
  - GRASP
  - CRCT
  - Mastery Connect
  - 8th Grade Writing Assessment
- Formative Instructional Practice modules used for training all teachers on purpose for and use of formative assessment and how it differs from summative assessment. (How, 34)
- Common unit assessments are currently used in all content specific classrooms throughout the school year (What, 8). Results of common assessments are used to chart progress and determine if standards have been met or standards need to be re-taught.
- Screening, progress monitoring and curriculum-based assessments are used to

influence instructional decisions regarding RTI.

How we plan to move forward at FCMS

- Identify high achieving/advanced learners who would benefit from enrichment. (How, 34)
- Consistently, provide timely, descriptive feedback to students with opportunities to assess their own learning. (How, 34)
- Even though FCMS views and analyzes data, there is a need to implement a systematic plan in which data is sorted, analyzed and disseminated. (How, 35)
- Identify and purchase intervention materials aligned with students' needs. (What, 8)
- Have all materials and procedures in place prior to the start of the 15-16 school year. (How, 35)

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

---

Multiple forms of assessment are an integral part to understanding the learning that is occurring in the classroom as well as the knowledge base with which students begin and end their school years. Screeners have their place to detect overall patterns and identify possible students at risk, utilizing formative assessments to monitor progress drives day-to-day classroom instruction as well as intervention design and evaluation (The Why pgs. 104-105).

Current Programs/Initiatives Implemented at FCMS

- Instructional levels of all students are screened and progress monitored with evidence-based tools (What, 8).
  - SRI, GRASP, and Mastery Connect are used to measure literacy competencies for all students. Students whose data points indicate an identified need for reading remediation are assigned to Reading Connections with limited space (Study Island).
- Common assessments, which include a variety of formats, are used in all content specific classrooms. (What, 8)
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for RTI. (What, 8)
- SRI and GRASP training has been provided for select group of teachers.
- Mastery Connect training has been provided for all teachers.

How we plan to move forward at FCMS

- Provide professional learning for all staff on use of SRI.
- Train staff on intervention materials that are purchased and aligned with student needs. (What, 8)
- Develop an assessment calendar to include universal screenings and progress monitoring. (How, 36)
- Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment and advanced coursework. (How, 36)
  - FCMS has begun to put a stronger emphasis on gifted education and placement is being made in areas of student strengths instead of being labeled gifted. Gifted social studies and science have been added for the 14-15 school year in addition to math and ELA. An accelerated instruction program is currently in place for math but not for literacy.

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

---

After a screener has identified students who can be considered at risk (The Why pg. 99), diagnostic assessments are needed to further understand why a student is underperforming and begin to design "specialized interventions" (The Why pg. 124) to address those needs.

Current Programs/Initiatives Implemented at FCMS

- Support is in place for students whose disabilities preclude them from acquiring information through reading.
- SRI is currently used for diagnostic purposes, but does not isolate the component skills needed for mastery of literacy standards.

How we plan to move forward at FCMS

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment. (What, 9)
  - SRI screeners are given three times a year. However, it is not used to determine appropriate interventions.
- Identify diagnostic assessments that isolate the component skills needed for mastery of literacy standards. (How, 37)
  - Study Island currently serves a small portion of our students but not all students.
- Provide appropriate interventions for student placement based on diagnostic results

with multiple entry points. (What, 9)

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

Summative assessments provide information "regarding grade level expectations, mastery of content or skill, and make summary judgement about learning or instruction" (The Why, pg. 97).

Current Programs/Initiatives Implemented at FCMS

- Previous year's outcome assessments are used to determine student needs and serve as a baseline for improvement (What, 9). These assessments are:
    a. Criterion Reference Competency Test (CRCT) in grades 6, 7, and 8
    b. 5th and 8th Grade Writing test
    c. Georgia Alternate Assessment (GAA) for students with disabilities
- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. (What, 9)
    ○ Teachers use Mastery Connect as well as SLDS to analyze current and past student achievement.
- Professional Learning has been provided on how disciplinary standards will be assessed on Georgia Milestones Assessment.
- Addition of 300 Chromebooks has been purchased to support End of Grade assessment administration. (How, 37)
- Assessment results are discussed with students. (How, 37)
- Statewide Longitudinal Data System training has been provided and is used to identify teachers who need support based on student growth. (How, 38)
- Collaborative team meetings focus discussions on changes that can be made to improve instruction for all students. (What, 9)

How we plan to move forward at FCMS

- Continue to evaluate the capacity of technology infrastructure to support test administration. (How, 37)
- Discuss assessment results with students to set individual goals. (How, 37)

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

Teachers and administrators need to make data collection, and use, a cornerstone of the school's identity. Classroom data use should be continual and used to "teach students how to...set learning goals." Administrators must provide a clear data use vision and the supports that "foster a data-driven culture" (The Why, pg. 120).

Current Programs/Initiatives Implemented at FCMS

- SLDS, an adequate data storage and retrieval system, is understood and used by all appropriate staff members. (What, 9)
- RTI team meetings are scheduled bi-weekly. (How, 39)

How we plan to move forward at FCMS

- Develop a protocol for making decisions to identify the instructional needs of students. (What, 9)
- Train teachers to use protocol for making decisions to identify instructional needs of students. (How, 39)
- Set procedures and expectations for staff to review, analyze, and disseminate assessment results. (What, 9)

Building Block 4. Best Practices in Literacy Instruction

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

According to the NAEP, numerous students are deficient in reading skills. "Literacy is the gate-keeper for the ability to become a lifelong learner and contributor to society." (The Why, pg. 118) To do this, teachers must include "direct instruction, modeling, and practice in reading comprehension strategies" (The Why, pg. 131).

Current Programs/Initiatives Implemented at FCMS

- CCGPS unit plans and resources provided by the State of Georgia are used to address literacy for all students (What, 9). However, explicit instruction in reading is only provided through ELA classes. Teachers have been trained and know how to provide evidence-based instruction through close reading strategies.
- Literacy instruction taught in each subject area is determined by Common Core literacy standards. (What, 9)
- Various aspects of literacy instruction have been allocated within all content areas. (What, 10)

- ○ Teachers at FCMS have engaged in professional learning on close reading and comprehension strategies that are used in every classroom.
- Faculty has participated in professional learning on the following:
  - ○ Selecting of appropriate text and strategy for instruction.
  - ○ Differentiated instruction
  - ○ Using data to inform instructional decisions and explicit teaching.
  - ○ Modeling of close reading and summarizing strategies.
- Students are given opportunities for collaborating with peers. (How, 41)
- 25 Book Read incentive that is voluntary and not tied to grades. (How, 41)

How we plan to move forward at FCMS

- Examine student data in reading to identify areas of instruction with greatest needs (e.g., fluency, vocabulary, word study, comprehension, motivation and engagement). (What, 9)
- Plan and provide additional professional learning on direct, explicit instructional strategies to develop and improve the seven habits of an effective reader (why, 41-46 & what, 10)
  - a. Use of data to inform instruction
  - b. Selection of appropriate text
  - c. Modeling of strategy
  - d. Guided and independent practice with feedback
  - e. Discussion of when and where strategies are to be applied
  - f. Differentiated instruction for literacy
  - g. Instructing students on specific strategies to be learned and why

- Administration will conduct walkthroughs using an assessment tool to gauge current practice in literacy instruction. (What, 9)
- Provide students more opportunities to self-select reading materials that students consider interesting. (How, 41)

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

---

The NCTE states that writing "predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking" (NCTE, 2008, pg. 1) and that instruction should be "holistic authentic, and varied" (NCTE, 2008, pg. 2).

