School Profile

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School Information

System Name:	McIntosh County
School or Center Name:	McIntosh County Middle
System ID	6981
School ID	0101

Level of School

Middle (6-8)

Principal

Name:	Carloyn Smith
Position:	Principal
Phone:	912 437-6685
Email:	csmith@ mcintosh.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Beth Fennell
Position:	Media Specialist
Phone:	912 437-6685
Email:	bfennel@mcintosh.k12.ga.us

Grades represented in the building

 example pre-k to 6

6-8

Number of Teachers in School

15

FTE Enrollment

300

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

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

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

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

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

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

b. Employee Relationships

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

    1. The names of all Subject Individuals who:
      a. Participated in preparation of proposals for award; or
      b. Are planned to be used during performance; or
      c. Are used during performance; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[ ] 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.
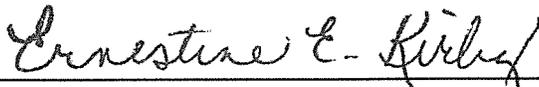
Ernestine E. Kirby

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

Ernestine E. Kirby, Superintendent

Typed Name of Fiscal Agency Head and Position Title

December 4, 2014

Date

Merwan Massa

Signature of Applicant's Authorized Agency Head (required)

Merwan Massa, Director of Curriculum

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

December 4, 2014

Date

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

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

Date (if applicable)

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: ___Merwan Massa___

Position/Title of Fiscal Agent's Contact Person: ___Director of Curriculum___

Address: ___200 Pine Street___

City: ___Darien, Georgia___ Zip: ___31305___

Telephone: (912) 437-8914   Fax: (912) 437-2140

E-mail: ___mmassa@mcintosh.k12.ga.us___
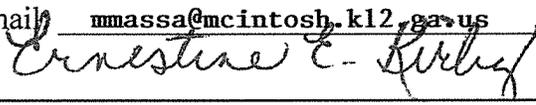
___Christine C. Kirby___
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

___Ernestine E. Kirby___
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

___December 4, 2014___
Date (required)

Georgia Department of Education

Striving Reader Comprehensive Literacy Grant: Cohort Four

SRCL Application

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

GaDOE
12/5/2014

District Narrative

System demographics: In 1794, the city of Darien, GA was given a charter to build a school. In 1820, a branch of the institution was created and classes were held out of local churches. The actual school building was built in 1840 on the corner of Adam St. and Rittenhouse St. On March 3, 1892 an intentional fire destroyed McIntosh County Academy. The city rebuilt with a brick building on top the remains of the old school in the same year. This was the site of the school for many years until Darien constructed the new high school off U.S Highway 17.

The **MCSD** is based in Darien, Georgia. The district serves the communities of Crescent, Darien, Eulonia, and Townsend. The MCSD schools are: Oak Grove Intermediate School, Todd Grant Elementary School, McIntosh County Middle School and McIntosh County Academy High School.

Todd Grant Elementary School	Oak Grove Intermediate School	McIntosh County Middle	McIntosh County Academy
Pre-K - 3	4th & 5th	6-8	9-12
574	267	369	482
83.33% Poverty	85.56% Poverty	75.80 % Poverty	79.21 % Poverty
39.2% Black 55% Caucasian 2.3% Latino 3.5% Multi-Racial	37.5% Black 55.5% Caucasian 1% Latino 6% Multi-Racial	48% Black 48.5% Caucasian 1.5% Latino <1% Multi-Racial	46% Black 50.5% Caucasian 1.2% Latino 1.2% Multi-Racial

Years	Graduation Rates	Dropout Rates 9-12
2013-2014	92.5%	1.0%
2012-2013	83.3%	1.9%
2011-2012	84.1 %	5.89%
2010-2011	70.6 %	1.55%

Community demographics

People Quick Facts	McIntosh County	Georgia
Unemployment 2013	11.5%	8.60%
High school graduates, age 25+, 2010	75.1%	83.5%
Bachelor's degree or higher, age 25+, 2010	15.0%	27.2%
Median household income 2013	$39,075	$49,347
Persons below poverty, 2013	18.7%	15.7%

Current Priorities: The MCSD continues to focus on priorities that have been shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement
- Writing across the curriculum
- Vertical Team Planning

We are mindful of closing the achievement gap by focusing resources on students in greatest need. We have projected that, through our combined efforts on Striving Reader Program we will see improvement by 2014

Strategic Planning: MSCD's Leadership Team has been meeting with the Leadership Teams of each school and through the planning for the Striving Reading program we realize that if we are to prepare our students for college and careers, they must have strong foundations in literacy in order to become lifelong learners. Our weekly meetings will continue throughout the Striving Reading program and beyond.

Mission Statement: The mission of the McIntosh County School System is to provide a high quality education for all of our students.

Vision Statement: The vision for MCSD is to be a school system that ensures an excellent and equitable education for our students, all of whom will graduate, be lifelong learners, and be successful citizens.

Current Management Structure: We are governed by a five-member Board of Education and Superintendent. Each school has a principal and an instructional coach. Two schools have an assistant principal.

District Level Leadership

Title	Name
Superintendent	Dr. Tina Kirby
Deputy Superintendent	Dr. Diane Richardson
Finance Manager	Debra Vickers
Federal Programs Coordinator	Merwan Massa
Curriculum Director	Merwan Massa
Technology Director	Ken Hydman
District Special Education Director	Dr. Donna Manning
District Psychologist	David White

School Level Administration

School	Title	Name
Todd Grant ES	Principal	Cassandra Noble
	Instructional Coach	Sandra Ryals
	Media Specialist	Melissa Gordon
	Literacy Team Leader	Pam Anglin
Oak Grove IS	Principal	Carolyn Smith
	Media Specialist	Beth Fennell
	Instructional Coach	Leslie Poppell
McIntosh County Middle School	Principal	Carolyn Smith

	Instructional Coach	Scott Brooker
	Media Specialist	Beth Fennell
	Literacy Team Leader	Leslie Poppell
McIntosh County Academy	Principal	Terrance Haywood
	Assistant Principal	Dr. Scott Barrow
	Media Specialist	Beth Fennell
	Instructional Coach	Alicia Rosenbaum

Literacy Curriculum: For the past several years we have utilized STAR Reading and Differentiated Reading. Last year, we implemented READ 180, iStation, and Achieve3000 programs for our struggling readers. In addition to these programs, we also utilize the following resources: K -5 Harcourt Trophies, 6-8 McDougal Littell, and The Language of Literature, 9-12 McDougal Littell The Language of Literature. We are in need of professional development at all grade levels on reading in the content area.

Literacy Assessments: McIntosh County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments and WIDA model. State assessments include GKIDS, ACCESS, CRCT, EOCT, and state writing assessments in grades 3, 5, 8, and 11.

Need for Striving Reader Grant: Due to decreased funding, the instructional and literacy programs have been negatively impacted. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, certified staff has been reduced and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

Experience of the Applicant

a) <u>**Instructional Initiatives**</u>

Initiative	Status
Implementation of curriculum aligned to the CCGPS including course maps, content maps, skills and knowledge maps, assessments	Current
Implementation (RTI) procedures and practices.	Past
Implementation of common formative and summative assessments aligned to the GPS	Current
Implementation Learning Focused School Model of instruction	Past
Implementation Thinking Maps (visual organizers teaching students the eight thought processes, i.e., cause/effect, brainstorming, etc)	Current
Implementation of Marzano's Vocabulary development	Past
Using technology as an instructional tool for student achievement	Current
iPads for each teacher, Activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc.	Current
Differentiation of instruction/ tiered learning activities	Past
WIDA standards	Past
Poverty awareness training	Past
Successful Reader (4th and 5th)	Current
READ 180	
Achieve3000	Current

Write From the Beginning (K-8) writing program	Current
Write for the future (9-12)	Current
Accelerated reader (K-8)	Current
Harcourt Trophies reading series	Current

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY11	None	N/A
FY12	None	N/A
FY13	None	N/A

b) Coordination of Resources and Control for Spending

The McIntosh County School District has a proven track record of being fiscally responsible. We have a successfully implemented multiple federal, state, internal initiatives and private grants. Because we are a small school system with limited resources, we know we must work together and pool resources to best serve the needs of our students. Administrators wear many hats and perform many duties to keep the budget balanced.

c) Sustainability of Past Initiatives

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

d) Internal Initiatives Implemented Without Outside Funding support

There are several initiatives implemented in McIntosh County Schools without outside funding. They include: Data Director, Achieve3000, READ180, STAR Reader, Accelerated Reader and iStation. All of these initiative have been locally funded.

