GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application

System Cover Sheet

Please return to:	DOE Use Only	DOE Use Only:
Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	Date and Time Received:	Received By:
Name of Applicant: ==Jefferson County Board of Education==		Project Number: (DOE Assigned)

Total Grant Request:	System Contact Information:	
	Name:	**Position:**
$3,033,719	Dr. Donnie Hodges	Assistant Superintendent
Number of schools	**Phone:**	**Fax:**

in system:	applying:		
6 (plus early learning)	6 plus early learning: 7	478-625-7626	478-625-7459
Congressional District: 12th	**Email:** hodgesd@jefferson.k12.ga.us		

Sub-grant Status

____Large District (45,000 or more students)

____Mid-Sized District (10,000 to 44,999 students)

_X_Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

X	School District		Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency		Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application

guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___Dr. Donnie Hodges_____

Position/Title of Fiscal Agent's Contact Person: __Assistant Superintendent_____

Address: _1001 Peachtree Street_____

City: ____Louisville GA_____ Zip: _____30434_____

Telephone: (_478__) _625-7626_____ Fax: (_478__) __625-7459_____

E-mail: __hodgesd@jefferson.k12.ga.us_____

____Signature on paper copies as per Ms. Morrill_____
Signature of Fiscal Agency Head (required)

__Molly P. Howard, Ed.D._____
Typed Name of Fiscal Agency Head (required)

__Superintendent_____
Typed Position Title of Fiscal Agency Head (required)

_____
Date (required)

LEA Narrative:

Jefferson County School System is located in eastern Georgia in the 12th Congressional District. It is comprised of a geographically large, sparsely populated rural area with three small towns -Louisville, Wrens, and Wadley where the three elementary schools are located - spread out over a 35 mile span along U.S. Hwy # 1 which cuts north to south through the county. The middle schools are in Louisville and Wrens with the high school centrally located between Louisville and Wrens. Louisville is near the geographic center of the county while Wrens is in the north and Wadley is in the south. The poverty rate for Jefferson County is 26.5%, and the school system has 84.35% of students who receive free and reduced lunch. Also, all six schools are Title I school wide projects, making all students eligible for Title I services. Many of the students are from homes where literacy growth and expectations are lacking. As a result, the students often enter school with literacy deficiencies that affect the ability to perform at expected levels on state-mandated standards and assessments. A lack of literacy materials and technology support also has a negative impact on the literacy growth of Jefferson County students.

Jefferson County students have scored below the state and the other CSRA RESA districts on the English Language Arts, mathematics, social studies, and science Georgia High School Graduation Tests GHSGTs and End of Course Tests EOCTs. The graduation rate is just above the state level (81.3%). The Iowa Test of Basic Skills ITBS for fourth and eighth graders also shows significant deficits in reading comprehension and vocabulary. Criterion-Referenced Competency Test CRCT scores for 3rd through 8th graders also indicate below state and CSRA RESA results in Reading/English Language Arts at most grade levels with 164 students (13.7%) not meeting standards for those grade levels. State writing scores also reflect a deficit in writing skills for 3rd, 5th, and 8th graders. Upon examination of the domain data associated with the state tests and the ITBS, the Jefferson County leadership notes that these deficits reflect a lack of literacy skills, especially in vocabulary, reading comprehension, writing, and speaking. Currently, the school system has created a literacy plan that proposes how to institute a systematic

approach for improving literacy needs for Jefferson County students (see Appendix). The Striving Reader

Project can be the vehicle to make this happen. The intent of the project is not meant to be considered

as self-standing, fragmented, or appropriate for piecemeal implementation; rather, it will be

implemented in a thoughtful, planned, systematic manner. As a result, the Jefferson County Board of

Education has identified literacy as a key component of the county strategic plan and has pledged to

place monetary assets when available to support a literacy initiative. They recognize the need for

sustained professional learning in the following areas:

Early literacy (PK-3)	Adolescent Literacy (4-12)
Instructional technology strategies and implementations	Research-based best practices needed for CCGPS literacy demands for all content areas
Formative and summative assessments	Monitoring to ensure fidelity

A major component also includes sustaining a community literacy focus with the early learning

centers in our community. The literacy strategic plan is to include all schools in sustained, quality

professional learning and implementation of research-based best practices in literacy as Jefferson

County implements the CCGPS, the impact of targeted technology instruction on learning, the reading

and writing connection and the responsibility across all content areas, and the importance of monitoring

to sustain and guarantee the impact on instructional growth.

The vision of the Jefferson County School System is to have EVERY CHILD graduate from high

school postsecondary ready based on a mission to partner with the community in creating a learning

culture that challenges, supports, and ensures the success of EVERY CHILD, EVERY DAY. The school

system has gained state and national attention from several successful partnerships including ones with

the Southern Regional Education Board and the International Center for Leadership in Education

through the leadership of the school system and Dr. Molly Howard who was named the 2008 National Association of Secondary School Principal (NASSP) of the Year out of 48,000 candidates. Dr. Howard, who is now Superintendent of the school system, has spoken throughout the country on school reform and the dynamics of changing school culture.

The Jefferson County School System has approximately 2,900 students in grades PK-12 for the 2011-12 school year. The system has consistently lost 50-75 students per year over the last 10 years. The system is comprised of 74% minority students with 84.35% of students qualified for the free-reduced lunch program. Many students come to school with significant literacy delays. Even though many efforts have been made by the school system to address the overwhelming weaknesses in vocabulary, depth of knowledge, and necessary frameworks for active learning that many Jefferson County students have, much work has to be done on institutionalizing and sustaining a comprehensive approach to literacy that can be ultimately applied in all content areas including special education and Career, Technical, and Agricultural Education (CTAE). This will require support for teachers through high-quality professional development, a consistent monitoring piece for leaders, and ongoing understanding of curriculum, instructional strategies, and assessment. Jefferson County leadership members from both the school system and the community pledge to make literacy growth a priority and are willing to create a sustainability plan to continue the efforts after the shelf-life of the grant.

Eligibility of Schools and Centers

The following CRCT scores are for the initial spring testing for all students.   (*In some instances, the school applications used the 2nd round AYP CRCT results to determine needs more specifically*.)

Elementary Schools	% F/R (includes PK)	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Carver Elementary	94.53%	Distinguished	40	7.5%	46	13%
Louisville Academy	84.78%	Distinguished	81	21%	83	15.7%
Wrens Elementary	82.57%	Distinguished	89	12.4%	108	24.2%

Middle Schools	% F/R	AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Louisville Middle	89.30%	Made AYP	113	2.7%
Wrens Middle	78.34%	Distinguished	86	10.5%

High School	% F/R	AYP Status	Graduation Rate
Jefferson County High	82.59%	NI-3	81.3%

LEA Process for Selecting Schools: One of the key components of our system strategic plan is for all schools to be more alike than different. A consistent approach and message is critical for vertical and horizontal growth and understanding of progress. Since we are a small school system, it is important not to fracture or splinter programs and initiatives as much as possible. The Board of Education and the system and school leadership teams agree that all schools should be included in this application.

Experience of the Applicant:

The school system has not had state or federal grants in the past five years that fit the description in Section IV: Experience of the Applicant: however, the system has had such grants in the

past ten years. The leadership of the school system is very stable and long-serving, so many of the current leaders managed these initiatives over the past ten years.

	Project Title	Funding Received	Is there audit?	Audit results
LEA				
LEA (fiscal agent for SHIPS for YOUTH, Inc.	Safe Schools, Healthy Students FY03-FY06	2,872,949	Yes	Clear
Schools				
Carver Elem	21st Century (federal)FY02-FY04	669,846	Yes	Clear
	CSR Grant FY06-FY07	120,587	Yes	Clear
Carver Elem & Wrens Elem	Reading First FY02-FY05	1,423,205	Yes	Clear
Louisville Academy	Tech Literacy Challenge (II-D) FY99-FY02	253,000	Yes	Clear
Louisville Middle	Making Middle Grades Work FY06-FY07	106,879	Yes	Clear
Jefferson County High	High Schools That Work FY03-FY05	192,743	Yes	Clear

Description of Funded Initiatives: Even though the funding for the initiatives above has ended, the school system has benefitted greatly from lessons learned. Through these initiatives, the Jefferson County School System leadership has worked to establish a culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through recursive, job-embedded professional learning. Since most of these initiatives are school-based, the level of job-embedded professional learning varies school by school; however, the goal is to have a plan where sustainability and a vertical and horizontal instructional growth pattern emerge. Therefore, the current Jefferson County leadership team recognizes the need for a systematic sustainability plan. The

school system also has current initiatives, RTI, and READ 180 (universal screener and tiered and Read 180) that are being funded through a combination of IDEA, Title I SIP and/or Title-I A funds. The Striving Reader Project activities as set forth by the grant will not only revisit previous professional learning, such as that provided by Reading First, but also will expand to the new literacy demands and assessments needed to create a more sustainable literacy culture in Jefferson County. Because of lessons previously learned, the leadership team is more aware of what steps to put into place to ensure the sustainability piece of the grant.