Current Programs/Initiatives Implemented at FCMS

- Every student is provided explicit instruction that is consistent with CCGPS in ELA classes only. Lucy Calkins "Units of Study" is currently being piloted at each grade level in co-teaching, gifted and self-contained classrooms. (What, 10)
- A basic writing rubric has been provided for writing across the curriculum but does not include explicit instruction.
- Technology is used for production, publishing, and communication across the curriculum. (What, 10)
  - Google Docs is used for production of writing in ELA.
  - Writing is submitted online for publishing.
- Every class incorporates writing into their lesson every day.

How we plan to move forward at FCMS

- Develop a coordinated plan for writing instruction across the curriculum to include: (How, 42)
  a. Explicit instruction
  b. Guided practice
  c. Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas. (What, 10)
- All ELA teachers will be trained on Lucy Calkins Units of Study.
- Page 46 of the "Why" document outlines recommendations for improving reading comprehension through written expression; therefore, at least one day a week, teachers will provide writing instruction in and opportunities for one of the following: (What, 10)
  a. Developing an argument citing relevant and reliable textual evidence
  b. Writing coherent informational or explanatory texts
  c. Writing narratives to develop real or imaginary experiences to explore content area topics
- Expand use of Lucy Calkins "Units of Study" across all ELA classrooms.

C. Action: Extended time is provided for literacy instruction

---

Research shows that "extended time for literacy should occur in language arts and content-area classes" (Biancorosa & Snow, 2006, pg.20).

Current Programs/Initiatives Implemented at FCMS

- Students currently receive 70 minutes of literacy instruction in ELA.
- A small percentage of students receive extended literacy instruction during a connections class.

How we plan to move forward at FCMS

- Ensure that all students receive two to four hours of literacy instruction daily across ELA and in all content area classes. (What, 10)

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

---

The Georgia literacy task force sees motivation as needing a "unique focus" (The Why, pg. 51) which include strategies of using and having available diverse texts and autonomy in choice, technology components, and self-efficacy and personal goal setting (They Why, pg. 131).

Current Programs/Initiatives Implemented at FCMS

- Students are provided with some opportunities to self-select reading material and topics for research. (How, 41)
- Students are provided with some understanding of the relevance of academic assignments to their lives through Career Development speakers, Career Day and other guest speakers. (What, 11)
- Students have opportunities for collaborating with peers on a daily basis. (What, 11)
- 25 Book Read incentive program that is voluntary and not tied to grades.

How we plan to move forward at FCMS

- Ensure that students are provided with more opportunities to self-select reading material and topics for research (How, 41)
    - Begin literature circles in ELA.
    - Media center will provide more variety of books or ebooks relating to the content areas.
- Take additional steps to provide students with an understanding of the relevance of their academic assignments to their lives (What, 11)
    - Expand and enhance existing opportunities to promote the application of listening, speaking, reading, writing, and viewing skills to real life experiences.
- Purchase texts that students consider interesting and engaging. (What, 11)

- Targeting unmotivated students is mandated on page 51 of the "Why" document, which explicitly states, "one of the most salient issues raised in *Reading Next* is that of motivation." Though it is listed as one of 9 recommendations for improving instruction for adolescents, FCMS will focus on researching and implementing incentive programs to use with students who are unmotivated to read that follow this criteria: (How, 41)
    - Incentive program will be voluntary and not tied to grades.
    - All incentives will be connected to reading.

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.)

Response to Intervention (RTI) is a plan of "academic and behavioral interventions designed to provide early, effective assistance for all underperforming students." Interventions are research-based and implemented with fidelity. Frequent progress monitoring is conducted to assess student response and progress or lack of progress in order to drive decision-making. If students do not make progress, a system of more intense interventions are introduced and monitored (The Why, pg, 125.).

Current Programs/Initiatives Implemented at FCMS

- An RTI Committee has been formed with representatives from each core academic area, administration and counselors.
- Percentage of students currently being served in each Tier has been determined. (How, 43)
    - FCMS monitors students in each tier of RTI and conducts meetings with parents and teachers.
- Recently hired District Wide RTI coordinator to coordinate efforts for seamless transition for K-12 and identifying appropriate interventions.
- Protocols for identifying students and matching them to intervention are in place, but target specific interventions are not available. (What, 11)
- Monitor results of formative assessments to ensure students are progressing (How, 43)
    - Teachers use formative assessments to monitor the progress of each student to inform instruction as needed.

How we plan to move forward at FCMS

- District and FCMS coordinator will collaborate to determine target specific interventions, data analysis, procedures and efficacy of instruction. (How, 43)
- Purchase, schedule, train providers and implement interventions (How, 43)
- Purchase additional diagnostic tools and analyze data to identify specific area of needs
- Monitor to ensure that interventions are occurring regularly and with fidelity (What, 11)

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

According to Georgia Literacy Plan's, The Why Tier I Interventions include the instructional practices in use in every general education classroom. Teachers routinely "address student needs and environmental factors to create the optimal learning environment." The teacher's "ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors" is paramount to the success of students (pg. 126).

Current Programs/Initiatives Implemented at FCMS

- Teachers develop and agree upon common classroom formative assessments within each content area. (How, 43-44)
- Teachers meet regularly to debrief on progress of lessons and plan necessary changes. (How, 44)
- Current classroom practices such as flexible grouping, questioning techniques; small group instruction, feedback and multiple opportunities to learn are monitored through viewing of lesson plans, observations and teacher collaboration. However, it is not monitored more closely with teachers with fewer than 80% student success rate with a more formal administrative process. (How, 44)
- Team teaching and co-teaching of students with special learning needs in the general education setting is provided in ELA and math. Supportive instruction is provided in social studies and science.
- A Pyramid of Intervention is in place as well as RTI processes and procedures for behavior and overall general academic success. However, there is not a process or procedure in place for determining root causes for academic gaps/deficiencies.

How we plan to move forward at FCMS

- Research diagnostic assessments that will help determine root causes for academic gaps/deficiencies. (How, 44)
- Develop a process and procedure for determining root causes for academic gaps/deficiencies. (How, 44)
- Examine student data to determine percentage of successful students in the areas of literacy. (What, 11)
- Monitor teachers with less than 80% student success with formal administrative process. (How, 44)
- A checklist will be implemented to assess current practices in literacy instruction in each subject area, and the checklist will serve as a guide in reviewing teachers' lesson plans.