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will meet with the district literacy team to ensure that each member of the grant team understands his or her responsibilities and the grant's goals and objectives, each school's literacy plan, and to coordinate implementation.

Area of Responsibility	District Team Member
Purchasing: Initiate school purchase orders and manage school level grant activities	Cassandra Nobel, Principal Todd Grant Elementary Carolyn Smith, Principal Oak Intermediate and McIntosh County Middle School Terrance Haywood, Principal McIntosh County Academy
Finance: Approve grant budgets, submit completion reports and state required reports	Merwan Massa, Federal Programs Debra Vickers, Chief Financial Officer
Accounts Payable: Match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Debra Vickers, Chief Financial Officer
Payroll: Issues stipends for contract grant training	Shryl Washington, Payroll clerk
Managing school level grant activities with principals and school level literacy teams	Sandra Ryals, Instructional Coach Todd Grant Elementary Leslie Poppell, Instructional Coach Oak Grove Intermediate and McIntosh County Middle School Alicia Rosenbaum, Instructional Coach McIntosh County Academy Dr. Scott Barrow, AP McIntosh County Academy Scott Brooker, Instructional Coach, McIntosh County Middle School
Managing system level grant activities: Coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Merwan Massa, Federal Programs
Technology: Organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Ken Hydman, Technology Director

Special Education: Coordinating requirements and managing RTI strategies	Dr. Donna Manning

Implementation Time

February – May 2015	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2015	Plan monthly professional learning for 2015-2016 and submit annual grant report
June-July 2015	Install technology in classrooms and content area teachers attend summer grant institute
August 2015	Conduct training on new technology
January 2016	Mid-year literacy conference update
January – June 2016	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10.9.14 to discuss the Striving Reader Grant, the Needs Assessment process and "The Why," "The What," and "The How" documents. The system literacy team devised a plan to administer the Needs Assessment Survey at each school. The team then met each week to review each section of the grant application and provide feedback for further review and possible revision. The system literacy team will continue to meet each week to continue grant implementation planning so we will be ready to move forward once the grant is awarded.

The school literacy teams were formed and have been active and involved in the grant needs assessment and development of the literacy plans. Each school held meetings to have staff fill out the Needs Assessment Survey so everyone would have a voice in the literacy plan of the schools. The school literacy team began working on the literacy plan based on the needs assessment results. The school literacy teams will continue weekly on-going planning for implementation of the grant.

School Narrative

McIntosh County Middle School (MCMS) is located in historic Darien, Georgia along the Darien River. MCMS is a rural public middle school serving grades 6-8. The former high school building serves as the campus. The media center, cafeteria, and gym are shared with the Oak Grove Intermediate School, which is located in a separate wing connected by a breezeway to the main building. MCMS applied to become a school in 1988 and was the first small school in the state of Georgia to receive the QBE Middle School Incentive Grant.

McIntosh County Middle School (MCMS) currently educates 388 students (52.6% white; 38.9% black; 1.8% Hispanic; 3.4% Multi-racial; 3.4% Other). There are 140 (68 male/72 female) sixth grade students, 127 (63 male/64 female) seventh grade students, and 121 (61 male/60 female) eighth grade students. Fifteen per cent of sixth graders, 8% of seventh graders, and 8% of eighth graders are identified as SWD (Students With Disabilities). Enrollment includes one ELL (English Language Learner) student, and due to the high number of ED (Economically Disadvantaged), the entire student body is eligible for free lunch. A school day consists of four approximately 70-minute class periods for ELA, Math, Science and Social Studies, two approximately 45-minute class periods for Connections and/or Academic Remediation, and a school-wide 10-minute Sustained Silent Reading period at the end of the day.

MCMS is accredited by the Southern Association of Colleges and Schools (SACS) and the Georgia Accrediting Commission. MCMS was recently named a 2014 Title I High Progress Reward School.

Administrative and Leadership Team

MCMS has one Principal, one Instructional Support/Academic Coach, thirty certified teachers, one shared counselor, one shared school library media specialist, one shared school nurse, and two staff support members. The School Instructional Leadership Team consists of the principal, instructional support/academic coach, grade level team leaders, Connections team leader, special education team leader, and the counselor.

Past Instructional Initiatives

- Implementation of curriculum aligned to the GPS including course maps, content maps, skills and knowledge maps, assessments (2004-2009)

- Implementation of common formative and summative assessments aligned to the GPS (2004-2009)

Current Instructional Initiatives

McIntosh County Schools is dedicated to a student-centered approach to teaching and learning. It is with this vision in mind that McIntosh County Middle School works to assist each student in crossing the digital divide, thereby ensuring that they are prepared for lifelong learning using technology. By integrating technology with our students' educational experience, we promote the value of higher order thinking, the ability to analyze logically, work collaboratively with educational entities and the opportunity for personal growth. This approach will ensure that our students will become productive citizens as they are preparing for post-secondary opportunities.

MCMS implemented the Learning Focused model in 2007 and continues its use. Georgia Performance Standards have been the basis for the academic curriculum until the 2012-2013 school year. Currently, in addition to a core academic curriculum based on the Common Core Georgia Performance Standards for ELA and Math and GPS and CCGPS Literacy Standards for Science and Social Studies, MCMS offers Connections classes including Music, Physical Education, Health, Computer Applications, and Agriculture. The media center operates using flexible scheduling encouraging Accelerated Reader use as well as project-based learning related to grade level standards in grades 4-8. Use of the Achieve 3000 informational reading program in ELA and Social Studies was added in 2013-14.

Professional Learning Needs

As the CCGPS is a curriculum that involves rigor and understanding of more complex text in all content areas, MCMS teachers need professional development not only in teaching the core ELA curriculum but also specifically in teaching reading and literacy skills in *all* subject areas. Professional development in effective use of programs and technology in place and in utilizing assessment data from current and required additional assessment programs to guide instruction is also needed.

Need for a Striving Reader Project

Data from the 2013 CRCT revealed that 9.7% of MCMS students Did Not Meet the state standard in Reading, and 12.4% Did Not Meet the state standard in ELA. In addition, data revealed that approximately one-third of students Did Not Meet the state standard in Science and Social Studies which is in line with statistics quoted in "The Why" document (p. 28) in support the need for a literacy initiative.

Comparing current students' CRCT Lexile scores also revealed a significant number of students reading below the College and Career Readiness "stretch band" range recommended for grades 6 through 8.

As stated in the "Why" document, "improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers." Additional funds are needed in order to provide literacy professional development to implement best practices in reading instruction and more fully use reading-related programs and assessment data across the curriculum in order to better prepare our students for high school and to be college- and career-ready.