Description of Non-funded Initiatives: The school system has a number of initiatives that are on-going and are being sustained because of job-embedded professional learning and are reflected in the system strategic plan. These include Thinking Maps, roll-out of CCGPS, and CLASS KEYS implementation. Since the Striving Reader activities focus on all aspects of literacy, instructional practices to include the importance of assessments, and monitoring, the current initiatives will not be in conflict with any aspects of the grant. Our current roll-out plan of CCGPS centers on the understanding of the standards and instructional planning for the 2012-2013 school year. Based on the roll-out of the current Georgia Performance Standards in 2005-2006, we note that the more training our teachers can have on the roll-out of the CCGPS will only strengthen their knowledge and implementation practices. The Thinking Maps program represents "thinking" organizers to help students plan and organize their thought process; the maps are strategies and should not be in conflict with other research-based strategies. Currently, Jefferson County teachers are evaluated by CLASS KEYS , but that monitoring piece focuses on instructional practices. The Striving Reader's grant will provide the level of professional learning and training that are needed to take teachers and students to the next level.

Description of LEA Capacity:

In their book <u>Switch: How to Change Things When Change is Hard</u>, authors Chip and

Dan Heath (Broadway Books, 2010) highlight Dr. Molly Howard, the Jefferson County

Superintendent of Schools, for the tough challenge she accepted when she became the principal

of the new Jefferson County High School in 1995 where 70% of the students remained in the

county making it one of the poorest in the state with less than 50% of the adult population having

a high school diploma or its equivalent. Through a High Schools That Work (HSTW) grant from

the Southern Regional Education Board and a state designated and funded affiliation with the

International Center for Leadership In Education, Howard, along with strong support from the

school system, led a school reform effort that received state and national attention culminating in

her being named the 2008 NASSP National High School Principal of the Year. Through a

research-based reform model guided by the 12 key practices of HSTW, Howard and her

leadership team established a School of **H.O.P.E**. based on **H**igher Expectations (abolishing the

dual track and putting all students in college-preparatory classes and opening doors for

Advanced Placement (AP) courses; offering **O**pportunities for Success (mastery / modular

approach to mathematics, "no zero" grading policy, and after-school tutoring with teachers and

peers; **P**ersonalizing Learning Environment (teachers-as-advisors stressing relationships, 4 x 4

block scheduling, and face-to-face parent contact); and providing **E**xperiences in Real-World

Problem Solving (youth apprenticeship placements in the community through work-based

learning and articulation with Oconee Fall Line Technical College for dual enrollment).

Over the past fifteen years, the Jefferson County School System has managed several

successful partnerships that resulted in positive project implementation. The school system was

the driving force in establishing our community collaborative SHIPS for YOUTH, Inc. This

collaborative began as the Jefferson County Family Connection and was established in 1994

through the interagency council with the goals of improving economic capacity, school success, and child health. The Jefferson County Family Connection became a partner with Communities in Schools during the 2000-2001 school year and established SHIPS for YOUTH, Inc., a non-profit agency focused on improving quality of life for families in Jefferson County with the school system serving as fiscal agent and driving partner. Collaborative members include all of the county's social agencies, county government, law enforcement, business representatives, the faith community, our local technical college, parents, and students. Through this strong collaborative, a network of blended opportunities and services for families in the county has been established and is working well. Referrals have been streamlined among agencies that are now more competent in discussing problems and issues through monthly board meetings and quarterly full collaborative meetings. Among its accomplishments, the collaborative received a Safe Schools, Healthy Students federal grant for three years totaling over $2.8 million dollars. The school system served as fiscal agent for this project and was able to use staff and resources to support the full implementation of this community-wide project.

Some of the other successful partnerships that had positive project implementation are ones with Oconee Fall Line Technical College (OFTC), the Southern Regional Education Board (SREB), and the International Center for Leadership in Education (ICLE). The partnership and articulation with OFTC has resulted in the school system often being touted as the model for dual enrollment for the state of Georgia with one of the highest per size rates of seniors graduating with both a diploma and a technical college seal. In working with SREB through both High Schools That Work (HSTW) and Making Middle Grades Work grants, the school system has made significant progress in both academic areas as well as institutionalizing job-embedded professional learning at the high school level. The HSTW efforts at Jefferson County High

School brought national attention to the staff and its principal, Dr. Molly Howard who was named the 2008 NASSP National High School Principal of the year. As a result of a Georgia Department of Education Daggett school designation and working with the ICLE under Dr. Willlard Daggett's direction, Dr. Howard and her leadership staff presented at the 2008 16th Annual Model School Conference in Orlando in a featured session entitled: "Leading for Secondary School Redesign".

Description of sustainability of initiatives implemented by the LEA

The Jefferson County School System values professional learning that is job-embedded providing opportunities for teachers to build their content and pedagogical knowledge and to examine practices that are based on student learning data. For example, the superintendent of Schools, Dr. Howard, who is a nationally known professional developer, led over sixty system and school administrators and teacher leaders in a year -long professional learning on assessment during the 2010-11 school year. These sessions were held in the evenings, and attendance was voluntary. The response to these monthly sessions was positive and pervasive. Each of the school teams were involved in re-delivering the assessment information and in bringing feedback from the school staffs. Through this initiative, several significant outcomes resulted. The group spearheaded a shift to move away from ability grouping and to redo how students were assessed and grouped for instruction which was instituted in 2011-12. Other outcomes were an examination of grading practices and policies and a move toward standards-based grading which is being piloted at one of the middle schools. This is just one example of the commitment by the school system to be sure that initiatives are carried out with fidelity and integrity and that professional learning is job-embedded to the point that it is sustained.

Resources

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

FY12	Title I Funds (before carry-over)	Title II Part A Funds	Title VI Part B Funds
LEA	• $264,208 for system-level teacher development specialist and instructional coaches to deliver job-embedded professional learning	•	•
Each Elementary School	• Carver Elementary $166,693 for teachers & parapros $6,277 Classworks • Louisville Academy $167,765 for teacher & parapros $11,758 Classworks • Wrens Elementary $128,079 for teachers & parapros $11,161 Classworks	• $250 for substitutes • $58,000 salary, benefits for teacher • $2,000 stipends • $7,200 for consultant services • $4,300 registration fees	• $10,740 Classworks software
Each Middle and High School	• Louisville Middle $145,235 for teachers & parapros $6,786 Classworks • Wrens Middle $48,102 for teachers & parapros $4,818 Classworks • Jefferson Co. High $195,156 for teachers & parapros	• $250 for substitutes • $1,500 stipends • $11,000 for consultant services • $3,300 registration fees	• $10,740 Classworks software • $1,000 supplies

- LEA Use of Title I Resources: The LEA uses Title I funds for professional learning in the form of instructional coaches to deliver job-embedded professional learning.

- LEA Use of Title II Resources – Based on the Title II needs assessment in the spring of 2011, funds are used to meet the following system goals: every teacher and paraprofessional highly qualified, reduction of class size in kindergarten through grade three to 18 students per class,

quality professional learning in mathematics and literacy, quality professional learning on differentiated instruction, and creation of a quality mentoring program. To meet these goals, Title II funds are used at each elementary school to fund one teacher to reduce class sizes in the early grades. In addition, funds are used to pay for substitutes and registration fees for teachers to attend professional learning activities with a focus on Lexile scores, integrating technology, differentiated instruction, CCGPS redelivery and literacy (writing workshops, standards based best practices, DOK). A consultant works with staff at each elementary and middle school for nine days during the year on DOK levels, differentiated instruction, and formative assessment, with emphasis on mathematics. Stipends are paid to a teacher at each elementary school to attend a local university to receive the Reading Endorsement and for teachers to mentor new teachers at each school.

- Title I and Title II Resources at Each School – Title I funds are used primarily for personnel. Title I also partially funds the Tier 2-3 portion of Classworks for the three elementary and two middle schools. Since Title II funds are used primarily for reduced class size and professional learning, the only resources located at the schools are professional learning materials for book studies.