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

Tier 2 interventions are "standard protocols used by the school to address the learning and/or behavioral needs" of students identified via multiple ways in Tier 1. During the intervention, progress monitoring is used to determine the student's response to the intervention (The Why, pg. 126).

Current Programs/Initiatives Implemented at FCMS

- Currently we offer an extra support connections class in reading for which multiple data points are used for placement and monitoring. However, this class does not meet needs of all students at FCMS and movement in and out of class is not fluid.
- Special Education teachers and regular education teachers meet weekly during common planning time. (How, 45)

How we plan to move forward at FCMS
- Organize a plan for Tier 2 intervention, which includes scheduling, interventions used, progress monitoring, and personnel responsible for providing interventions. (What, 12)
- Provide professional learning for interventionist to ensure (How, 45):
  a. Appropriate use of supplemental and intervention materials
  b. Diagnosis of reading difficulties
  c. Direct, explicit instructional strategies to address difficulties
  d. Charting data
  e. Graphing progress

- Schedule time for collaborative discussion and planning between content area Tier 1 teachers and interventionists. (How, 45)
- Monitor effectiveness of interventions protocols in place for students. (How, 45)

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

"Interventions at Tier 3 are tailored to the individual and in some cases, small groups. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom" (The Why, pg 127).

Current Programs/Initiatives Implemented at FCMS

- Student Support Teams are initiated that include teachers, parents, student, administration, RTI school coordinator, counselor and school psychologist (when needed): (What, 12)
    a. Discuss students in Tier 3 who fail to respond to behavior and general academic interventions that are currently in place.
    b. Training on Student Support Team processes and procedures have been provided. (What, 12)
- Proven interventions are in place that addresses behavior including Functional Behavior Assessments when progress is not being made.

 How we plan to move forward at FCMS

- Research additional intervention strategies to be used at Tier 3. (How, 46)
- Organize a plan for Tier 3 literacy intervention, which includes scheduling, interventions used, progress monitoring, and personnel responsible for providing interventions. (How, 46)
- Data team will meet once a month to (What, 12):
    a. Discuss student progress based on daily interventions that include a minimum of four data points.
    b. Verify implementation of proven interventions.
    c. Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.
- Interventions are delivered during a protected time daily by a trained interventionist in the smallest possible student:interventionist ratio. (How, 46)

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

These interventions are specially designed based on the state standards and the individual's learning and/or behavioral needs. (The Why, pg 127).

Current Programs/Initiatives Implemented at FCMS

- School schedules are developed to ensure least restrictive environment (LRE). (What, 12)
- Building and system administrators are familiar with funding formulas affecting students in special education. (How, 47)
- Each student with an IEP is assigned a case manager that maintains contact so that communication with student and parent is seamless. (How, 47)
- All teachers that support the delivery of instruction for students with disabilities are highly qualified and experienced. (What, 13)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with CCGPS. (How, 47)
- Focus meeting with special education academic coach, special education district manager, special education teacher and general education teacher are conducted monthly to plan and discuss students' progress. (How, 47)

How we plan to move forward at FCMS
- Continue to develop school schedules to ensure least restrictive environment. (How, 47)
- Continue to develop continuity with co-teaching teams and supportive instruction pairs.

Building Block 6. Improved Instruction through Professional Learning

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

New teachers can feel overwhelmed and vulnerable without the proper support at the beginning of the school year and throughout. Teacher leaders for young professionals provide a "critical link" in order to help "develop the knowledge necessary" to promote prime professional development for all staff (NSDC 2001, para. 2).

Current Programs/Initiatives Implemented at FCMS

- Partnership with Emmanuel College where Principal is a member of the Middle School Advisory Council. Input is given about current practices, practicum and preparation of student teachers. (How, 48)
- New teacher orientation and mentoring program is in place.
- Teacher preparation is revised to reflect the needs that the district reports with new teachers. (What, 13)
  - In addition to access to the Academic Coach, a mentor in his/her grade level supports new teachers.
  - New teacher orientation is conducted to introduce teachers to procedures and responsibilities at FCMS.

How we plan to move forward at FCMS

- Enlist support from local colleges to require pre-service teachers to receive coursework in disciplinary literacy within content areas. (How, 48)

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

Greenwald et al. (1996) stated, "the professional development of teachers holds the greatest potential to improve adolescent literacy achievement." The Why document reiterates the role of professional learning as being "crucial...to enhancing teacher knowledge and skills, improving classroom teaching, and increasing student achievement" (pg. 141).

Current Programs/Initiatives Implemented at FCMS

- Calendar does include scheduled and protected time for teachers to collaboratively analyze data, share expertise, study standards, plan lessons examine student work and reflect on practice (Why, 13)
  - FCMS has 5 Professional Learning days built into our yearly schedule for vertical and horizontal team planning.
  - Content teachers have several blocks of planning time per week for collaborative planning.
  - Interdisciplinary teams meet every other week during common planning time.
- Some off campus professional learning opportunities are provided, however, budget cuts has limited the ability to allow more.
- Teachers participate in weekly professional learning based on the School Improvement Plan. (What 13)
- Professional learning is revisited and revised yearly based on student data as well as surveys and teacher observations (What, 13)
- Teachers' instruction is monitored through classroom observations or walkthroughs

using Teacher Keys Evaluation System with feedback (What, 13)
- An academic coach provides site-based professional learning and support for administrators, faculty and staff. (What, 13)
- All teachers develop a professional growth plan based on self-assessment, student and teacher surveys of professional learning needs (How, 49)

How we plan to move forward at FCMS

- Continue to revisit and revise Professional Learning opportunities based on the School Improvement Plan.
- Use a model of blended professional learning to provide content and resources to teachers and staff. (How, 49)
- Use a variety of assessment tools to monitor classroom observations (what, 13)

Analysis and Identification of Data

Student Data
Criterion Referenced Competency Report (CRCT) Performance

Franklin County Middle School (FCMS) had a score of 80.4 on the 2013 College and Career Readiness Performance Index(CCRPI) report. CCRPI data revealed a need for improvement in Lexile scores and an increase in the overall percent of students scoring in the exceeds category across all four content areas. CRCT scores for 2013-2014 are listed in Table 1 for all subjects which shows an overall gradually increase in all areas. Results from the CRCT indicate a need to increase the percentage of students scoring in the exceeds level for all content areas, especially in reading and language arts since these skills underpin performance in all subjects. Domain weaknesses on the CRCT in reading include: Information and Media Literacy and for ELA include: Grammar and Sentence Construction.