<u>**Needs Assessment, Concerns, and Root Cause Analysis**</u>

To understand the literacy needs in the district, the grant team constructed a flow map of the reading progression of students on grade level, below grade level, and above grade level beginning in Head Start through 12th grade. In order to determine the greatest literacy concerns, the literacy team disaggregated data by grade levels and skill sets. A data analysis of 2012 CRCT scores compiled by Scholastic in Fall of 2012 was reviewed as well as 2013 CRCT and 8th Grade Writing Test data. A survey given in 2012 to district certified staff to determine literacy needs in the areas of professional learning, continuing education, literacy resources, interventions, and styles of professional learning desired was reviewed. Survey items included a snapshot of the literacy resources available in county classrooms for on grade level, as well as above and below leveled materials. The literacy leadership team completed the Georgia Literacy Plan Needs Assessment to identify at what level each school is concerning leadership, continuity of instruction, assessments, best practices, RTI, and professional learning in regards to literacy. In addition to examining district data, MCMS data was disaggregated by grade levels and skill sets. All of the MCMS data can be found in the next section under analysis of student data.

According to analysis of achievement data, survey results, and the results of the needs assessment at the middle school level, MCMS's biggest concerns at this time are:

- Limited literacy instruction and balanced literacy assessments across all content areas
- Limited effective use of the Renaissance Learning STAR Reading and Accelerated Reader programs and the Achieve3000 program
- Limited use of assessment data by all teachers
- Limited knowledge and implementation of the current writing program, Write for the Future, and how to implement writing in all content areas for all grade level teachers. 8th Grade Writing Test scores indicate that although 61.3% met the standard, 38.7% did not meet, and none exceeded.
- Lexile scores insufficient to read and comprehend the more rigorous texts that the common core standards demand and meet the standard for College and Career Readiness
- Lack of parent/community involvement in addressing literacy needs

MCMS uses the Georgia Literacy Frameworks aligned with CCGPS as the core literacy instruction. The current schedule includes approximately 70-minute periods for ELA, math, science, and social studies as well as a 45-minute academic remediation period; however, there is a need for additional literacy instruction incorporated in all content areas and/or a specific reading period to provide a 90-minute block of literacy instruction referred to in the "Why" document. In addition, MCMS allocates time in the weekly schedule for literacy instruction through use of the Achieve3000 program in ELA and Social Studies and is aware of the need for professional development to incorporate extended time for literacy instruction through inclusion in all content areas. There is a direct, explicit reading program for students who are identified as significantly below grade level according to achievement data and Lexile level and are recommended by teacher; however, there is no such reading program for all students in need. Effectiveness of current literacy instruction is based primarily on CRCT scores and writing scores. Although MCMS administration demonstrates a commitment to learn about and support evidence-based literacy instruction and supports a schedule that includes common grade level planning, collaborative planning for literacy instruction across content areas is limited. With the implementation of the CCGPS, teams are beginning to identify ways to provide literacy instruction; however, teachers are in need of and asking for support in this area. Based on feedback from teacher surveys, limited professional development, lack of a direct, explicit reading program for all students, and teacher attitude can be considered the root causes for direct literacy instruction not being included in all content areas as well as limited effective use of existing programs.

MCMS identifies problems found through screenings and is beginning to analyze specific students through a "drill down" assessment process to determine the student's independent reading level and areas of concern in the reading spectrum. MCMS is beginning to devise a protocol for using data to guide placement as well as improve teaching and learning. Again, limited professional learning training in use of a variety of assessment data can be considered a root cause for this concern.

MCMS adopted Write for the Future as its core writing program. However, additional onsite training is needed in order for teachers to fully implement the program effectively with the CCGPS.

Teachers express concern in implementing strategies to maintain student interest and are concerned regarding student attitudes toward reading and writing that contribute to poor reading skills and lower Lexiles.

MCMS has implemented an RTI system. The school-based team reviews data and determines the areas of concern for students. However, there are limited interventions available at MCMS; therefore, it is difficult to determine if the concern is a student, intervention, teacher, or curriculum concern at all tiers. Direct teacher instruction is used as an intervention in many RTI plans. However, there are limited teachers available to serve the great number of students classified as below grade level.

MCMS is beginning to look at how the community can better enhance the literacy needs of our school. There is some community involvement with Bingo for Books sponsored twice a year by the McIntosh County Family Connections, 4-H in the school, and an annual Book Fair Family Event; however, more intentional efforts are needed to increase community involvement.

<u>**Literacy Plan**</u>

Building Block 1: Engaged Leadership

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

For teachers and staff to accept new ideas, curriculum, and strategies, there must be support from district and school administrative staff. School leadership is committed to professional growth in the area of literacy instruction as evidenced by personal participation and provision for teacher participation in online webinars and face-to-face professional development with consultants regarding best practices in literacy instruction. In further support of literacy instruction, administration will regularly communicate with state level literacy program personnel and provide for literacy instruction professional development for all teachers during collaborative plan time and will participate in such staff development to accommodate oversight of instruction through formal and informal evaluations and review of student data. In addition, the current schedule design which includes a period in the daily schedule for remediation will be retained; however, remediation in all subjects will be structured to include literacy skills instruction as well as subject matter instruction. Administration will require remediation class and content area lesson plans to document literacy skills instruction to ensure two to four hours of literacy instruction in content area classes per "The What" document.

B. A school literacy leadership team organized by the administrator or other leaders in the community is active.

The district literacy leadership team consisting of faculty members from each school and the district curriculum director currently serves as the school's literacy leadership team. This team has determined a shared literacy vision consistent with the state literacy plan. A designated school literacy leadership team will be formed and will include the School Principal, Instructional Support/Academic Coach, ELA Lead Teacher, Social Studies Lead Teacher, Science Lead Teacher, Math Lead Teacher, Media Specialist, and a parent/community member. The team will provide leadership at the school level consistent with the district leadership team's literacy vision. The school literacy leadership team will:

- Review and analyze student, school, and teacher data in order to develop a list of prioritized recommendations and goals for improvement consistent with the district's plan
- Oversee implementation of research-based guidelines, strategies, and resources into school practices and instruction
- Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards by functioning as support for teachers in the area of literacy skills instruction
- Develop a system of sharing literacy information between the school, parents and community utilizing hard copy and online communication, including newsletters, brochures, emails, web pages, and social media
- Identify and allocate additional sources of funds for literacy instruction
- Promote integration of technology across the curriculum to improve literacy skills

C. The effective use of time and personnel are leveraged through scheduling and collaborative planning.

A daily student schedule of four approximately 70-minute academic periods (one math, one ELA, one social studies, and one science) and two 45-minute Connections periods and a 10-minute Sustained Silent Reading period currently exists and will be maintained. Students who do not demonstrate adequate academic progress in one or more academic subjects will be placed in an academic remediation class which will include literacy skills instruction for their second Connections period. Academic teachers in each grade level have a common plan time daily as do Connections teachers. In addition to scheduled professional development days devoted to literacy instruction for all same discipline area teachers, administrators will include weekly collaborative plan time exclusively for literacy instruction professional development for all teachers within a grade-level so that a minimum of two hours of literacy instruction is delivered each day. The schedule will also include a daily period for literacy instruction to remediate students with identified reading skills deficiencies as well as a school-wide protected period for silent sustained reading.

D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.

In order to create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards, strengths and needs for improvement of current practices will be evaluated for consistency with the vision of the literacy leadership team. Faculty and staff will participate in targeted, sustained professional learning on literacy strategies within the content area. A walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) will be used to ensure consistency of effective instructional practices that include disciplinary literacy instruction across content areas.