Clear alignment plan for SRCL and all other plans

In addition to the SRCL grant funding, the Jefferson County School System will continue to invest in literacy efforts, curriculum alignment including CCGPS roll-out, and quality professional learning for teachers and staff members. The system pledges to implement a systematic plan to improve literacy instruction and opportunities by aligning SRCL funding with other programs supported by federal funds including Title I, Title II-A of the ESEA, Bright from the Start, IDEA Act of 2006, and state and local funds. For instance, the school system will continue to fund Classworks, the universal screener and interventions software for RTI Tiers 2-4

through a combination of funding from IDEA, Title I, and Title II-A which will support the literacy efforts. The system will use Title I and Title II-A funds to reduce class size and to provide support for interventions which will also enhance the literacy efforts afforded by SRCL funds. The school system will use its technology team and available e-rate, eSPLOST and local technology funds to support the software, hardware, and non-print media that the SRCL funds will bring.

The school system plan is to maximize the benefit of SRCL and other funding for teachers and students; to communicate clearly that programs will be non-competitive with each other; to integrate program activities to avoid repetition; and to maximize the benefits to students and minimize the costs per teacher and students as good stewards of the taxpayers' dollars. One of the benefits of a small school system is that a small staff makes it easier to communicate and to consolidate initiatives. There are fewer levels of bureaucracy, and it is much easier to ensure against duplication and repetition of people. As a result of this effort, the system and each of our schools have in place a school improvement plan that has decreased previously fragmented efforts. Our current plans focus on improved academic achievement and assessment practices, targeted professional learning, instructional technology planning, and curriculum alignment and development. This more systematic approach to school improvement initiatives has highlighted a need for a more systematic sustainability plan for the literacy goals, a noted aspect of the Striving Reader activities.

List of resources available at each building

Elementary	Middle Schools	High School
Average of 4 non-modern student computers per	Average of 2 non-modern student computers per	Average of 1 non-modern student computer per classroom

classroom	classroom	
Mini lab with 8-9 computers	Mini lab 8-9 computers	4 vocational labs with 25 computers
4 document cameras	2 document cameras	
7 digital cameras	8 digital cameras	25 digital cameras
30% of classrooms have interactive white boards	46% of classrooms have interactive white boards	69% of classrooms have interactive white boards
25 computer lab	Two 25-computer labs	Two 25-computer labs
Generic list of shared resources in every K-12 building:		
Galileo		
Software for intervention and remediation		
Microsoft Office, including Publisher		
Video distribution, united streaming		
Leveled texts – limited in quantity and diversity		
Trade books – fiction and nonfiction – limited in quantity and diversity		
Thinking Maps		
Adequate print materials in the media center, but up-to-date materials are needed.		
Minimal audio-books, DVDs, Videos, TVs, periodicals		
All classrooms have overhead projectors		
All classrooms have high speed Internet access		
All classrooms have at least one networked printer		
At least 2 sets of student response system per school		
All media centers have at least six computers.		
Additional shared resources in every K-8 building:		
Renaissance Place		
Minimal classroom libraries		
Additional shared resources in every 6-12 building:		
SRI licenses (through READ 180)		
Wireless Internet access in part of the buildings		
Mobile carts		
READ 180 software for at least 30 students per school		

A plan to ensure that no supplanting takes place

Even though the school system has been informed that supplanting will be allowed with this grant, the system will make every effort to use funds to support literacy efforts that will supplement and enhance rather than supplant those funds that are already committed because of our efforts to sustain the Striving Reader Project activities.

Detail of how SRCL will add value to the existing resources in the schools

The school system has acknowledged that there is noted critical area for literacy improvement is in the early learning centers, pre-school programs, and in the elementary schools. The primary and elementary students have a dire need for extended work in the foundational reading skills, writing skills, and overall literacy components of learning. Jefferson County students often lack any literacy support from home. As a result of the literacy needs of the students, Jefferson County educators need to be equipped to provide students with viable, sustainable skills and opportunities that will not only show an increase in test scores but also more importantly an increase in all literacy expectations, from early literacy skills to literacy strategies for reading, writing, and communication. The literacy focus for Jefferson County will need to extend into a partnership with Head Start, family day care facilities, the Jefferson County library, and SHIPS for Youth (Family Connection and CIS) to target younger children who are not receiving the literacy needs in the home. Not only will Jefferson County teachers need systematic and monitored professional learning opportunities to improve literacy instruction in the classroom to meet the literacy demands of the CCGPS, but also the Jefferson County teachers will provide professional learning that they have received to the early support systems' personnel on Saturdays, in the evenings, or in the summer. The goal is to train personnel in daycares or other early learning centers on different literacy strategies to help young children in their comprehension and vocabulary development. This partnership will create a strong alliance on behalf of the children as they enter the Jefferson County school system. The literacy needs of the younger children will be a critical component in establishing literacy goals for the county because of the rigorous demands of the literary, informational, and foundational reading demands of the (CCGPS).

The second critical literacy need is in improving the content literacy expectations as set forth by the CCGPS and the College and Career Readiness Performance Index. As evident by the performance on the current state assessments, SATs, and other post-secondary measurements, Jefferson County

students are lacking skills necessary in reading, writing, and speaking in the content areas. A critical

focus will be to improve literacy skills needed to achieve in English Language Arts, math, social studies,

science, and technical subjects, as indicated by the CCGPS. Again, a systematic and monitored

professional learning community will be essential in training Jefferson County teachers on evidence-

based literacy strategies that are needed to increase the literacy scores of the students. The professional

learning will also need to extend on how to choose appropriate materials and technology to support

students as they work to increase their literacy skills. Currently, many Jefferson County teachers are

lacking the expertise in this critical area.

Perhaps the most critical component for ensuring a strong literacy plan for Jefferson County is in

the area of literacy assessment and evaluation. Currently, Jefferson County is using DIBELS as well as

Classworks as the universal screener for students through grade eight. However, a major concern is the

lack of true understanding as to how to use these instruments effectively to guide instruction and need.

Another concern is the lack of a universal screener for high school students. Also, a lack of

understanding regarding Lexiles and what that instrument means in selecting reading materials is of

concern. This concern is only going to increase with the issue of text complexity evident in Reading

Standard 10 in the CCGPS. Professional learning and training in understanding the different prongs to

measure reading materials will be important: quantitative, qualitative, and reader to task. Also,

assistance in selecting appropriate reading measures and how to use them will be necessary. Most

importantly, the ability to use formative assessments throughout instruction to measure reading growth

will be another component of needed professional learning.

Management Plan and Key Personnel:

	Individual Responsible	Supervisor
Project Director	Dr. Donnie Hodges	Dr. Molly Howard

Purchasing	Dr. Donnie Hodges	Dr. Molly Howard
Site-Level Coordinators	See chart below	Principals
Professional Learning Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard
Technology Coordinator	Mrs. Lynn Hopper	Mrs. Cindy Rabun
Assessment Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard

The Jefferson County Public Schools has a qualified and expert infrastructure. Dr. Donnie Hodges, Assistant Superintendent, will serve as Project Director for the SRCL Project and monitor the day-to-day operation of the early learning portion of the project. Dr. Hodges has over twenty years experience at the central office level and has written or collaborated in the writing of and managed a number of grants for the school system including *Reading First, High Schools That Work, Making Middle Grades Work*, Ne*xt Generation School Project, 21st Century Community Learning Center, and Safe Schools, Healthy Students..* Dr. Hodges has served as Title I Director for the school system for more than ten years and has extensive experience with federal programs and budgets. Dr. Hodges is currently the Director of Pre-K and has served in that capacity since 1994. She will wear "two hats" in this project: Project Director for the SRCL Project and Coordinator for Early Learning.

School Project Coordinators for the SRCL Project will be named at all six of the schools.

Even though the principals will be expected to be very involved with the grant, school level directors will be named to be responsible for the day-to-day grant operations.

SCRL grant operations	School	Position
Dr. Donnie Hodges	Jefferson County BOE	Coordinator for Early Learning
Ms. Tiffany Pitts	Carver Elementary	Assistant Principal
Mrs. Dana Williams	Louisville Academy	Instructional Coach
Mrs. Ginger Parris	Wrens Elementary	Instructional Coach

Ms. Jacqueline Jukes	Louisville Middle	Instructional Coach
Mrs. Stacy Arnold	Wrens Middle	Assistant Principal
Mrs. Stephanie Hildebrant	Jefferson County High	Assistant Principal

All members of the management team have been closely involved in the literacy task force that worked on the grant at the system level and the school level and in the development of the system literacy plan. Currently, they are all involved in the roll-out of the CCGPS. This roll-out, as well as learning to implement the new CCGPS with fidelity, is an essential part of the school system's literacy focus. The members have researched and studied all aspects of the CCGPS initiative and have participated in collaborative discussions to examine the components of the Striving Reader Project that will best benefit the students of Jefferson County.   Each member of the team understands her individual role in serving as the literacy leader in her school. Each member has had experience in planning and conducting professional learning. The members are also involved in the writing and implementing of school improvement plans. Since they have helped to write the individual school plans, they have a full understanding of the existing school data and system needs, forming the basis of the grant.