Table 1 2013-2014 CRCT

Reading		6th	7th	8th	FCMS
	DNM	1%(3)	3%(6)	2%(5)	2%(14)
	Meets	56%(158)	57%(136)	52%(156)	55%(450)
	Exceeds	43%(122)	41%(98)	47%(141)	44%(361)
ELA		6th	7th	8th	FCMS
	DNM	8%(23)	5%(13)	3%(17)	6%(53)
	Meets	72%(202)	52%(125)	52%(158)	59%(485)
	Exceeds	20%(57)	43%(104)	42%(126)	35%(287)
Math		6th	7th	8th	FCMS
	DNM	19%(53)	5%(11)	14%(42)	13%(106)
	Meets	67%(185)	62%(148)	54%(160)	61%(493)
	Exceeds	14%(39)	34%(81)	32%(95)	26%(215)
Science		6th	7th	8th	FCMS
	DNM	23%(66)	14%(37)	22%(71)	20%(174)
	Meets	63%(182)	46%(119)	57%(180)	56%(481)
	Exceeds	14%(40)	40%(103)	21%(65)	24%(208)
SS		6th	7th	8th	FCMS
	DNM	18%(53)	15%(38)	16%(51)	16%(142)
	Meets	39%(112)	29%(75)	47%(149)	39%(336)
	Exceeds	43%(122)	56%(146)	37%(116)	45%(384)

Disaggregated CRCT Performance
The majority of students are meeting or exceeding standards in each subject. In the

area of Reading, students with disabilities (SWD) in 7th and 8th grade and Black students in 7th grade are an area of concern. In ELA, our areas of concern are SWD and Black. Tables 2.A through 2.B show subgroup data.

Table 2.A Subgroup (ELA)

| | 2014 CRCT ELA | | | | | | | | | | | |
| | Sixth | | | | Seventh | | | | Eighth | | | |
	# Students	DNM	MT	EX	# Students	DNM	MT	EX	# Students	DNM	MT	EX
SWD	30	17%	77%	6%	20	30%	45%	25%	16	19%	69%	12%
ED	183	9%	74%	17%	147	7%	56%	37%	164	9%	63%	28%
Gifted	43	0%	42%	58%	42	0%	14%	86%	43	0%	12%	88%
Black	30	13%	80%	7%	21	19%	57%	24%	29	10%	73%	17%
White	225	8%	70%	22%	196	4%	49%	47%	238	6%	48%	46%

Table 2.B Subgroup (Reading)

| | 2014 CRCT Reading | | | | | | | | | | | |
| | Sixth | | | | Seventh | | | | Eighth | | | |
	# Students	DNM	MT	EX	# Students	DNM	MT	EX	# Students	DNM	MT	EX
SWD	31	0%	81%	19%	18	11%	61%	28%	18	11%	89%	0%
ED	184	2%	62%	36%	145	3%	64%	33%	169	4%	61%	35%
Gifted	43	0%	21%	79%	42	0%	14%	86%	43	0%	7%	93%
Black	30	0%	70%	30%	20	15%	65%	20%	30	3%	74%	23%
White	226	1%	53%	46%	205	1%	51%	48%	243	2%	48%	50%

Lexile scores
Since 2011-2012, FCMS has shown a steady improvement from an average of 67% to 77% of students scoring at or above level in Lexile scores. However, improvement of Lexile scores is an area that will continually be addressed in order for all students to be college and career ready.

Table 3 Lexile Scores

	11-12 Year	**12-13**	**13-14**
6th			
Lexile < 925	34%	25%	21%
925 ≤ Lexile ≤ 1070	28%	32%	28%
1070 < Lexile	38%	43%	51%

7th			
Lexile < 970	32%	25%	28%
970 ≤ Lexile ≤ 1120	43%	33%	30%
1120 < Lexile	25%	42%	42%
8th			
Lexile < 1010	34%	27%	21%
1010 ≤ Lexile ≤ 1185	32%	32%	22%
1185 < Lexile	34%	41%	58%

Writing Performance

Table 4 shows FCMS students' writing performance for the past three years on the 8th grade Writing Assessment.   Performance has remained stagnant with our exceeds scores dropping. Data reveals that students struggle with the ideas domain (formally content/development) of writing.

Table 4

8th Grade Writing Assessments			
	DNM	Meets	Exceeds
FY14	24%	73%	2%
FY13	21%	76%	2%
FY12	21%	71%	8%

SRI Performance

Based on SRI data for 2014, 59% of FCMS students are at Basic and Below Basic level, while only 17% are at the Advanced level. This illustrates the literacy struggles that interfere with students' ability to perform well in all content area classes.

Table 5.A

	September 2014 Screener # of students/percentages			
	Advanced	**Proficient**	**Basic**	**Below Basic**
6th	40(15%)	63(23%)	96(36%)	71(26%)
7th	37(13%)	44(15%)	119(41%)	88(31%)
8th	36(14%)	87(35%)	79(32%)	48(19%)

Table 5.B

	October 2014 Screener			
	Advanced	**Proficient**	**Basic**	**Below Basic**
6th	47(17%)	55(20%)	102(38%)	68(25%)

7th	45(15%)	57(20%)	104(36%)	85(29%)
8th	47(19%)	80(32%)	74(29%)	51(20%)

Strengths and Weaknesses

Based on FCMS data results, our greatest gaps are in Mathematics, Science and Social Studies. A root cause of these gaps can be tied to the lack of reading proficiency. Lexile scores, SRI data and 8th Grade Writing Assessment results illustrate the reading deficiency and the need for a systematic method of assessing and addressing our students' literacy needs and evaluating progress in response to appropriate intervention(s).

Teacher Retention Data

FCMS has 60 certified staff members. Over the past three years, FCMS has lost nine teachers. One retired, six resigned and two transferred to another position in the district. Due to rising SWD numbers, two positions should be added back for the 2014-2015 year including one EBD and one co-teaching position.

Table 6.A

Certified Personnel				
Certificate Level	Level 7	Level 6	Level 5	Level 4
	2%(1)	47%(27)	34%(20)	17%(10)
Years Experience				
<1	1-10	11-20	21-30	>30
1	4	39	15	1

Table 6.B

Identification of Certified Personnel									
ELA	RDG	MATH	SS	SCI	FA	CTAE	PE	SPED	GFT
27	35	24	28	17	2	5	4	14	10

Table 6.C

Administrators	Academic Coach	Counselors
3	1	2

Goals and objectives based on data

Based on the 2013-2014 data, the following goals and objectives were written into our District and School Improvement Plan. These goals will be continually evaluated and modified according to the changing needs of the students to assure the greatest amount of instructional progress for all students.

School Goals

Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning of all students.

- o Support the Franklin County classroom model
- o Read and Write daily across the curriculum
- o Professional Learning to support reading and writing daily.
- o Mathematical Practices Implementation Plan
- o Formative Instructional Practices

Goal II: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

- o Growth mindsets book study
- o 7 Mindsets training
- o PBIS implementation

Goal III: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

- o Establish norms for new teams
- o Establish roles within teams

Ongoing professional learning communities

FCMS has a culture of ongoing job-embedded professional learning. All faculty members are required to participate in a variety of professional learning opportunities each week that is driven by the School Improvement Plan. Weekly grade level content teams meet to arrange for instruction that is responsive to the data analyzed. The current year's opportunities have focused on the following areas:

- o PBIS
- o FIP
- o Reading and Writing across the curriculum
- o Close reads
- o Technology/BYOT

  *Due to 1250 word limit, three years of data wasn't shown in tables.