E. Literacy instruction is optimized in all content areas.

All teachers will participate in professional development in transitioning from GPS to CCGPS as well as utilizing a common, systematic procedure for teaching academic vocabulary, reading skills, and integrating writing in each class every day. Professional development will include training on:
   a. Effective use of multiple sources of data
   b. Incorporating the use of literary texts in content areas
   c. Using informational text in English language arts classes
   d. Incorporating writing instruction (narrative, argument, and informational) in all subject areas
   e. Selecting text complexity that is appropriate to grade levels as required by CCGPS
   f. Selecting text complexity that is adjusted to the needs of individual students
   g. Instructing students in the following:

      i. Conducting short research projects that use several sources

      ii. Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)

      iii. Supporting opinions with reasons and information

iv. Determining author bias or point of view

v. Evaluating information sources

vi. Integrating effective use of technology in literacy instruction

F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards

Through the formation of a community advisory board, our school will provide a network of support within the community for providing tutoring and mentoring. The school will continue to partner with the local Youth Development Council 4-H program through school-day and after-school activities to develop students' research and presentation skills. School personnel will use social media to communicate and promote literacy in the community. Academic successes will be publicly celebrated through online postings as well as traditional print and broadcast communication media.

Building Block 2: Continuity of Instruction

A. Active collaborative teams ensure a consistent literacy focus across the curriculum

In addition to scheduled professional development days devoted to literacy instruction for all same discipline area teachers, administrators will include weekly collaborative plan time exclusively for literacy instruction professional development for all teachers within a grade level so that a minimum of two hours of literacy instruction is delivered each day. Teams will function as professional learning communities. Expectations, team members' roles, and protocols for team meetings will be clearly articulated, and teams will establish grade level expectations of measurable student achievement goals. Consistent use of effective literacy instructional practices in all content areas will be ensured through walk-throughs and use of the Georgia Literacy Instruction Observation Checklist.

B. Teachers provide literacy instruction across the curriculum.

Members of the school literacy team as well as collaborative teams' members will provide support to each other through coaching, modeling, co-teaching, observing, sharing of resources and providing feedback to each other through the use of videos and social media where possible. Writing assessments will involve use of a school-wide adopted rubric aligned with the CCGPS. A variety of print, non-print, and online content will be provided and used in all content areas throughout the instructional day.

C. Out-of-school agencies and organizations collaborate to support literacy within the community.

MCMS will continue to collaborate with out-of-school agencies and government organizations, such as 4-H and Family Connections, and seek additional partnerships to support students and families. MCMS will communicate with the local public libraries to determine ways to connect, including participation in special events and a joint-sponsored "Literacy Night" to promote reading and provide literacy information. MCMS will solicit local businesses to be school partners who provide reading incentives and support for after-school activities. To engage our stakeholders more creatively and effectively, our school will utilize technologies and social media.

Building Block 3: Ongoing Formative and Summative Assessments

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

McIntosh County Middle School administers a variety of assessments. However, additional research-based intervention materials are needed to meet student needs based on a variety of assessment results. The G.R.A.S.P. Reading Comprehension and Math Computation screeners and the Renaissance Learning STAR Reading and STAR Math diagnostic assessments are administered to all students at the beginning of the school year. Renaissance Learning STAR Reading and STAR Math assessments are administered again at end of the first semester and at the end of the school year. Students take the Achieve3000 Level Set (Lexile) assessment at the

beginning of the school year, and students' Lexile levels are assessed periodically as students work through the Achieve3000 program. Benchmark and unit assessments are used throughout the school year as "checkpoints" for determining instructional needs. The Online Assessment System (OAS) is used as a resource for the benchmark and end-of-unit assessments. With the implementation of Common Core Georgia Performance Standards, teachers are beginning to develop common curriculum-based assessments in a variety of formats (formal, informal, and performance). Strength of teachers is providing assessments in a multiple choice format. However, short answer, constructed response, and essay questions will be used more frequently in everyday teaching and assessments. Through professional development in this area, teachers will be provided effective and practical training in developing various types of assessments.

The school literacy team will examine the current infrastructure for ongoing formative and summative assessments for evaluating effectiveness of instruction and for determining the need for additional interventions. Additional or alternative research-based screening, progress monitoring, and diagnostic tools will be selected on the basis that they identify achievement levels of all students, advanced as well as struggling. Interventions selected will provide for timely, descriptive feedback to students. All personnel will be trained in intervention programs.

D. Summative data is used to make programming decisions as well as to monitor individual student progress.

Administration and teachers will develop a calendar for formative assessments based on local, state, and program guidelines. State-mandated assessments include the CRCT (Criterion Referenced Competency Test) for all students as well as the Georgia Writing Assessment for eighth graders. Eighth graders also participate in the Iowa Test of Basic Skills (ITBS) each fall. The ITBS is one of the indicators for student placement in the gifted program.

E. A clearly articulated strategy for using data to improve teaching and learning is followed.

A data collection plan for storing, analyzing, and disseminating assessment results is currently in place. STAR and Achieve3000 data is online and accessible by teachers. Teachers have access through the Data Director software to view benchmark and end-of-unit assessment results. Through the student information system, teachers are able to view historical data of state mandated test results for students they teach. All certified personnel will be trained in analyzing

and disseminating these assessment results and results of any additional assessments. At this time, the technology infrastructure is adequate to support administration and storage of assessment as well as the dissemination of results.

Data teams are used across grade levels to analyze previous years' outcome assessments and to identify baselines for each student. Data is disaggregated to ensure the progress of subgroups. Time is scheduled in team meetings to review and analyze assessment results to identify needed program and instructional adjustments. Changes that can be made to improve the instructional program for all students, struggling and advanced, are the focus of team data meeting discussions.

MCMS is in the process of developing a protocol for making decisions to identify the instructional needs of students and guide placement and/or to inform instruction in intervention programs. Appropriate staff members use and understand the data storage and retrieval system in place, and administration will determine procedures and expectations for staff to review, analyze, and disseminate assessment results.

Building Block 4: Best Practices in Literacy Instruction

A. All students receive direct, explicit instruction in reading.

All students will receive direct, explicit instruction in reading as contained in the CCGPS ELA curriculum. In addition, student data will be examined regularly to identify areas of instruction with greatest needs in order to focus instruction to increase achievement in certain skills. Classroom observations will involve use of an assessment tool to determine the use of effective practice in literacy instruction in all content classes. To ensure teachers are equipped to teach literacy skills, all teachers will receive professional development in the following:

- Using data to inform instruction
- Selecting appropriate texts and strategy for instruction
- Informing students of specific strategies to be learned and why they are learning these strategies
- Modeling how strategies are used

- Providing guidance and independent practice with feedback
- Differentiation of instruction

B. All students receive effective writing instruction across the curriculum

Collaborative lesson planning will be utilized to ensure effective writing instruction across the curriculum that is aligned with CCGPS and articulated vertically and horizontally. Use of a common writing instruction program that includes explicit instruction, guided practice, and independent practice will be used in all subjects. All teachers will receive professional development in use of the common writing instruction program and will incorporate instruction in and opportunities for one of the following at least one day per week:

- Developing an argument citing relevant and reliable textual evidence
- Writing coherent informational or explanatory texts
- Writing narratives to develop real or imaginary experiences to explore content area topics

Technology will be used for production, publishing, and communication across the curriculum.

C. Extended time is provided for literacy instruction.
Administrators will design a schedule to include weekly collaborative plan time exclusively for literacy instruction professional development for all teachers within a grade-level so that a minimum of two hours of literacy instruction is delivered each day across language arts and in content areas. The schedule will also include a daily period for literacy instruction to remediate students with identified reading skills deficiencies.

D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Teachers will develop lessons that allow students to self-select reading material and topics for research and will take steps to provide students with an understanding of the relevance of academic assignments to students' lives with the intention of developing and maintaining interest and engagement throughout students' school experience. Teachers will increase access to texts that students consider engaging through extensive class libraries and use of online resources. Teachers will develop lessons through collaboration with peers and encourage student

collaboration in the learning process. Teachers will use scaffolding to provide students with background knowledge and provide students with skills to navigate literary and informational texts with confidence and self-efficacy. Lessons will incorporate creative use of technology to promote engagement and relevance.