Sustainability Plan

Through this grant, Jefferson County School System leadership has the intent to further efforts to enrich the culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through job-embedded professional learning that becomes more and more internalized and institutionalized. The system will continue to conduct an in-depth study of the CCGPS literacy demands.

As Jefferson County staff becomes more and more familiar with the demands of CCGPS of both

foundational and adolescent literacy, they will be able to lead their own professional learning, thus building sustainability. The professional learning provided will be systematic and connected to all the aspects that participants have learned through the Striving Reader activities. Also, leadership from the county office will be instrumental in the planning and monitoring of that professional learning. The professional learning sessions will be monthly and with targeted topics based on data and needs as indicated in the school/system's school improvement plan. The Jefferson County leadership will participate in the trainings provided through the Striving Reader grant, so they will have first-hand knowledge of all aspects of the professional learning piece. Any outside consultants needed or desired will be determined based on recommendations from the Georgia Department of Education and national research. The purpose of empowering the Jefferson County staff is to allow the staff to embed all aspects of the learning into the existing school day without depending on afterschool, Saturday or summer professional learning time, based on the fact that such programs are expensive and Jefferson County does not have the monetary resources consistently to support such programs. Also, since Jefferson County staff will become comfortable and knowledgeable with all aspects of the CCGPS particularly through content areas beyond ELA, Jefferson County will not have a need to add any additional staff to sustain the project. The goal is to maximize existing resources and personnel to ensure growth and sustainability. One approach is to have a teacher training team that will redeliver and train any new teachers or early learning center personnel to Jefferson County. All Jefferson County schools are Title I Schoolwide Projects. Title I-A and Title II-A funds will be brokered to re-direct the work to support the initiative beyond the grant. It will be imperative that resources including time, materials, and energy be used and allocated wisely to meet student and teacher needs. Time must be allowed and fiercely protected for teacher professional development and data analysis. The school system plans to assign teacher leaders as instructional mentor teachers to assist and promote content literacy skills to all content area teachers.

The greatest sustainability challenge will be with the technology aspects of the grant. Jefferson County's Board of Education, along with early learning centers and school system personnel, are so dedicated to this effort that existing eSPLOST funds, e-rate, and general funds will be used to maintain and expand the technology aspects of the grant.

There is a strong commitment from our community to ensure that the literacy initiative will benefit our students. The commitment extends from the high school student association, Jefferson County Rotary, and Louisville Kiwanis to have ongoing fundraisers to help sustain this effort. Also, all school personnel will have the opportunity under a voluntary basis to have money withdrawn monthly from their pay checks and will be used to fund the FERST foundation subscriptions at the Jefferson County Library. The goal is to make literacy the number one effort of the entire Jefferson County community.

Appendices are on hard copies as per Ms. Morrill (via email).

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only	DOE Use Only:	DOE Use Only:
Date and Time Received:	Received By:	Project Number
School Name: Wrens Middle School		**Total Grant Request:** $499,830

System: Jefferson County Schools	School Contact Information:	
	Name: Julia Wells	**Position:** Principal
Number of Students	**Phone Number:** 706-547-6580	**Fax Number:** 706-547-6224
308	Email Address: wellsj@jefferson.k12.ga.us	
Number of Teachers		
22		

Free/Reduced Lunch %	**78.3%**	
Principal's Name: **Julia Wells**		**Other Reform Efforts in School:**
		Principal's Signature: **On paper copies as per Ms. Morrill**

Wrens Middle School

SRCL School Application

Narrative

History

Wrens Middle School, a Title I Distinguished School, serves students in grades 6-8 in the northern part of Jefferson County, a rural, agriculture based community. Though the school is nestled in a serene and inviting community off U.S. Highway 1, a vast majority of the students qualify for free or reduced lunch. In fact, 78.3 % of our students are economically disadvantaged. A number of them are from single parent homes, where the primary caretakers are unemployed or under-employed. Several of our students live with aging grandparents who are on fixed incomes, and who, because of extenuating circumstances, are the primary caretakers of adolescent grandchildren. A majority of the students we serve are African American (58%), with Caucasian and Hispanic students comprising the remaining 42%. Though we are at 26.5% on the poverty index, we do not use this as a deterrent to meeting the needs of our students.   Needless to say, we have many challenges; however, as a staff, we embrace those challenges every day.

Administration/Leadership

The school is served by a full-time principal and a full-time assistant principal. Because of student numbers, the school does not qualify for a full time instructional coach; however, the local system has made it a priority to provide every resource possible to strengthen the curriculum and to provide every opportunity for students to be successful. The school's leadership team is made up of strong content-oriented teachers, including two teachers who have been recognized by the state of

Georgia as Master Teachers, and a counselor. All members of the Leadership Team are very accomplished and successful in the classroom. They all have advanced degrees; one has just completed all requirements for the bestowing of a doctoral degree, which will be officially awarded on December 16. A goal of the administration is to develop and empower teachers to be leaders in all aspects of the school. This teacher leadership team, along with the staff, works tirelessly to achieve the district's overall mission to foster the success of **every child, every day**.

Past Instructional Initiatives

The staff at Wrens Middle has always adhered to a strong and viable curriculum as mandated by the state of Georgia. We were governed, first, by the tenets of Georgia's Quality Core Curriculum and then the standards of Georgia's Performance Standards, which is where we are currently. However, we have already begun to examine and unpack the standards of the state's newest standards based initiative, Common Core Georgia Performance Standards. These standards will be the governing measure of the fidelity and strength of our state's newest initiative beginning in 2014.

Our first school-based initiative was a version of **America's Choice**, aptly called **Georgia's Choice**. This comprehensive initiative was supported by a state grant. Unfortunately, no plans for sustainability were considered so when the grant ran out so did the initiative. However, residual benefits were left even in the absence of the formal program. Georgia's Choice introduced us to many effective practices that have shaped our work. Such practices include the following: standards-based approach to curriculum; instruction and assessment; teacher commentary and feedback to student work; teacher collaboration across vertical teams; and literacy and numeracy.

We also were involved in ***Thinkgate*** which provided us with resources to create student assessments and analyze the data. School-wide, we had the ***Read with Sarah*** reading initiative for a

number of years. Most of our teachers taught reading through this initiative. Because we realize that

reading is a challenge for most of our students, an overwhelming majority of the staff completed the

requirements to gain certification in middle grades reading. In an effort to enhance and streamline our

Response to Intervention, we utilized AIMSweb. This initiative, however, proved to be very

cumbersome and time consuming, and the decision was made to move to Clasworks.

Current Instructional Initiatives

In an effort to streamline the RTI process and to make the process more efficient, the system

invested in **Clasworks**. This initiative allows us to better monitor the progress, or lack thereof, of our at

risk students.   Most of our teachers take advantage of Georgia's ***Online Assessment System*** to measure

students' progress on the GPS.   Because of the great number of students in sixth grade who are

deficient in reading, the local system invested in thirty site licenses for the **Scholastic Read 180** program

that targets struggling readers.

The **Common Core Georgia Performance Standards** mandate that students be able to think and

perform at optimal levels. To achieve that end, we are focusing on the **Depth of Knowledge**. This

initiative requires higher order thinking practices for the teacher and the student. Teachers are realizing

how difficult, but meaningful and enriching, this level of thinking can be. If our students are to be ready

for the heightened rigor of the CCGPS, we recognize that our instruction must be approached from a

level far deeper and more intense than that of the present. As educators, we realize that not all learners

acquire knowledge in the same manner. To meet the diverse learning styles of our students, teachers

are working at **differentiating the instruction** to meet students' diverse needs. This process is very

difficult, however, we realize that if done well, all of us benefit. All staff have been trained on how to

use **Thinking Maps** with their students. When used effectively, we realize this thinking model will help

our students become successful thinkers, problem solvers, decision makers, and ultimately, lifelong

Jefferson County Schools

learners.