Project Plan, Procedures, Goals, Objectives and Support

FCMS will implement the Striving Reader Literacy Grant by addressing the results of our student and teacher data analysis, literacy needs assessment, concerns, and root causes analysis. These goals are aligned to "The Why", "The What", and "The How" documents of the Georgia Literacy plan. Many of these objectives are already being implemented, but need to be expanded upon and implemented in all areas. Current practices were considered in determining goals and objectives. Our goals will be measured using formative and summative assessments such as daily teacher monitoring and other EOG results. All goals will be funded using appropriations state, local, and Striving Reader Literacy Grant funding.

Goal 1: Students at FCMS will receive effective literacy instruction, in all content classes, from well-trained teachers using research-based strategies and methods for delivery.	
Objectives	- Implement literacy instruction in all content areas according to the FCMS literacy plan. - Train all teachers to incorporate evidence and research-based literacy practices into CCGPS instruction in all contents. - Train teachers on protocol for Looking at Student Work. - Train teachers on providing effective and timely feedback. - Differentiate materials according to level and interest, while providing a wide-variety of literacy and informational texts. - Use of a common literacy vocabulary among all students, teachers and administrators. - Provide opportunities for students to write, speak, and collaborate. - Provide diagnostic, formative and summative assessments used to inform next steps. - Provided a tiered system of interventions that clearly identifies individual student needs and direct instruction interventions that allow the student to meet the standards. - Implement critical thinking strategies to provide all students access to higher order thinking skills with the support needed to assist them in achieving success with learning targets and with critical thinking.
Evidence	- Administrative observation walkthroughs focused on literacy instruction - CCGPS Unit Plans - Common Assessment Results - Sign-in sheets, agendas, and minutes from collaborative meetings - SRI data which includes Lexile levels - Sign-in sheets and agendas from Professional Learning opportunities - EOG Scores - RTI Model

	• Focus Monitoring data • Thinking Maps

Tiered Instructional Schedule/RTI model by grade level	• Instructional Practices
	  o FCMS students will operate on a seven block daily schedule including Extended Learning Time – ELT (45 minutes); 70 minute blocks for ELA, Math, Science and Social Studies; and a 90 minute connection block in which students receive two connection courses.
	• Tiered Instruction
	  o Remedial Connection Classes
	    ▪ Students are assigned remedial connection classes (Reading Connections and Math Connections) based on achievement data (CRCT and Universal Screener). Students with the lowest scores are served first.
	    ▪ Two teachers serve as remedial reading teachers. One is a SPED teacher and serves Tier 4 students.
	  o ELT
	    ▪ Students will be assigned ELT based on achievement data (CRCT and Universal screener). Tier 2 and 3 students will attend a remedial reading/math class based on greatest need.
	    ▪ All students scoring in the Below Basic range on the Universal Screener and/or below 820 on CRCT, will be served during ELT or Connections.
	    ▪ Gifted/Honors Students will be served during ELT. They will receive a rotation of reading, writing and math.
	  o Academic Inclusion Classes
	    ▪ 85% of Tier 4 students that will take the Milestones assessment are served in an ELA co-teaching setting with a certified academic teacher and a special education teacher.
	    ▪ 97% of SWD students are served in at least 2 co-teaching and/or supportive instruction classes daily, except MI/MO/Sev/Profound.

Support Personnel	• Administrators • Teachers • Academic Coach • Media Specialist • Paraprofessionals • Counselors • Technology Support Specialist
Current Practices	• Implementing CCGPS • Integrating Close Reading and Comprehension strategies across the curriculum • Integration of informational text across content areas.

	• Emerging differentiated instruction through Lexile levels • Emerging acquisition of content and literacy vocabulary			
Funding	Title 1, QBE			
Sample Schedule	Tier 1	Tier 2	Tier 3	Tier 4
	ELA 70 min	ELA 70 min	ELA 70 min	ELA with Sp Ed co-teaching 70 min
	Math 70 min	Math 70 min	Math 70 min	Math with Sp Ed co-teaching 70 min
	Science 70 min	Science 70 min	Science 70 min	Science with supportive instruction 70 min
	Social Studies 70 min	Social Studies 70 min	Social Studies 70 min	Social Studies with supportive instruction 70 min
	Gifted/Honors and Enrichment Literacy Based ELT 45 min	Remedial Literacy Based ELT 45 min	Remedial Literacy Based ELT 45 min	Remedial Literacy Based ELT 45 min
	Connection 1 45 min	Connection 1 45 min	Connection 1 45 min	Connection 1 45 min
	Connection 2 45 min	Connection 2 45 min	Connection 2 45 min	Connection 2 45 min
Research-based practices ("What" and "Why" document)	• Collaborative planning to embed literacy instruction in all content areas according to the "Why" document. • Consistent monitoring of shared literacy strategies and instructional routines by administrations and teachers – "Why" document. • Professional learning on literacy strategies within content areas according to the "What" document. • Teachers across content areas accept responsibility for literacy instruction.			

Goal 2: All students at FCMS will perform at a proficient or advanced level of reading and vocabulary accessed through Georgia Milestones Assessment.	
Objectives	• Provide students with meaningful experiences reading complex texts

	- Provide consistent, high-quality genre-specific reading instruction according to CCGPS - Provide choice in reading materials and opportunities for self-directed learning - Provide professional learning opportunities on research based literacy strategies to all teachers - Provide literacy book room with multiple models of texts aligned to CCGPS - Provide access to 21st century technology resources - Improve student reading fluency and comprehension skills - Improve student vocabulary
Evidence	- EOG assessment data - SRI assessment data - Lexile scores - Teacher and student survey data - Administrative awareness walks focused on literacy - Unit Plans - Literacy Book Room inventory - Technology inventory
Tiered Instructional Schedule/RTI model by grade level	See Goal #1
Support Personnel	See Goal #1
Current Practices	- Progress monitoring - Disaggregating data - Examining student work - Implementing CCGPS - FIP webinars - Vocabulary strategies
Funding	Title 1, QBE
Sample Schedule	See Goal #1
Research-based practices ("What" and "Why" document)	"Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including teachers, students, parents and members." (Why, 26) "In the 2008 Center on Instruction Practice Brief titled Effective Instruction for Adolescent Struggling Readers, the recommendations are derived from a summary of research by Guthrie and Humenick on improving students' motivation to read. Those recommendations are:

	• A. Providing content goals for reading • B. Supporting student autonomy • C. Providing interesting texts • D. Increasing social interactions among students related to reading