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

A. Information developed from the school-based data teams is used to inform RTI process

Data meetings are held once a month to discuss the following key components:

- The percentage of students currently served by grade levels in each tier is determined regularly to determine efficacy of instruction in each tier.
- The school is developing protocols for identifying students and matching them to the appropriate intervention.
- Interventions will be monitored frequently to ensure that they occur regularly and with fidelity.
- The results of formative assessments will be analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.

B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.

During data meetings, the team will determine if fewer than 80% of students are successful in any area. If this is the case, student data will be examined to determine instructional areas of greatest need (decoding, fluency, comprehension, etc.). If necessary, students will be "drilled down" to determine their one or two greatest areas of concern.

Current practice in literacy instruction in each subject area is assessed by a review of teachers' lesson plans. A literacy checklist will also be used in conjunction with walk-throughs and observations.

Teachers will participate in ongoing professional development in the core areas of literacy instruction: word identification, fluency, vocabulary, comprehension, and writing skills. Teachers also need to be able to use the Georgia Department of Education resources in the areas of professional need for RTI and universal screenings. Another professional learning area is in team teaching and inclusion of students with special learning needs. Teachers also participate in professional learning for understanding assessment data and anticipated levels of students' mastery during the school year.

C. Tier 2 needs-based interventions are provided for targeted students.

Interventionists will participate in professional learning in the following areas: using appropriate supplemental and intervention materials, diagnosing reading difficulties, using direct, explicit instructional strategies to address instructional needs, charting data, graphing progress, and differentiating instruction.

The school will build in specific times for collaborative discussion and planning between content area teachers (Tier 1) and interventionists.

Teachers participate in professional learning to ensure school wide understanding of assessment data and anticipated levels of student mastery during the school year.

The school will ensure the effectiveness of interventions by providing sufficient blocks of time in the daily schedule for interventions, providing adequate space in places conducive to learning, and providing competent, well trained teachers and interventionists.

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

In addition to everything that occurs at Tiers 1 and 2, data teams meet to
- Discuss students in Tier 3 who fail to respond to intervention
- Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance

- Verify implementation of proven interventions
- Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST

Tier 3/SST data teams meet regularly to discuss student progress based on daily interventions that include a minimum of four data points.

Tier 3 interventions are meant to be delivered at a 1:1-1:3 ratio during a protected time daily.

E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.

School schedules are developed to ensure the least restrictive environment (LRE) for students.

Our building and system administrators are familiar with funding formulas affecting students in special programming.

The most highly qualified and experienced teachers support the delivery of instruction of students with the most significant needs. In other words, the best content area teacher is teamed with the best special education teacher for team-taught instruction.

Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with the delivery of CCGPS.

Building Block 6: Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

MCMS leadership agrees with the quote from the International Reading Association (2007) in the "The Why" (p. 150) document that states "The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom." Effective professional

learning is essential in order to improve adolescent literacy. Furthermore, school literacy leadership believes continued effective professional development ensures the understanding of principles and use of best practices to determine needs, decide on a course of action, and implement and support a plan that leads to improved teaching and learning.

B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

District personnel will create a liaison with area colleges to help prepare pre-service teachers with the necessary professional learning requirements set forth by the county. This will allow pre-service middle school teachers to acquire the prerequisite skills to perform their duties effectively McIntosh County School System.

Representatives from the community and/or school leadership will meet with representatives from Professional Standards Commission to enlist support for ensuring that:
> 1. Pre-service teachers receive coursework in disciplinary literacy within content areas.
> 2. Teacher preparation is revised to reflect needs that districts report with new teachers.

Based on review of the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12, MCMS teachers will participate in professional learning in literacy instruction in content areas and on the use of the adopted writing program. Integration of best practices in disciplinary literacy instruction in all content areas will be monitored through review of lesson plans, classroom observations or walk-throughs using an assessment tool tied to professional learning.

Intervention providers will receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.

Analysis and Identification of Student and Teacher Data

Examination of data reveals that historically a larger percentage of Black, SWD, and ED students do not meet the state standard in Reading than White students at MCMS. CRCT data appears favorable; however, when compared to the state, a significantly larger number did not meet and a significantly less number exceeded in 2013.

Combined Reading CRCT Scores for Past Two Years– Grades 6, 7, & 8

School Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Does Not Meet %	7.3	9.7	7.5	9.8	7.6	10.4	33.3	28.6	8.7	11.0
Meets %	68.3	60.8	64.9	55.4	70.9	68.9	59.3	61.9	72.6	64.5
Exceeds %	24.4	29.6	27.6	34.8	21.5	20.7	7.4	9.5	18.6	24.5

Comparison of School/State 2013 Reading CRCT

Grade	Reading: % Did not meet the standard		Reading: % Meets the standard		Reading: % Exceeds the standard	
	MCMS	State	MCMS	State	MCMS	State
6th grade	12.0	4.0	55.2	48.2	32.8	47.8
7th grade	7.3	5.3	71.8	60.6	21.0	34.1

8th grade	9.8	3.2	55.3	51.6	35.0	45.2

2013 MCMS CRCT Scores in All Subjects by Gender

Subject	Gender	Did Not Meet	Meets	Exceeds
Language	Female	7.3 %	52.2 %	40.4 %
	Male	17.2 %	60.2 %	22.6 %
	Combined	12.4 %	56.3 %	31.3 %
Mathematics	Female	20.5 %	59.5 %	20.0 %
	Male	28.6 %	54.3 %	17.1 %
	Combined	24.7 %	56.8 %	18.5 %
Reading	Female	5.5 %	56.4 %	38.1 %
	Male	13.6 %	64.9 %	21.5 %
	Combined	9.7 %	60.8 %	29.6 %
Science	Female	28.1 %	60.7 %	11.2 %
	Male	38.4 %	48.9 %	12.6 %
	Combined	33.4 %	54.6 %	12.0 %
Social Studies	Female	25.0 %	52.3 %	22.7 %
	Male	35.8 %	44.2 %	20.0 %

	Combined	30.6 %	48.1 %	21.3 %

2013 MCMS CRCT Scores in All Subjects by Race

Subject	Race / Ethnicity	Did Not Meet	Meets	Exceeds
Language	American Indian Or Alaska Native		100.0 %	
	Asian		50.0 %	50.0 %
	Black, Not Of Hispanic Origin	12.4 %	60.2 %	27.3 %
	Hispanic		40.0 %	60.0 %
	Multi-racial		66.7 %	33.3 %
	White, Not Of Hispanic Origin	13.4 %	53.6 %	33.0 %
	Undefined	9.1 %	45.5 %	45.5 %
	Combined	12.4 %	56.3 %	31.3 %
Mathematics	American Indian Or Alaska Native		100.0 %	
	Asian	25.0 %		75.0 %
	Black, Not Of Hispanic Origin	24.0 %	62.3 %	13.7 %
	Hispanic		60.0 %	40.0 %
	Multi-racial	66.7 %		33.3 %
	White, Not Of Hispanic Origin	25.3 %	53.7 %	21.1 %
	Undefined	27.3 %	54.5 %	18.2 %
	Combined	24.7 %	56.8 %	18.5 %

Reading	American Indian Or Alaska Native			100.0 %
	Asian		75.0 %	25.0 %
	Black, Not Of Hispanic Origin	10.4 %	68.9 %	20.7 %
	Hispanic		20.0 %	80.0 %
	Multi-racial		66.7 %	33.3 %
	White, Not Of Hispanic Origin	9.8 %	55.4 %	34.8 %
	Undefined	9.1 %	45.5 %	45.5 %
	Combined	9.7 %	60.8 %	29.6 %
Science	American Indian Or Alaska Native		100.0 %	
	Asian	25.0 %	50.0 %	25.0 %
	Black, Not Of Hispanic Origin	37.7 %	53.1 %	9.3 %
	Hispanic		60.0 %	40.0 %
	Multi-racial	66.7 %	33.3 %	
	White, Not Of Hispanic Origin	30.8 %	56.0 %	13.2 %
	Undefined	27.3 %	54.5 %	18.2 %
	Combined	33.4 %	54.6 %	12.0 %
Social Studies	American Indian Or Alaska Native		100.0 %	
	Asian		50.0 %	50.0 %
	Black, Not Of Hispanic Origin	30.9 %	50.6 %	18.5 %
	Hispanic	20.0 %	40.0 %	40.0 %