Professional Learning

Wrens Middle has been cited for being a Title I Distinguished School for having made AYP for six consecutive years. This accomplishment, however, seems almost oxymoronic and lulls us into an exaggerated sense of achievement. In a scathing contrast, nationally norm referenced tests indicate that many of our students leave eighth grade reading far below the 25th percentile. We see this as a definite indication of the need for teachers to have resourceful professional learning in reading fluency, reading comprehension, and vocabulary development. Teachers need professional learning that gives more attention and focus to accessible and appropriate assessments as well as the appropriate use and effectiveness of technology in a middle school classroom. We could also benefit from professional learning that addresses strategies for struggling middle school readers and writers, and strategies that promote critical thinking, reading and writing across the curriculum.

Need For a Striving Readers Project

 Despite our best laid plans and initiatives, we still have students leaving us below the 25th percentile in reading. Forty-three percent of the students that entered Jefferson County High School were reading at the 24th percentile or below. By the same measure, of our incoming sixth graders, 47 % were reading below the 25th percentile. Seventy-four percent of this same group scored at or below grade level on the STAR IRL administered in the spring of the fifth grade year. The poverty index of 26.5%, the lack of print material in the home, the fact that children are entering school with limited to no exposure to relevant literary experiences, and an adult population that is grossly ill prepared for the work force because they lack reading/reasoning skills are clear and distinct indications that we are in dire need of the support and resources that the Striving Readers Project can provide.

Project Design

Analysis and identification of student and teacher data

A. School Student CRCT Data

	Reading	Science	Social Studies	Math
Grade 8	**Meets/Exceeds**	**Meets/Exceeds**	**Meets/Exceeds**	**Meets/Exceeds**
2009 - 2010	93%	72%	77%	77%
2010 - 2011	90%	84%	59%	70%
Grade 7	**Meets/Exceeds**	**Meets/Exceeds**	**Meets/Exceeds**	**Meets/Exceeds**
2009 - 2010	88%	82%	88%	88%
2010 - 2011	79%	67%	65%	89%
Grade 6	**Meets/Exceeds**	**Meets/Exceeds**	**Meets/Exceeds**	**Meets/Exceeds**
2009 - 2010	83%	57%	76%	76%
2010 - 2011	86%	49%	51%	66%

B. Graduation Data

The high school graduation rate exceeds the state's average; however, this rate comes at the expense of the multiple resources being used to remediate students who enter high school with severe reading deficits.

Graduation Data:					
YEAR	**ALL**	**Black**	**White**	**SWD**	**Eco. Dis.**
2011	81.3%	78.1%	89.8%	46.7%	79.8%
2010	71.9%	68.9%	78.8%	34.1%	68.5%

C. Early Learning Readiness

Early Learning Readiness is being addressed in the Early Learning Readiness portion of this grant.

D. Disaggregation of Data in Subgroups

CRCT. Reading. Percent of students passing by subgroup								
	Male	Female	w/ disab	w/o disab	White	Black	Econ disadv	Not econ disadv
Grade 8								
2010	91%	96%	64%	98%	95%	91%	92%	100%
2011	89%	88%	60%	86%	98%	80%	87%	96%
Grade 7								
2010	87%	90%	No data	91%	95%	81%	84%	100%
2011	75%	88%	67%	77%	88%	74%	73%	97%
Grade 6								
2010	79%	89%	60%	86%	86%	83%	77%	97%
2011	82%	92%	20%	86%	91%	80%	83%	100%

ITBS. Reading and ELA Percentiles				
	Grade 6		**Grade 8**	
	Reading	**ELA**	**Reading**	**ELA**
2010	32%ile	NA	36%ile	41%il
2011	29%ile	NA	32%ile	38%ile

Georgia Writing Test. Grade 8. Percent passing	
2010	72%
2011	69%

E. Teacher retention data

Wrens Middle School has a stable staff. As a result, the teacher retention rate is 91.8%.

F. Teacher participation in professional learning communities or on-going professional learning at school.

Professional Learning Activity	Percent of staff participation
RTI Tools	7%
Class Keys Study Schedule	100%
CCGPS	100%
SRCL grant meetings	100%
Working on the Work (advisement, science, math, ELA, social studies)	20%
Clasworks Reports and Clasworks Training	15%
Testing Meeting	7%

Differentiation	11%
Proficiency in Sentence Writing Strategy	7%
SIMS Sentence Writing Workshop	7%
PLATO	7%
Beginning ACTIVboard training	11%
Advanced ACTIVboard training	7%
CRCT Testing	7%
CRCT-M	4%

Needs Assessment

A.   A description of the materials used in the needs assessment.

The materials used in the needs assessment process include faculty survey data (see appendix,

student assessment data, statewide Longitudinal Data System, and student profiles.

B. A description of the needs assessment process.

Wrens Middle School realizes how important multiple perspectives are in regard to student

achievement. Since literacy is one of our greatest areas of concern, all staff members were included in

the needs assessment process as follows:

- Surveyed the faculty on literacy concerns

- Met with content areas to discuss literacy concerns and suggestions on how to improve literacy

  at Wrens Middle School

- Held faculty meeting to discuss results of literacy concerns survey

- Discussed literacy concerns and needs (Literacy team)

- Surveyed the staff about the resources (current, needed, and desired resources)

- Compiled and disaggregated data (student achievement by subgroups)

- Condensed survey responses

- Created a needs list based on data

C. A list of individuals who participated in the needs assessment.

Name	Position
Julia Wells	Principal
Stacy Arnold	Assistant principal
Amanda Brett	Seventh Grade, ELA
Brad Bell	Eighth Grade, social studies
Willie Burnett	Eighth Grade, Math
Christy Clark	Sixth Grade, ELA
Ann DeLoach	Eighth, ELA
Melvin Farmer	Sixth grade, math
Kelvin Farmer	Resource, math
Sharon Fleming	Media Specialist
Anne Lamb	RTI Coordinator
Lonnie Ledger	Eighth Grade, math
Stephanie Lewis	Career Connections
Catherine Massey	Eighth Grade, science
Pamela McBride	Resource, ELA
Tracey McCarty	Sixth Grade, social studies
Deann McNair	Resource, science
Leslie Moon	Band Connections
Jacqueline Peebles	Seventh grade, science
Nicole Scott	Sixth grade, science
Bobbie Simpson	Resource
Jacqueline Smith	Seventh grade, social studies
Elizabeth Stafford	Seventh grade, math
Michelle Stewart	Guidance counselor
Chris Thigpen	PE connections
Patrice Toulson	Business/computer science connections

Areas of Concern

A. Clearly identifies the areas of concern as they relate to the research-based practices found in the

"What" document.

- Students are not ready for the increased rigor of the Common Core Standards.

- Students have a lack of exposure/experience with printed material upon entering school.

- Formative assessments need to be ongoing, often daily, assessing how students are progressing

  in all content areas.

- Since students lack basic reading skills, summative assessments data does not adequately measure what students know and are able to do.

- The master schedule needs to be more conducive to meeting the needs of students in Tiers II and III of RTI.

- Professional learning is needed for best practices in literacy instruction across all content areas to help teachers feel more confident in their roles as literacy facilitators. As mentioned in the "Why" document, the standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

- School leadership needs to promote a literacy rich culture throughout the school and community.

- Students' low science and social studies scores are directly correlated with their lack of reading skills and strategies in these content areas.

- There is a lack of interesting, age-appropriate, diverse texts, instructional materials, and up-to-date technology to meet the vast literacy needs of all students.

- Due to a 26.5% poverty rate, many of our students do not see the value of being literate; they also lack reading materials in the home.

- Students entering 9th grade need to be more up to date with the use of technology in order to meet the demands of the College and Career Readiness Standards. We realize that we, at the middle school level, do not have the up-to-date technology to afford students the opportunities needed to be successful at the next level.

- There is a need for an increased focus on writing in all content areas everyday to increase reading comprehension. The "Why" document clearly states that a strong writing program is crucial to literacy demands for the 21st century. These demands are increasing, not only in schools but also in workplaces (Why, 47).

According to the 6th grade Readiness Indicators, students entering the 6th grade are reading well below grade level standards, including the new lexile requirements of the Common Core GPS. Because of the tremendous learning gap, students are struggling in all content areas throughout the middle school years and, as a result, exit 8th grade well below standards according to the 9th grade Readiness Indicators as found in the "Why" document (Why, 76).

B. Identifies the specific age, grade levels, or content area in which the concern originates.

An overwhelming majority of our incoming sixth graders come to us unmotivated and unprepared for the rigor and challenges of the middle school curriculum. Because of these deficits, students are unable to read, understand, or interact with the complexity of the text as presented. The lack of motivation and preparedness can be directly correlated to the lack of student success on local, state, and national assessments, especially assessments that measure students' understanding of science and social studies core standards. This is of significant concern because the impending implementation of the Common Core GPS requires, without exception, that students be able to read, reason, and think critically at optimal levels.