Goal 3: All students at FCMS will perform at a proficient or advanced level of written expression according to standards for College and Career Readiness	
Objectives	• Provide consistent, high-quality genre-specific writing instruction according to CCGPS • Provide Professional Learning opportunities in writing instruction across the curriculum • Provide students with meaningful opportunities for writing in all content areas • Provide access to 21st century technology resources for publishing and communicating through written expression • Improve student written expression so students are College and Career ready
Evidence	• Administrative awareness walks focused on literacy • Unit plans • Common writing assessments • Writing notebooks
Tiered Instructional Schedule/RTI model by grade level	• See Goal #1
Support Personnel	• See Goal #1
Current Practices	• Piloting of Lucy Calkins Units of Study • Disaggregating data • Examining student work • Implementing CCGPS • Content specific collaborative planning for literacy
Research-based practices ("What" and "Why" document)	• Collaborative planning to embed literacy instruction in all contents according to the "Why" document • Recommendations from *Writing to Read* report by Graham & Hebert in the "Why" document includes: 1. Students write about what they read 2. Teach students writing skills and processes 3. Increase how much students write Therefore, teachers need to provide instruction in and opportunities to write in every class at least once a week. (What, 10)

Assessment/Data Analysis Plan

Teachers utilize formative and summative assessments to monitor student progress and guide instruction. All data is used to determine needs and root causes that ultimately drive the school improvement process. Although FCMS teachers administer state-mandated assessments, they also create and administer common end-unit assessments in order to make flexible, instructional decisions. A Diagnostic literacy assessment and benchmark assessments will be new, with the 8th Grade Writing assessment now embedded in Georgia Milestones for all grade levels.

FCMS Assessment Plan

Assessment	Purpose	Skills	Target Audience	Test Frequency
Common End of Unit Assessments	To determine what standards have been mastered	CCGPS skills	All Students	One to three per content every 8 weeks
State standardized assessment (Formally CRCT now known as Milestones)	Monitors students' mastery of grade-level content of CCGPS	CCGPS in Reading, ELA and Math GPS in Science and Social Studies	All Students	Spring of each year
SRI	Screening and Progress Monitoring	Reading Comprehension	All Students	Three times per year
GAA	Alternative to the CRCT	Reading, ELA, Math, Social Studies, Science	MI/MO/SPD	Ongoing throughout the year
Georgia 8th Grade Writing Assessment	Results are used to determine mastery of writing standards per CCGPS	Argumentative and Informative Writing Skills	All 8th Grade Students	January
Tracking system for Tier 4 students	Progress Monitoring for Tier 4 students	CCGPS GPS IEP Goals Pass rates	All Tier 4 Students	Ongoing throughout the year
Formative Assessments	Used to determine instructional	CCGPS GPS	All Students	Daily

	needs			
Diagnostic Reading and Writing Assessment (To be determined)	Determine actual root causes of reading/writing deficiency	Reading Writing	Students Below Basic on SRI screening	To be determined
Benchmark Assessments	Monitor student progress	CCGPS GPS	All Students	2 to 3 times per year

Implementation of new assessments into the current assessment schedule

Currently, SRI is our universal screener and will continue to be administered three times a year for screening and progress monitoring. Students scoring below basic on the SRI screener will be followed up with diagnostic testing to determine the nature of the reading or writing deficient. This diagnostic test will allow us to provide specific intervention strategies in order to close gaps. Benchmarks will also be administered 2 to 3 times a year to track student progress toward mastery of content standards as measured by Georgia Milestones.

Discontinuation of current assessments as result of SRCL

Since SRI was implemented for the 14-15 school year, we do not have any assessments that will be discontinued as a result of SRCL. However, the CRCT has been replaced with Georgia Milestones and the 8th Grade Writing Assessment will now be integrated in to all grades through Milestones.

Professional learning needs for implementation of SRCL assessments

In order to implement SRCL, all teachers will need adequate professional learning and support for SRI. In addition, professional learning will need to be provided for the diagnostic reading and writing assessment that is to be determined in order for root causes to be assessed and correct interventions applied for students who are below basic on universal screening. Furthermore, all faculty will need additional training on Lexile measures and text selection that meet state guidelines for the rigor of CCGPS.

Methods of data presentation to parents and stakeholders

Data is presented to parents and stakeholders in a variety of ways. Parents receive results provided by the state in the end of year packet that includes report cards. FCMS also utilizes an internet-based Infinite Campus program where parents may check their students' progress and attendance. Progress reports and report cards are issued with a required parental signature every 4 ½ weeks along with bi-monthly newsletters. In addition, all FCMS student achievement data is disaggregated and presented to the school council, parent involvement committee, the school leadership team and discussed with all

teachers during professional learning. An analysis of statewide testing is also published in the local newspaper and available on the school website as well as the Georgia Department of Education's website.

Use of data to develop instructional strategies and determine needed materials

Overall student achievement data is analyzed in late spring when the CRCT results are released by the state. Administrators and School Improvement Team Members analyze school data identifying areas that require focus for improvement in the upcoming year. Teachers will continue to do the following:

- Complete a CRCT data analysis, identify standards where students performed poorly and develop instructional goals.

- Following common assessments, content teams meet during common planning time to analyze data by standard and determine areas that require reteaching/remediation based on each student's individual needs.

- SRI data will be reviewed following each administration and used to help develop instruction and interventions.

- Determine technology needed to maximize student achievement.

Assessment performance – "Who" and "How"

It is anticipated that our ELA teachers will be responsible for administering the SRI during the ELA scheduled block. They will be trained to follow established protocols. The RTI coordinator will be responsible for coordinating the SRI testing schedule in consultation with the ELA department staff as well as the diagnostic reading and writing assessment. One of the assistant principals, assisted by the academic coach, coordinates all statewide testing and will take charge of benchmark testing. All established protocols for testing would be followed.

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

Resources needed to implement literacy plan and promote student engagement

Resources	How Resources Support Literacy	Funding Alignment
Professional Learning including PL Resources	According to "The Why" document, professional learning is critical and "enhances teaching knowledge and skills, improves classroom teaching, and increases student achievement." (p.41) Training faculty and staff to use new technology and resources is key in maximizing student achievement and engagement.	SRCL Grant, State and Local funding
Scholastic Reading Inventory (SRI)	A lexile compatible program that provides immediate, actionable data on students' reading levels and growth over time.	SRCL Grant and Federal funding
Literacy supported software programs for Tier 2, 3 & 4 interventions	Programs will allow struggling students to develop literacy skills.	SRCL Grant, State and Local funding
Diagnostic/Formative Assessment Resources	Provides baseline data that is on-going and formative based.	SRCL Grant, State and Local funding
Novel sets	According to the "Why" document, students need "opportunities to select for themselves the materials they read and topics they research" in order to develop a sense of autonomy, relatedness and competence which is key to intrinsic motivation.	SRCL Grant
Magazine/Periodical Subscriptions for High-Interest Reading	Research-based strategies indicate that students are more likely to engage in literacy objectives that match student interest.	SRCL Grant and Local funding
Interactive SMART boards, Student Response Devices, Document Cameras	This technology will be used to differentiate instruction and engage students in interactive, integrated technology. It will also provide more opportunities for teachers to provide immediate feedback.	State and Local funding, SPLOST
E-Readers and E-Books	Encourage student engagement and literacy by integrating interactive learning experiences and encourage	SRCL Grant, State and Local funding