	Multi-racial	66.7 %	33.3 %	
	White, Not Of Hispanic Origin	32.2 %	45.6 %	22.2 %
	Undefined	9.1 %	54.5 %	36.4 %
	Combined	30.6 %	48.1 %	21.3 %

2013 MCMS CRCT Scores in All Subjects for SWD and Non-SWD

Subject	Subgroup	Did Not Meet	Meets	Exceeds
Language	SWD	60.0 %	35.0 %	5.0 %
	Non - SWD	9.6 %	57.6 %	32.8 %
	Combined	12.4 %	56.3 %	31.3 %
Mathematics	SWD	66.7 %	33.3 %	
	Non - SWD	22.3 %	58.2 %	19.6 %
	Combined	24.7 %	56.8 %	18.5 %
Reading	SWD	28.6 %	61.9 %	9.5 %
	Non - SWD	8.5 %	60.7 %	30.8 %
	Combined	9.7 %	60.8 %	29.6 %
Science	SWD	79.2 %	20.8 %	
	Non - SWD	30.2 %	57.0 %	12.8 %
	Combined	33.4 %	54.6 %	12.0 %
	SWD	62.5 %	33.3 %	4.2 %

Social Studies	Non - SWD	28.4 %	49.1 %	22.5 %
	Combined	30.6 %	48.1 %	21.3 %

2013 CRCT Scores for All Subjects for ED and Non-ED

Subject	Subgroup	Did Not Meet	Meets	Exceeds
Language	ED	13.8 %	60.8 %	25.4 %
	Non - ED	7.4 %	40.7 %	51.9 %
	Combined	12.4 %	56.3 %	31.3 %
Mathematics	ED	28.7 %	57.0 %	14.3 %
	Non - ED	9.8 %	56.1 %	34.1 %
	Combined	24.7 %	56.8 %	18.5 %
Reading	ED	11.0 %	64.5 %	24.5 %
	Non - ED	4.9 %	47.6 %	47.6 %
	Combined	9.7 %	60.8 %	29.6 %
Science	ED	37.8 %	53.5 %	8.7 %
	Non - ED	18.3 %	58.5 %	23.2 %
	Combined	33.4 %	54.6 %	12.0 %
Social Studies	ED	35.4 %	48.4 %	16.1 %
	Non - ED	13.6 %	46.9 %	39.5 %
	Combined	30.6 %	48.1 %	21.3 %

Analysis of Lexile data also revealed a significant percent of students did not demonstrate a reading level sufficient to meet the standard for College and Career Readiness.

2012 MCMS CRCT Lexile Scores

Current Grade	Below 955L		955L – 1155L		Above 1155L	
6	88	65.2%	47	34.8%	None	0%
7	46	37.4%	77	62.9%	None	0%
8	38	30.4%	51	40.8%	36	28.8%

Achieve3000 Data as of 10/31/13

Grade	% Falls Far Below	% Approaches	% Meets	% Exceeds
6	37.4	52.5	5.8	4.3
7	48.6	40.2	7.7	3.5
8	38.8	43.8	11.6	5.8

G.R.A.S.P. Reading MAZE Universal Screener Data – Fall & Winter 2013

% Meeting or Exceeding Cut Score

Grade	Fall	Cut Score	Winter	Cut Score
6th Grade	74.6	19	84.3	23
7th Grade	86.9	20	89.4	24
8th Grade	82.5	23	88.3	25

2012 8th Grade Writing Assessment Analysis – The chart below indicates the percent of students who did not meet the requirements for passing the state writing assessment is significant for all populations, but especially for SWD. The fact that none Exceeded is of special concern.

Immediate professional learning in using the adopted writing program effectively and also in writing across the curriculum is needed for teachers.

	All	Female/Male	White	Black	SWD
Did Not Meet %	38.7	18.3/59.3	30.2	46.7	100
Meets %	61.3	81.7/40.7	69.8	53.3	0
Exceeds %	0	0/0	0	0	0

Teacher Data - More than half of the 31 teaching staff members have advanced degrees. Teacher retention is an area of strength for MCMS, with 18 of 20 experienced teachers having been employed with McIntosh County Schools more than five years.

Certification Degree	T4 Bachelor	T5 Master	T6 Specialist	T7 Doctorate
# of certified staff	14	14	2	1

Cumulative Teaching Experience	Number of MCMS Teachers
0-5 yrs	11
6-10 yrs	6
11+ yrs	14

Teaching Experience In MCSS	Number of MCMS Teachers
0-5 yrs	13

6-10 yrs	11
11+ yrs	7

Ongoing Professional Development Participation

McIntosh County Schools recognizes the importance of continued professional learning to enhance teaching and learning. Upon adoption of the Learning Focused model of instruction and use of Thinking Maps in 2006-2007, all MCMS certified staff were re-delivered training by certified system trainers. New hires are trained in the Learning Focus model and Thinking Maps upon employment with McIntosh County Schools. With the rollout of CCGPS, professional learning was primarily devoted to unit writing, including balanced assessments, aligned to the CCGPS for all certified staff and continued through 2012-2013. Presently, all certified staff at MCMS participate in ongoing professional development in best practices of teaching in grade level teams which function as learning communities and participate in professional development throughout the year during weekly common plan time. Examples of topics for all teams include: Teacher Keys Effectiveness System (TKES), Statewide Longitudinal Data System (SLDS), Formative Instructional Practices (FIP). In addition, all content area teachers receive Achieve3000 training using the redelivery model.

Project Plan, Procedures, Goals, Objectives, and Support

Based on the Needs Assessment Survey, MCMS has identified goals and objectives that we must strive towards to improve our literacy achievement. These goals are supported by the academic leaders and administration of our school.

Currently, MCMS teachers participate in professional learning for CCGPS implementation and effective instructional practices through weekly grade level collaborative planning time; additional onsite professional development to ensure and enhance literacy instruction in content areas and make best use of existing interventions is lacking due to funding. However, our school is committed to finding a way to support our struggling students.

Goal	Objective	Measurable Evidence	Support
Goal 1: Implement a school-wide literacy plan that provides in-depth and on-going professional learning for best practices in teaching content area reading and writing.	**Objective 1:** Train teachers to meet the demands of the CCGPS, address higher-order questions, create more rigorous lessons and produce independent thinkers. **Objective 2**: Professional learning in evidence-based literacy practices. **Objective 3**: Professional	Meets and exceeds rates will increase on state-mandated and national assessments because teachers are utilizing more effective instructional strategies.	As the "Why" document reveals, the literacy skills of reading, writing, listening, speaking and viewing are critical for college and career-ready opportunities. Therefore, teachers are required to teach in ways that promote critical thinking and higher order performance. Professional development must ensure that teachers

	development in best practice instruction in vocabulary and comprehension. **Objective 4**: Professional development on use of Write for the Future program or other research-based writing program.		understand learning as well as teaching and are able to connect curriculum goals to students' experience (140).
Goal 2: Increase use of screening and progress monitoring instruments and provide training on how to effectively use data to diagnose student needs and plan appropriate instruction.	**Objective 1:** Purchase additional licensing for research-based assessment that provides for universal screening, diagnosing and progress monitoring. **Objective 2:** Provide professional development for teachers so they can analyze the data the screening instrument provides and identify	Student achievement in all content areas will increase because students are being provided with the intervention strategies that will help them be successful in the classroom	i