The data below shows the reading level of 6th graders:

- 52% of 6th graders reading at or below a 4th grade reading level

- 12% of 6th graders reading at or above 6th grade reading level

- 28% of 5th graders (current 6th graders) did not pass the Reading CRCT

- 32% of 5th graders (current 6th graders) did not pass the Reading CRCT after retest

- 24% of 5th graders (6th graders FY2010) did not pass the Reading CRCT

- 34% of 5th graders (6th graders FY2009) did not pass the Reading CRCT

Percent of students not meeting grade level standard on the universal screener

Grade 6	38.6%

Grade 7	66.7%
Grade 8	65.4%

C. Identifies the areas of concerns and details the steps the school has or has not taken to address the problems.

Wrens Middle School has taken efforts to address the needs of our students in a variety of ways. Below is a list of initiatives taken:

- Read with Sarah program

- Clasworks for RTI

- Most teachers are certified in Middle Grades Reading.

- Use STAR testing to help ensure students are reading on their grade level

- After school and summer school support

- Use Destiny to track circulation data from media center

School Year	Total books checked out
2011 – 2012	3977
2010 – 2011	8733
2009 – 2010	9065
2008 – 2009	9824

Even though steps have been taken to address the literacy needs of students, a systematic, sustainable, literacy plan needs to be in place. Teachers need support and professional learning in order to become strong facilitators of adolescent literacy. According to the "Why" document, all content area teachers of all grade levels must include reading comprehension and processing subject-specific texts. Wrens Middle School concurs with President Barak Obama's statement about literacy:

"In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity---it is a prerequisite. The countries that out-teach us today will out-compete us tomorrow" (2009, para. 101).

**Root Cause Analysis**

A.   The root or underlying causes of the areas of concern found in the needs assessment.

According to Perie, Grigg and Donahue, fewer than one-third of public school 8th graders read at or above grade level (2005). In addition, 69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of grade-level text (Lee, Griggs & Donahue, 2007, NAEP, 2007). Wrens Middle School's student data mirrors this research closely. While it is easy to point fingers and blame lower grade levels for our literacy weaknesses, Wrens Middle School staff acknowledges that we must look closely at our own beliefs and practices in order to promote the rich culture of literacy that we desire. After careful reflection on our areas of concern, we determined that literacy, professional development, and inadequate technology are root causes of our students' lack of progress in literacy.

Literacy

Because of economic disadvantages, many children are not exposed to print materials before coming to school. When these students come, they need time to catch up with grade appropriate standards to mirror the academic progress of students who are not economically disadvantaged. Students are far below grade level in literacy, lacking basic skills such as phonemic awareness, vocabulary, word attack strategies, and sight words.

Professional Development

Teachers do not feel equipped and prepared to be literacy instructors. They feel limited in knowledge of content area literacy skills. Teachers are not prepared to address literacy needs of adolescent learners: advanced word study, vocabulary, comprehension, fluency and motivation. Teachers need to take ownership in Jefferson County's graduation rate since research says that improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers (Why, 29).

Technology

- Increase student access to technology.

- Literacy includes the ability to retrieve and understand new information. Students need opportunities to research in all content areas. (Why p. 32)

- To be fully literate, students need to be able to access, use, and produce multiple forms of media. Students need opportunities to develop these skills. (Why p. 26)

- Students flourish when educated in a language rich environment. (Why p. 33) Greater access to technology results in an almost unlimited variety of resources.

- The need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven, global economy. (Why p. 29) Students need to be fluent in the use of different forms of technology to be college or career ready.

- Increase and update our classroom technology to improve instructional strategies.

- Document cameras, interactive white boards, and projectors greatly increase access to exemplar samples. (Why p. 40)

- Adolescents' interest in the Internet, hypermedia, and various interactive communication technologies suggests the use of technology in instruction would increase student motivation. (Why p. 54)

- Increased use of technology in our classrooms would allow teachers to add viewing and producing multimedia information to their curriculum. (Why p. 34) This is a vital skill in today's technology-driven society.

- Technology can be used to help provide timely and appropriate data and feedback from assessments. (Why p. 38)

- Technology helps teachers progress monitor daily to drive tiered instruction.

- Motivate students through the use of technology.

- Technology increases relevance. It would be used to help coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school. (Why 53)

- Incorporating technology can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement. (Why p 55)

- Using technology resources suggests a need to teach youth to read with a critical eye toward how authors represent people and ideas. (Why p54) This would promote higher-order thinking skills.

B. The specific grade levels that are affected.

All grade levels are affected. The grade levels affected at Wrens Middle School are 6th, 7th, and 8th grades.

C. A specific rationale for the determination of the cause.

- After 2nd grade, the standards no longer specifically address teaching students the "how-to" of reading.

- In 3rd grade, the literacy gap begins to widen and continues through middle school as students struggle to catch up.

- This is evidenced in CRCT reading scores. The scores of students with economic disadvantages, are significantly lower than their peers.

D. What has been done in the past to address the problem.

- Computers were given to students to complete an online-based literacy program at home.

- Implemented a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4 – 12.

- Aligned to state standards with valid assessment, data management and goal-oriented professional learning instructional software.

- Implemented research-based reading strategies aligned to state standards.

- Implemented systematic reading program for accelerating students as well as providing systematic training for teachers and administrators.

E. New information the needs assessment uncovered.

- A need for writing across the curriculum.

- A schedule that better supports tiered instruction.

- A need for more parent and community involvement for literacy initiatives.

- A need to provide reading materials for the home.

__School Literacy Team__

A. A listing of the members of the site based literacy team.

Julia Wells, Principal	Stacy Arnold, Assistant Principal
Pamela McBride, ELA SpEd	Stephanie Lewis, Careers Connection
DeAnn McNair, Science SpEd	Amanda Brett, ELA
Anne Lamb, RTI Coordinator	Ann DeLoach, ELA
Christy Clark, ELA	Chris Thigpen, Physical Education
Krystal Stephens, Math	Michelle Stewart, Counselor
Daphyne Beasley, SpEd para-pro/ parent	Daniel Eubanks, parent

B. The function of the site based literacy team in terms of the needs assessment.

The site-based literacy team has the charge of initiating and conducting thorough data reviews, sharing data with applicable staff, researching and providing applicable staff with exemplars from best and researched practices as they relate to overall literacy. The team is further charged with availing themselves to content and grade-level literacy sessions as required and requested. The team has the shared responsibility of keeping the administration and stakeholders informed of the school's efforts and initiatives in its promotion of a literacy-rich culture.

Since its inception, the site based literacy team surveyed the faculty about literacy

concerns and resources; compiled and disaggregated data; discussed with content teachers their literacy concerns and suggestions for improving literacy at Wrens Middle School; met with faculty to discuss results of the survey from the content areas; and created a needs assessment based on the data.

C. Minutes of the meetings of the site-based literacy team. (See Appendix C for Notes and Sign in Sheets)

A literacy committee, composed of the principal, assistant principal and teachers from different grade levels and subject areas, a paraprofessional, and a parent, was developed on November 10 of this school year. The literacy team met again on November 16, 2011, at Wrens Middle School. The meeting began with a general discussion and description of the literacy grant requirements. Groups were formed to work on different sections of the project design. The committee worked as a team and was able to accomplish the assigned goals and objectives. The Grant Reader Rubric was used as a model for grant qualification and application procedures.

Data and other informational text for each area were composed and typed into our grant proposal. On Monday, November 28, 2011, the literacy committee reconvened to proofread, edit, and discuss the rough draft application that was completed on the 16th of November.

D. How the site based literacy team communicates and includes all members of the staff in the decision making process.

The literacy team included all staff members through email surveys, whole faculty meetings and discussions, small group discussions, and team meetings.

Project Goals and Objectives

A. A clear list of project goals directly related to the identified needs.

B. A clear list of project objectives that relate to implementing the goals identified.

A. Clear list of Goals	B. Clear list of objectives
Goal 1: Students will read independently at or above grade level before exiting 8th	• Increase Lexile score at each grade level: ○ Grade 8 should be 1050

grade.	- Grade 7 should be 950 - Grade 6 should be 850 • Expose students to as many print materials as possible for school and home. • Use tiered instruction to help struggling and at-risk students meet grade level standards.
Goal 2: Students will write at proficient or exceeds standard levels before exiting 8th grade	• Increase percentage of students (to meet or exceed) GA writing test in 8th grade • Write in all content areas daily
Goal 3: Students will be engaged in literacy instruction through the use of technology	• Increase student access to technology. • Update classroom technology to improve instruction. • Use technology to motivate and engage students in order to promote higher-order thinking skills
Goal 4: Teachers will be involved in professional learning in order to provide explicit literacy instruction in all content areas.	• Provide professional learning in adolescent literacy. • Provide professional learning in effectively utilizing advanced technology in order to promote student engagement. • Provide professional learning in the four tiered instructional model. • Provide professional learning in differentiated instruction

C. The research-based practices in the "What and Why" document as a guide for establishing goals and objectives.

Research has shown that some skills and concepts must be systematically and explicitly taught by the teacher to students, especially in the areas of reading and language arts. In order to increase Lexile and writing scores Wrens Middle School must implement a comprehensive literacy plan that addresses the findings of the needs assessment.