	reading.	
Digital Literacy Resources	Digital databases and online resources encourage student engagement and learning.	SRCL Grant, State and Local funding
Tablets in addition to Computer Labs and Mobile Labs	Classroom technology to allow students hands on experiences with real world applications, i.e. blogging, digital projects, e-publishing	SPLOST funding
Update Wireless Network Capabilities	Wireless internet connections allow students to use their own technology to assist them in completing literacy assignments.	SPLOST funding
Reading and Writing Workshop resources	Grade specific writing workshop instruction	SRCL Grant, State and Local funding
Interventionists	To provide all students at FCMS with appropriate interventions	State and Local funding

Activities to support literacy

All administrators, faculty, and support staff personnel at FCMS recognize the need to implement learning activities that support literacy. Currently, FCMS is limited in materials needed to support a school wide, high quality literacy project, but with additional funding and resources, literacy will become the main focus across all content areas. The following activities will be utilized to promote literacy instruction:
- Reading across the curriculum with student choice
- Writing across the curriculum in every classroom, every day
- Focus on vocabulary acquisition in all content areas and connections
- Technology enriched lessons for high student engagement
- Extended Learning Time (ELT) for Literacy
- Inclusion/supportive instruction models for SPED students
- Differentiated Instruction
- On-going student and parent awareness regarding reading, Lexile, and writing levels
- On-going progress monitoring and adjustment of instruction to support individual student needs

Shared Resources

FCMS has 6 available computer labs that are shared daily by teachers/students throughout the building. In addition, science teachers share 12 science labs, 4 at each grade level.
Shared resources at FCMS include:
- Computer labs
- Science Labs
- Class Sets of Novels
- Student Response System

- Copy machines in all teacher work spaces

Library Resources

The FCMS Media Center houses approximately 5,500 (fiction, non-fiction, and reference) books. Other available resources include educational DVDs and professional learning books. There is two desktop circulation computers, one Mac desktop available for Library Word OPAC, and two Mac desktops with printer for research. FCMS has 10 iPods classics, 3 iPod touches, 2 digital video cameras and 1 digital camera available for classroom checkout.

Activities to support classroom practices

FCMS provides the following classroom practices to ensure support for students in developing and/or improving literacy skills:
- Research based instructional strategies
- Writing in all content areas
- Reading across the curriculum
- Literacy instruction including vocabulary, comprehension, fluency and writing
- Differentiated instruction
- Progress monitoring (Tiers 2, 3, & 4)
- Formative and summative assessments
- Reading support class – Reading Connection Classes (limited seating)
- Data Analysis
- Weekly professional learning opportunities
- Learning Focused Strategies

Additional strategies needed to support student success

In addition to Learning Focused strategies and Standards Based Classroom practices, the following strategies need to be added to ensure student success:
- Thinking Maps
- Addition of one reading support class – Reading Connection class
- Student awareness of literacy levels and goal setting
- Research based intervention strategies for Tier 2, 3 and 4
- Benchmark testing

Current classroom resources

The following is a list of resources currently found in FCMS classrooms:
- Classroom sets of textbooks in most classrooms
- Interactive boards and projectors in all classrooms
- Teacher computer in every classroom
- Document cameras in some classrooms
- Highly Qualified teachers
- Trained Paraprofessionals

- Infinite Campus
- Mastery Connect

Alignment plan for SRCL and other funding

At Franklin County Middle School, the SRCL Grant funding will be used along with QBE, Title I, Title II, Title IV, school budget, and other fundraising monies to implement fully the project plan designed by the FCMS Literacy Team. The Franklin County School System leverages all available funds for instructional purposes; however, budget cuts have limited the resources we have been able to purchase. Some of the Striving Reader Literacy Grant funds will be used to provide the necessary professional learning and additional resources, programs, materials, and technology to all teachers and students.

Proposed Technology Use
- On-line Subscriptions – promote high interest reading in content areas
- E-readers and mobile learning labs – encourage literacy in all content areas
- Literacy intervention program, along with SRI, to meet individual needs of students and provide accurate and timely differentiated instruction.
- Mastery Connect – Gives students and teachers access to immediate feedback for progress monitoring.
- BYOT – Providing students opportunities to utilize their own technology engages them in ways traditional methods have not.
- Use of Chrome Books for Milestone Assessment preparation.

Professional Learning Strategies

Over the past five years, professional learning funding has been reduced significantly. Teachers have been limited to the amount of off campus professional learning opportunities they could attend. Due to this fact, professional learning has been developed and delivered by the academic coach at FCMS. Below is a list of the professional learning opportunities during the 13-14 school year along with percent of staff participation.

Past Professional Learning

Professional Learning Opportunities	% of staff in attending
On-site Georgia DOE CCGPS webinars	100%
New teacher orientation	Depends on turnover
State-wide Longitudinal Data System (SLDS)	100%
BYOT/Technology sessions	80%
Infinite Campus Training	100%
Assessment for Learning (AFL)	98%
Mastery Connect	100%
Georgia Milestones Assessment Syster	100%
Positive Behavioral Interventions & Support (PBIS)	100%
Teacher Keys Effectiveness System (TKES)	100%
Literacy Instruction (close reads, complex texts, summarizing strategies, 2 column note,s vocabulary)	100%
Lexiles	95%
Differentiated Instruction	95%
Georgia Curriculum and Instruction (GACIS)	3% (Academic Coach/AP

Ongoing Professional Learning
The following is a detailed list of the available, ongoing/current professional development opportunities available for the teachers at FCMS.

- ➢ Literacy Instruction
    - ❖ Close Reads
    - ❖ Complex Texts
    - ❖ Lexiles
- ➢ RTI Training
- ➢ Formative Instructional Practices
- ➢ PBIS
- ➢ Mindset Training
- ➢ SLDS
- ➢ GACIS (Academic Coach/AP)
- ➢ Lucy Calkins Units of Study training
- ➢ Individual teacher professional learning plans
- ➢ Weekly Collaboration Meetings

Programmatic Professional Learning

Based on the professional learning needs identified in the Needs Assessment and Concerns and Root Cause Analysis, the following professional learning plan is detailed to target Franklin County Middle School's goals and objectives as outlined in the FCMS literacy plan. Evidence of adequate professional learning is noted during the end of the year System Professional Learning surveys. For each proposed professional learning activity, accountability and effectiveness is measured through focus walks and aligned to the following goals:

Goal 1: Students at FCMS will receive effective literacy instruction, in all content classes, from well-trained teachers using research-based strategies and methods for delivery.