	missing essential learning skills needed for success at the middle school level and beyond (The "Why" 104)		
Goal 3: RTI: Increase teacher understanding of selection and implementation of interventions aligned to student needs and provide teacher training and support to ensure fidelity of implementation.	**Objective 1**: Obtain training in selecting interventions which can be implemented through content delivery. **Objective 2**: Provide professional development in using data to drive instructional decisions.	CRCT scores will increase. Discipline referrals will decrease as students are provided the support needed to be successful in class.	Provide professional learning in RTI implementation, analyzing data, and implementing appropriate literacy interventions, because 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 vital to student success (126).
Goal 4: Increase stakeholder understanding of and involvement in the importance, benefits and relevance of	**Objective 1:** Nurture partnerships that allow schools and businesses to join efforts to	An increase of students prepared for a career after high-school.	The "Why" document asserts that leadership is a key piece in every literacy initiative

literacy across the content areas.	improve students' career opportunities. **Objective 2:** Guide community understanding of the importance of literacy to prepare students for work and life in the 21st century. **Objective 3**: Provide increased opportunities for parents to communicate with school regarding literacy needs of students and ways to facilitate learning at home.	More community members will function as mentors. Student achievement will increase because of parent and community support for literacy and the value of education.	undertaken in education (156).
Goal 5: Integrate literacy comprehension strategies and skill instruction in content areas.	**Objective 1**: Retain the current schedule that provides for two to four hours of literacy instruction for all students as well as additional	CRCT scores in all content areas will increase.	One of the goals of Georgia's Literacy Plan is to promote professional collaboration among primary, secondary, and postsecondary educators in order to develop an increased

	time for intervention and collaboration. **Objective 2:** Provide faculty with professional learning in disciplinary literacy across content areas. **Objective 3**: Provide teachers with training in how to incorporate academic vocabulary, modes of writing and discipline-specific text structures.	Lexile levels will increase on Achieve3000.	understanding of literacy instruction-- with an emphasis on reading and writing-- which may have significant impact on student growth in all content areas (37).
Goal 6: Develop ongoing formative and summative assessments that are common across classrooms and are used to guide	**Objective 1:** Effective screening, progress monitoring and diagnostic tools are selected and used along with common assessments.	Unit test and CRCT scores will increase. Lexile levels will increase on Achieve3000.	The Georgia Literacy plan states that schools must ensure that sound assessment practices permeate every classroom and that

classroom and intervention instruction.	**Objective 2:** A full range of formative and summative assessments are regularly administered and classroom instruction is guided by data.		assessments are used to benefit pupils (95).
Goal 7: Across subject areas, student writing will reflect the ability to argue effectively, write informational or explanatory texts or write narratives to explore content area topics.	**Objective 1:** Develop a coordinated plan for writing instruction which includes explicit instruction, guided practice and independent practice. **Objective 2:** Teachers will be provided professional development in strategies for effective writing instruction. **Objective 3:** Provide professional development in the	Frequency of writing assignments in content areas will increase. 8th Grade Writing Assessment scores will increase.	According to the "Why" document, the implementation of strong writing programs is crucial to a literacy initiative. Also, writing has a significant impact on reading comprehension.

	Write for the Future program.		

6th GRADE SCHEDULE							
1st Period 8:00-9:10	**2nd Period** 9:13-10:23	**3rd Period**		**4th Period** 12:41-1:51	**5th Period** 1:54-3:04	**SSR** 3:05 – 3:15	
		10:26-11:11	11:14-11:32 Lunch 12:11-12:38				
Academic	Academic	1st Connections	2nd Connections	Academic	Academic	
Reading Remediation	Gifted ELA	Teacher Planning	Academic Remediation			

The following schedule will be retained. Through professional development and administrative review of lesson plans and observations, literacy instruction will be included in at least two academic content classes each day, resulting in more than the required two to four hours of literacy instruction.

7th GRADE SCDHEDULE						
1st Period 8:00 – 9:10	**2nd Period** 9:13 – 10:23	**3rd Period** 10:26-11:36	**4th Period** 11:39-12:02 12:05 – 12:38	**5th Period**		**SSR** 3:05
				1:31-2:16	2:19-3:04	

			Lunch 12:41- 1:28			– 3:15
Academic	Academic	Academic	Academic/Lunch	1st Connections	2nd Connections	
Gifted ELA	Reading Remediation			Teacher Planning	Academic Remediation	

8th GRADE SCHEDULE						
1st Period		2nd Period 9:36-10:46	3rd Period 10:49-11:59	4TH Period 12:02-12:21 Lunch 1:00-1:51	5th Period 1:54-3:04	SSR 3:05 – 3:15
8:00-8:45	8:48-9:33					
1st Connections	2nd Connections	Academic	Academic	Academic	Academic	
Teacher Planning	Academic Remediation		Gifted ELA	Reading Remediation/Lunch		

<u>**Assessment/Data Analysis Plan**</u>

The following table shows literacy assessments currently administered to all MCMS students, unless otherwise indicated. All assessments will continue to be administered; however, administration of the SRI assessment will be expanded to include all students. Only teachers trained in administration of assessments will administer assessment to students; consequently, professional learning regarding SRI will be provided to all teachers. Assessment results data will be used to inform instruction, including teacher need for professional learning and student needs.

Grade level data teams, administrators, and RTI specialist will examine assessment results to determine interventions for groups of students. Individual student assessment data will be "drilled down" to determine specific skill needs and level of intensity of interventions and need for specific intervention materials.

Assessment data will be shared with all stakeholders through online communication means as well as print. Parents will have the opportunity to sign up for face-to-face conferences to discuss results and instructional strategies; conferences with parents of students scoring significantly below grade level will be mandatory.

MCMS Literacy Assessments

Assessment	Purposes	Skills Measured	Administered by	Test Frequency
G.R.A.S.P. Reading MAZE Universal Screener	S, PM, O	RC	Certified Classroom Teacher	3 X per year Beginning, mid-year, end of year
SRI (students identified as significantly below grade level)	S, PM, O	RC-Inferential	Reading Remediation Specialist	1 to 3 X per year, depending on progress of student,

				Beginning, mid-year, and end of year
STAR Reading	S, D, PM, O	V, RC	ELA Teachers	Minimum 3 X per year Beginning, mid-year, end of year - more often for
Achieve3000 Level Set	S, D, PM, O	V, RC	ELA and Social Studies Teachers	1 to 3 X per year, depending on progress of student, Beginning, mid-year, and end of year
CRCT	O	ELA, Reading	Grade Level Certified Staff	1 X per year
GAA Alternative assessment to CRCT for severe and profound special needs students	O	ELA	Certified Special Ed Staff	Results reported 1 X per year, portfolio items collected ongoing
Georgia Writing Assessment (8th grade only)	O	Writing	8th Grade Certified Staff	1 X per year
OAS (Online Assessment System) Unit Assessments	O	ELA	Certified Classroom Teacher	1 X per ELA unit for total of 4

ITBS Iowa Test of Basic Skills (8th grade only)	S, O	RC, ELA	8th Grade Certified Staff	1x per year

AK-Alphabet Knowledge, **PA**-Phonological Awareness, **CoP**-Concepts of Print, **OL**-Oral Language, **PN**-Picture Naming, **A and R**-Alliteration and Rhyming, **OL**-Oral Language, **NWF**-Decoding, **ORL**-Oral Reading Fluency, **V**-Vocabulary, **RC**-Reading Comprehension, **S-**Screening, **PM-**Progress Monitor, **O-**Outcome, **D-**Diagnostic, **IPI**-Informal Phonics Inventory, **SRI**-Scholastic Reading Inventory

Resources, Strategies and Materials (Existing and Proposed) including Technology to Support the Literacy Plan

McIntosh Middle School is committed to providing a relevant education through effective use of current research-based strategies and appropriate resources and materials. We will work collaboratively with our system technology, curriculum, special education and Title II directors to provide direct support to teachers so that they may continue supporting our mission of Educate to Graduate.