D. Considers practices already in place when determining goals and objectives.

- Implemented a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4 – 12.

- Aligned instruction to state standards with valid assessment, data management, and goal-oriented professional learning instructional software.

- Implemented a research-based reading instruction aligned to state standards and a systematic reading program for accelerating students. The program also provided systematic training for teachers and administrators.

E. Goals to be funded with other sources.

Goals to be funded	Funding Source
Extra classroom teachers	Title I
Technology	General Fund, SPLOST
RTI inititatives	Title VI
Professional learning	Title II Part A
Software for RTI	Title I and Title VI-B

Scientific, Evidence-Based Literacy Plan

The Georgia Literacy Task Force, defines 21st Century literacy as _the ability to speak, listen, read, and write, as well as to view print and non-print text in order to communicate effectively with others, think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content areas_. The Georgia Literacy Task Force's definition of literacy is the guiding premise that supports and drives our overall literacy plan.

A. Proposes a plan to implement the goals and objectives identified.

B. Establishes who will implement.

C. Clearly defines what will take place in the project based on the "what" document.

Goal 1: Students will read independently at or above grade level before exiting 8th grade.		
A. Objectives	B. Who will implement	C. What will take place
Increase Lexile score at each grade level	• Administration • Vertical teams	• Professional learning for 2 days in the summer • Unpack the Reading CCGPS in all content areas and write formative assessments during FY2011 and 2012

Expose students to as many print materials as possible for school and home.	• Media Specialist • Literacy team	• Establish literacy night • Establish classroom libraries • Acquire e-readers • Partner with community groups to provide print materials in the home
Use tiered instruction to help struggling and at-risk students meet grade level standards.	• All certificated staff • Paraprofessional	• Conduct frequent data reviews • Focus school improvement on specific subgroups and specific individuals • Design a tiered schedule

Goal 2: Students will write at proficient or exceeds standard level before exiting 8th grade.		
A. Objectives	B. Who will implement	C. What will take place
Increase percentage of students who meet or exceed standards on the GA writing test in 8th grade	• Administration • Vertical teams	Unpack the Writing CCGPS in all content areas and write formative assessments during FY2011 and 2012
Write in all content areas daily.	All certificated staff	Establish a protocol for daily writing in all content areas

Goal 3: Students will be engaged in literacy instruction through the use of technology.		
A. Objectives	B. Who will implement	C. What will take place
Increase student access to technology.	• Technology committee • All teachers • Media Specialist	• Make resources available to students and parents after school hours • Extend media center/lab hours
Update classroom technology to improve instruction.	• Technology committee • Support of the BOE	• Purchase advanced technology (ex. Netbooks, e-readers, electronic pads) for classroom • Provide on-going, job embedded professional learning in the use of technology
Use technology to motivate and engage students in order to promote higher-order thinking skills	• Technology committee • All teachers • Media Specialist	Professional development on current and advanced technology to enhance

		instruction and engage students

Goal 4: Teachers will be involved in professional learning in order to provide explicit literacy instruction in all content areas.		
A. Objectives	**B. Who will implement**	**C. What will take place**
Provide professional learning in adolescent literacy.	• Consultants • Entire staff	Professional learning for all staff members in adolescent literacy using the research based strategies as outlined in the "What" and "Why" documents.
Provide professional learning on effectively utilizing advanced technology in order to promote student engagement.	• Consultants • Entire staff • Technology committee	Professional learning on current and advanced technology to enhance instruction and engage students.
Provide professional learning in the four tiered instructional model.	• Consultants • School improvement team • RTI coordinator • Special Education teachers	• Professional learning in how to conduct data reviews in order to drive instruction • Lexile training workshops • Professional learning on how to effectively use data
Provide professional learning in differentiated instruction.	• Consultants • School improvement team • RTI coordinator • Special Education teachers • Entire staff	• Professional learning using research-based differentiated instructional strategies for the diverse needs of all learners. • Professional learning using formative assessments to guide flexible grouping.

D. Details the current instructional schedule *(See Appendix A for current schedule)*

Grade Level	Instruction
Grade 6	• Struggling readers—90 minutes per day ELA instruction • Other 6th graders—85 minutes per day ELA instruction
Grade 7	120 minutes ELA instruction

Grade 8	85 minutes ELA instruction

E. Details a Plan for Tiered Instruction

Tier	E. Plan for Tiered Instruction
Tier I	Served 30 minutes daily through differentiated classroom instruction.
Tier II	Served in a small group no larger than six students, three days a week, 50 minutes per day.
Tier III	served in a small group no larger than four students, two days (in addition to tier II for a total of 5) a week, 50 minutes a day

F. Details the materials currently used for tier 1 instruction

- Reading with Sarah leveled texts

- A limited variety of fiction and non-fiction texts

- Basal series reading and language books and workbooks

- Interactive white boards and media lab computers

- Accelerated Reader

G. List the time, personnel and strategies for tier II, III, and IV instruction

- 1 certified teacher for Tier II and III instruction

- Time for tier II and III is a challenge with our current schedule, resources, and personnel.

- 6th graders receive between 120-150 minutes of computer-based instruction per week.

- 7th graders receive 120 minutes of computer-based instruction per week.

- 8th graders receive 180 minutes of computer-based instruction per week.

- There are 4 certified teachers and 2 support staff employees to serve special needs students.

- Special needs students are served 10-15 hours per week in an inclusion model with

  accommodations and modifications.

- Includes a statement regarding conflict with other initiatives.

H. Includes a statement regarding conflict with other initiatives

At this time, Wrens Middle School does not have any other initiatives that would conflict.

__Strategies and Materials (Existed and Proposed)__

    A. General list of current classroom resources for each classroom in the school.

    B. A generic list of shared resources

    C. A general list of library resources

A. Current classroom resources	B. List of shared resources	C. List of library resources
Computers and laptops	Textbook online	Audio cassettes: 15
LCD Projectors	On line assessment (OAS)	Calculators: 60
Overhead projectors	Trade books	Look up stations computers: 6
Interactive white boards and teacher created flipcharts	Leveled texts (Read with Sarah)	Media lab computers: 30
Textbooks (wealth of online and print materials come with series	Print material accompanying software	Wireless computer lab: 10 netbooks, 13 "old" laptops
Document camera	Books in media center	"Easy" books: 503
Printed materials	Mobile laptop lab	Fiction books: 11,129
Graphing calculators	Media lab	Text to speech software
Videos	RTI lab	Non fiction books: 5,506
Thinking maps	Audio books	Periodicals: 20
Internet	Jeopardy game	Printers: 2
	Handheld student response devices	Professional titles: 140
	Scanners	Reference books: 420
	Headphones & Microphones	Scrabble: 1
	Videos	Television: 2

	Reference materials	VHS/DVD player: 2
	Magazines in media center	Videos: 257
		DVDs: 69

D. List of resources needed to implement literacy plan including student engagement.

Hardware	Software	Print	Other
MP3 players	Interactive, game-format software	Read along books	Productions at school
Electronic tablet—1 lab per grade level	Brain-based learning software	Books for African American males	Extended learning time
Digital cameras		High interest books	Individualized instruction
Headphones		Multi cultural books	Data collection system
E-reader			Instructional strategies

E. A generic list of activities that support classroom practices (see chart below)

F. A generic list of activities that support literacy intervention programs (see chart below)

G. A generic list of additional strategies needed to support student success (see chart below)

E. A generic list of activities that support classroom practices.	**F. A generic list of activities that support literacy intervention programs**	**G. A generic list of additional strategies needed to support student success.**
Book talks & drama	Reading daily	Professional learning and resources to teaching writing and reading
Technology to promote literacy	Writing daily in all classes	Connections class for literacy
Professional learning in teaching reading	Speaking often in a variety of settings and to a variety of audiences	Reading before school for early arrivals

Professional learning in using technology to support literacy	Intensive reading for struggling readers	Parental support and involvement
Frequent progress monitoring	Literacy-based connections classes	Afterschool tutorial
Writing across the curriculum	Real world literacy: journalism connections class	Community involvement and support
Writing daily in all classes	Incentives for reading growth	Real world examples and reasons to be literate via community speakers
Visual dictionaries	Community volunteers	
On line grading	Onsite live productions	
Graphic organizers	SRI more frequently	
Non-negotiables in all classes in for speaking and writing	Interventions to support universal screener findings	
Guest speakers to promote literacy	Phonics & fluency instruction	
Literacy rich culture with special community based activities		

Project Procedures and Support

A. Details a sample schedule by grade level indicating a tiered instructional schedule.

B. Shows that students in elementary will receive at least 90 minutes of tiered instruction and middle/high school 2-4 hours through the content areas.