Goal 2: All students at FCMS will perform at a proficient or advanced level of reading and vocabulary accessed through Georgia Milestones Assessment.

Goal 3: All students at FCMS will perform at a proficient or advanced level of written expression according to standards for College and Career Readiness.

Proposed Professional Learning as outlined in the FCMS Literacy Plan and Project Plan

Proposed Professional Learning Activity	% of staff expected to be in attendance	Measurement to determine effectiveness
On-site standards based planning for CCGPS units	100%	• CCGPS units • Sign-in sheets • EOG scores • Collaborative planning logs • CCRPI
Thinking Maps training to develop critical thinking	100%	• Focus walks • Sign-in sheets
Attendance at the following conferences: • Georgia Educational Technology Conference (GaETC) • Georgia Curriculum & Instruction (GACIS)	5 Teachers 3% (Academic Coach/AP)	• Redelivery to faculty • Written reflections
Literacy Instruction strategies	100%	• Focus walks • CCGPS units • Sign-in sheets • SRI data

		• EOG scores • Lexile scores
Professional Learning Model	100%	• Sign-in sheets • Collaborative planning logs • Observations
Writing Across the Curriculum training	100%	• Collaborative scoring log • Sign-in sheets • Writing rubric • Unit plans • Common writing assessments
Intervention Training	Intervention Teachers	• Focus walks • Intervention plans • SRI data • EOG scores • Lexile score
Writing & Reading workshop training	All ELA teachers	• Focus walks • CCGPS units • Sign-in sheets • SRI data • EOG scores • Writing notebooks • Lexile scores
Formative Instructional Practices (FIP)		• Sign-in sheets • CCGPS units • Focus walks
RTI	100%	• Sign-in sheets • Collaborative meeting log
SRI Training	100%	• Sign-in sheets
7 Habits of Effective Reader	100%	• Sign-in sheets • Focus walks • CCGPS units • EOG scores
Vocabulary	100%	• Sign-in sheets • CCGPS units • SRI data • Lexile scores
Differentiation strategies	100%	• Unit plans • Focus Walks
Diagnostic assessment use	Intervention teachers	• Intervention plans

Process to determine if Professional Development is adequate or effective

The Literacy Team and School Improvement Team will eplain and analyze student data. Student data will be one of the primary indicators used to show the effectiveness of Professional Learning activities. Students' scores should improve on all standardized testing as well as classroom performance. The administrative team will conduct walkthroughs and observations to determine if activities are being implemented in the classroom. Feedback will reinforce and/or correct behaviors observed from walkthroughs. Teachers will complete surveys to inform us on whether Professional Learning opportunities increased their knowledge and understanding of addresses topics.

Sustainability Plan

Plan for extending professional learning and assessment protocol beyond the funding period.

Our staff will receive ongoing professional development through professional learning communities using system professional development funds and Title I funds beyond the grant period. Most of the professional learning will be delivered through the Academic Coach, along with GADOE literacy modules available on-line. The literacy team will continue receiving current training on the assessment protocol and redeliver to teachers new to our school. Professional Learning opportunities will continue on a weekly basis with staff. All teachers will continue to receive five professional learning days a year to plan vertically and horizontally to share best practices in assessment and instruction. Professional learning needs will continue to be assessed annually and results discussed during yearly School Improvement Workshop with the Central Office staff to develop our School Improvement Goals.

FCMS will continue to use Scholastic Reading Inventory (SRI) to assess our students beyond the grant funding. Title I and local funding will be used to cover any upgrades needed as well as site license.

Plan for developing community partnership and/or other partnerships to assist with funding
Over the five year period of the grant, FCMS intends to work more closely with community partners to strengthen our relationships and their understanding of literacy in order to leverage moral and financial support for maintaining initiatives that help our students become college and career ready.

Plan for training of new teachers
New teachers hired to the system will receive training on the assessment protocol and literacy training that has already occurred as well as an overview of the Striving Reader Literacy Grant initiatives. This training will occur during the new teacher orientation and during preplanning by the administration and academic coach. Each new teacher will have a mentor that will provide ongoing assistance with literacy, technology, and instructional initiatives.

Expanding lessons learned through the grant
Through formative assessment opportunities, all staff will give insights, lessons learned and barriers faced during the implementation of the grant. There will a concentrated effort to properly address the barriers. By addressing any barriers and providing assistance and support, we will be able to help sustain the grant for extended periods of time. Lessons learned will also be shared at district meetings. We will publish information about the grant and lessons learned on our website and through the use of social media. We will also use social media to celebrate literacy milestones.

How print materials are to be replaced

Efforts will be made to replace all print materials purchased through the SRCL grant through use of annual allotments of Title I and local funds.   Efforts will also be made to monitor the care of printed materials to receive the maximum life possible.

Plan for sustaining technology

FCMS is fortunate to have a full-time technology support specialist. We will ensure that she learns as much about the technologies purchased through the grant as possible and be able to continue to model use of technologies after the grant ends. We will also plan to access troubleshooting support from the district's Technology Department. The literacy team will continue to research for technology apps and resources that may be offered free or at a minimal cost to the staff. Title I funds will be used to cover site licensed renewals and replace outdated technology, as needed.

Budget Summary

The funds awarded by the Striving Reader Grant will be used to implement and support the three project goals identified by the FCMS Literacy Team based on our needs assessment and data analysis:

Goal 1: Students at FCMS will receive effective literacy instruction in all content classes from well-trained teachers using research-based strategies and methods for delivery.
Goal 2: All students at FCMS will perform at a proficient or advanced level of reading and vocabulary accessed through Georgia Milestones Assessment.
Goal 3: All students at FCMS will perform at a proficient or advanced level of written expression according to standards for College and Career Readiness.

Intensive professional learning for teachers and administrators will take place on effective reading and writing instruction (CCGPS Literacy Standards) and collaborative analysis of data from new assessments.

Funds from the grant will also be used to increase the amount and variety of printed material that FCMS has available for students. These texts, as well as all of the other items, will enhance literacy across the curriculum.

If awarded the SRCL grant, our funds will be divided into two main categories or buckets—professional learning and resources. Each of the main categories will have sub-categories. See the table below:

Categories	Sub-categories	Approximate % of SRCL Funds
Professional Learning	• Substitute pay for teacher release time • Stipends for unit writing days during the summer • Outside expert literacy consultants/trainers • Registration and travel expenses for conferences, institutes, workshops, and seminars • Training costs for purchased assessments/programs and interventions • Professional books • Office supplies	40%
Resources	• Possible core program for	60%

	ELA • Books, periodicals (digital, print, and audio) • Literacy Intervention Materials/Programs • Tablets • Software • Equipment (document cameras, printers) • Assessments (universal screeners, progress monitoring, and diagnostics) • Resource room shelving for storage • Licensing fees for software programs • Office supplies	