C. Shows a schedule that is designed for RTI.

Full schedules are in the Appendix. A <u>sample</u> of one grade level is as follows:

Current and Proposed Schedules SAMPLE

Grade 6

*** 11:15 – 11:45 all sixth grade students will be at lunch   (Classes that are highlighted yellow are inclusion classes.)

Teacher	8:20-9:20	9:25-10:25	10:30-11:25	11:30-1:10	1:15-2:10	2:15-3:15
Clark Read 180 ELA	8,9,10 (R) Read 180 (30 students)	3,7 (Sp,R) (23 students)	Planning	5,6(Sp) (21 students)	2 (13 students)	1,4 (22 students)
Farmer Support Math	4 (13 students)	5,2(Sp) (23 students)	3,6(Sp) (24 students)	7,8 (R) (20 students)	9,10 (R) (17 students)	Planning
McCarty SS	5,2 (22 students)	4,8 (21 students)	1,10 (27 students)	Planning	3,7 (Sp) (22 students)	6,9 (25 students)
Scott Science	6,7 (21 students)	1,10 (27 students)	4,9 (24 students)	3,2 (Sp) (27 students)	Planning	5,8(Sp) (17 students)
Stephens GPS Math	1,3(Sp) (25 students)	6,9 (21 students)	2,7 (23 students)	4,10 (25 students)	5,8(Sp) (18 students)	Planning

Connections	Lewis~ Read 180 Toulson~ Read 180 Moon~ Planning Thigpen~ Planning Lamb~Planning	Lewis~ Planning Toulson~Planning Lamb~RTI Data Moon~ 7th Reading Thigpen~ 7th Reading	5,8	1,9	1,4,6	10,3,7,2
RTI-Tiers 2 / 3 (Students are pulled from their regular classes)			Monday, Tuesday, Wednesday 4 students	Wednesday, Thursday, Friday 5 students	Monday-Friday 21 Students	Connections Class

__Professional Learning Content and Strategies Identified on the Basis of Documented Needs__

A. A table indicating the professional learning activities that staff have attended in the past year.

B. The number of hours of professional learning that staff have attended.

C. The % of staff attending professional learning.

A. Topic	B. Hours	C. % participation
RTI Tools	7	7%
Clasworks Reports	3	7%
Testing Meeting	1	7%
CRCT-M	1	4%
CRCT-Testing	1	7%
Clasworks	3	15%
Beginning ActiveBoard	6	11%
Advance ActiveBoard	8	7%
Working on the Work ELA/with Social Studies	20	7%
Working on the Work Math	20	19%
CPR – Recertification	3	19%
Technology Meeting	5	11%
PLATO	8	7%
Sim Sentence Writing Workshop	32	7%
Proficiency in the Sentence Writing Strategy	16	7%
Working on the Works Science	20	11%
Differentiation on the Basis	10	11%
Working on the Work Advisement	20	4%
SRCL Literacy Orientation & Survey	1/2	100%
Striving Readers Comprehensive Literacy Meeting	1	100%

SRCL – Literacy Team Meeting	16	37%
Class Keys Study Schedule	42	100%

D. Detailed list of on-going professional learning.

- Class Keys

- Common Core Georgia Performance Standards

- Depth of Knowledge

- Differentiated Instruction

- Book study

- Middle Grades Math Strategies

E. The preferred method of delivery of professional learning.

- Conferences

- Modeling

- Collaborative groups

- Learning Communities

- Redelivery

- Summer with stipends

- Release time during the school day

- At the end of the school day

F. The programmatic professional learning needs identified in the needs assessment.

- Research based strategies in reading fluency and comprehension

- Technology support

- Differentiation strategies

- Critical thinking strategies

- Research-based modeling techniques and strategies

- Strategies that encourage self-evaluation and self-reflection

Assessment/Data Analysis Plan

A. A detailed listing of the school's current assessment protocol.

Assessment	Purpose	Skills	Frequency
RTI Universal Screener	To screen all students to determine their place in the RTI tiers	Common core standards based skills in math and reading.	3 times a year
STAR	To identify the independent reading level of students	Vocabulary and Reading Comprehension	3 times a year
Reading Benchmark	To measure student success at one reading level and move them to the next level	Comprehension and Fluency	Given at the end of each reading level unit.
Iowa Test of Basic Skills	Norm referenced test to compare students nationally	Reading comprehension and vocabulary	Once a year in grades 6 and 8
CRCT	to measure mastery of the GPS	GPS	Once a year
Grade 8 Writing test	To measure students' achievement in writing	Writing standards – Ideas, Style, Organization, and Conventions	Once a year in grade 8
SRI	To measure students' reading Lexile	Reading comprehension	Once every 9 weeks
OAS	-To measure mastery of specific standards across the curriculum - To provide immediate feedback to guide instruction	GPS in all content areas	Teacher discretion

C. An explanation of the current data analysis protocol.

The school does not have a data analysis protocol. In the future we will use the following data analysis

protocol:

New Data Analysis Protocol for Wrens Middle

Guiding Questions:

- In what areas were our students NOT successful? Why?

- What DOK level is required for students to master the objective/skill/standard?

- What best practice strategies were used to teach these objectives/skills/standards?

- What did we do to promote success?

- What specific interventions were used to address these areas?

Exploring Root Causes.

Use the "5 Why's" or other root cause analysis procedure to identify root cause.

Questions to reflect upon:

- What strategies did not produce the expected results?

- List some possible reasons/hypotheses to explain lack of student success.

Taking Action

Questions to reflect upon:

- What resources are needed to support student needs?

- How can we set and monitor measurable learning objectives?

- How will students in Tiers 2, 3, and 4 be supported?

- What differentiated instruction might be implemented?

- Are there some gaps that could be filled using whole class instruction?

- What will we do for students that do not master objectives/skills/standards?

- How can we schedule time to meet with individuals or small groups?

- How should we target professional development?

Use the data from your planning session to complete this plan.

Student Learning Goals:			
Improvement Strategies:			
Action Steps *What will be done?*	**Responsibilities** *Who will do it?*	**Resources** *Materials/Time/People*	**Timeframe for Completion**
1.			
2.			
Implications for Professional Development:			
Evidence of Success: *How will you know that students are making progress?*			
Evaluation Process: *How will you determine that your goal has been met?*			

C. A comparison of the current protocol with the SRCL assessment plan.

Age/Grade Level	SRCL Assessment	Currently used by school?	Plans for future use at school?	Other assessments given by school
Grades 6 – 8	SRI	Yes for struggling readers	Yes for all students	• STAR • Universal Screener • OAS
Grades 6 – 8	CRCT	Yes	Yes	• OAS • Clasworks
Grades 6 & 8		Yes	Yes	ITBS
Grades 6 - 8	Access for ELLs	No	Yes	

D. A brief narrative detailing how the new assessments will be implemented into the current assessment schedule.

Currently, SRI is only used on selected struggling 6th grade readers. In the future, it will be used to assess all students in grades 6 through 8 to determine their Lexile.

E. A narrative listing current assessments that might be discontinued as a result of the implementation of SRCL.

The school does plan to discontinue STAR testing; Scholastic Reading Inventory is a research-based assessment that measures reading comprehension on the lexile framework for Reading. SRI can be used for universal screening, instructional placement, and benchmark progress.

F. A listing of training teachers will need to implement any new assessments.

SRI - Teachers will need training on how to administer and interpret the results.

G. A brief narrative on how data is presented to parents and stakeholders.

Currently, a progress report is sent home with assignments and grades every three weeks. Parents and students have access to the on-line grading system used by the teachers. Numerical grade report cards are sent home at the end of each nine weeks. Standardized test results are attached to report cards or progress reports. The RTI coordinator contacts parents through face to face meetings or telephone calls to inform parents if their child qualifies for tier II or III interventions.

Appendices are on hard copies as per Ms. Morrill (via email).