Existing Classroom Resources

- 95% of the classrooms have Promethean boards
- 1 science and 2 math classrooms have Classroom Performance Systems
- All classrooms have one networked Internet accessible teacher computer
- Textbooks
- Most ELA classes have classroom libraries consisting of various teacher-owned materials and discarded school library books

McIntosh Middle School Shared Resources

- 1 Library Media Center
- 3 computer labs
- a daily progress monitoring reading program
- animated subscription educational site
- online supplemental math curriculum program
- literacy support software
- web-based software to manage special education student data, and graphic organizers

Shared Library Media Center Book Collection Available Through District OPAC*

School Media Center	Non-fiction		General Fiction		Biography		Easy Fiction	
	Avg Age	# of items	Avg Age	# of items	Avg Age	# of items	Avg Age	# of items

TGE	1993	4850	1989	3471	1989	593	1993	3402
OGIS/MCMS	1986	5016	1992	5125	1986	1395	1992	443
MCA	1993	2124	1996	2352	1994	485	n/a	0

*Although the media specialist attempts to order high-interest books, collection additions are limited due to budget constraints. Print magazines have been discontinued because of budget constraints.

Additional MCMS Library Resources Shared with Oak Grove Intermediate School (much of which needs updating to facilitate student engagement)

- 30 iPads
- 22 computers - scheduled through media specialist
- 1 B&W laser printer
- 3 portable TV's with DVD and/or VCR players
- 1 document scanner
- 1 document camera, 1 digital camera, 2 digital video cameras
- eBook collection
- subscription online reference databases
- class-sets of novels – primarily "dated"
- 2 LCD projectors
- listening kits, overhead projectors, DVD & VHS videos, (cassette) audio books
- professional materials

Proposed Resources and Materials

Implementing the literacy plan we have developed and achieving our goals and objectives will require the following:

I. The "Why" document suggests that students are drawn to technology and implementing technology into instructional practices can increase motivation and enhance literacy (53). The following technology is necessary to implement our literacy plan and foster student engagement:

    a. Update current computer labs

    b. Add two more computer labs with sixty additional computers

    c. Writing support software such as Writing Roadmap

    d. eBooks

    e. Additional software licensing to access/analyze student literacy with a universal screener, diagnostic, and progress monitoring capability

    f. Computer programs with multiple entry points for literacy interventions at Tier 2, Tier 3, and Tier 4

    g. eReaders

    h. Electronic texts aligned to CCGPS

    i. Improved infrastructure and network to support a 21st century school building

    j. Document cameras

    k. Scanners

    l. Updated closed circuit broadcast system

II. Our goal in implementing this literacy plan is to improve readiness for college and careers. According to the "Why" document, effective professional learning is linked to higher student achievement (141). The following professional learning is needed:

    a. Implementing CCGPS and Content Literacy Standards

    b. Analyzing data so instructional decisions will be based on student need

    c. Vocabulary instruction

    d. Reading in content areas

    e. Writing across the curriculum

    f. Effective implementation of the RTI process

    g. Professional learning for teachers for Scholastic Reading Inventory

    h. Stipends for teachers to develop literacy units during the summer

III. Curriculum needs:

a. Additional Media Center database subscription

b. Additional licensing for Scholastic Reading Inventory Lexile screener

c. RTI diagnostic program and software

d. Study Island subscription with benchmarks

e. Writing remediation software

f. Plagiarism detection software

g. Leveled-set of high interest novels

Activities that Support Intervention Programs

The RTI model indicates that all students will receive Tier 1 differentiated instruction. To support the intervention programs, the following is needed:

- The purchase of additional licensing of SRI and Read 180 is needed to enable more students in need of reading remediation to be served.
- Achieve3000 is offered to students as a reading intervention; however, further professional development is needed to use the program more effectively.
- It is also imperative that we schedule extended learning times (after-school activities) for struggling students to receive intensive interventions through remediation.

Activities that support classroom practices

- Professional learning to train all teachers in effective literacy instruction across the content areas
- Engaging remediation and enrichment software to expand literacy skills
- High interest reading materials to enhance a school-wide reading initiative
- Professional learning on data analysis and using data to drive instruction in the classroom
- Professional learning in vocabulary instruction
- Professional learning in effective writing instruction and use of the adopted writing program
- Creating lessons which utilize technology to foster student engagement

Additional Strategies Needed to Support Student Success

- Scheduling which supports protected time for literacy instruction and Silent Sustained Reading
- Scheduling interventions for each student in Tiers 2 and 3
- Professional development in differentiated learning
- Provide students more opportunities to write in all content areas
- Professional development for all content teachers on integrating reading and writing instruction

Clear Alignment plan for SRCL and other funding

Technology needs: eBooks, upgrades to current computer software and writing remediation software will add to our effort to improve literacy success by providing students with access to resources and technology that make learning more engaging, interactive and fun. Technology will also be used to provide remediation for those who are struggling and also accelerate learning. Document cameras and scanners will allow the classroom teacher to display student work and conduct real-time proofreading and editing writing workshops. An updated closed-circuit broadcast system will allow for engaging students and improving speaking and listening skills through practice. Other sources to support funding of this initiative will be eSplost.

Curriculum Needs: Professional development in the areas of data analysis, vocabulary instruction and best practices in reading and writing instruction will increase student engagement and allow our school to effectively provide interventions as needed. Professional development in best practices in literacy instruction will also create a sense of continuity and ensure that students in all grades are receiving effective instruction.

<u>Professional Learning Tied to Stated Goals and Objectives and Method of Measuring Effectiveness</u>

Goal 1: Implement a school-wide literacy plan that provides in-depth and on-going professional learning for best practices in teaching content area reading and writing.

- Professional Learning that is needed to achieve goal one includes the following:

- Literacy instruction in the content areas

- CCGPS training and support

- SRI software training

- Computerized literacy program training

- Vocabulary instruction

- Writing instruction

Method of measuring effectiveness of goal one:

- Qualitative data acquired from teacher and student surveys

- Walk-throughs focusing on best practices using the Georgia Literacy Instruction Observation Checklist

- SRI data

- Achieve3000 data

Goal 2: Implement screening and progress monitoring instruments and provide training on how to diagnose student needs and plan appropriate instruction.

Professional learning that is needed to achieve goal two includes the following:

- Analyzing data to drive classroom instruction

- Implementing an effective RTI plan

- Developing varied forms of formative assessments

- Provide differentiation professional learning

Method of measuring effectiveness of goal two:

- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist

- Student retention data

- Common benchmark assessment data

Goal 3: Increase stakeholder understanding of and involvement in the importance, benefits and relevance of literacy across the content areas.

Professional learning that is needed to achieve goal three includes the following:

- Community workshops and literacy awareness sessions

- Curriculum Night

- Math Family Fun

Method of measuring effectiveness of goal three:

- Dropout rate data

- Trends in attendance

Goal 4: Integrate literacy comprehension strategies and skill instruction in content areas.

Professional development needed to achieve goal four:
- Discipline literacy across content areas

- Incorporating academic vocabulary, modes of writing and discipline-specific text structures

Method of measuring effectiveness of goal four:

- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist

- Lexile scores

Goal 5: All students at MCMS will perform at levels that meet and/or exceed standards in writing process as measured by the Georgia High School Writing Test.

Professional development needed to achieve goal five:

- Training on a systematic writing process to maintain consistency among students across all grade levels and content areas

- Grading work samples using a school-wide rubric

Methods of measuring effectiveness of goal five:

- Writing Test results

- CCGPS units across all content areas

- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist

- Student writing samples

The preferred method of delivery of professional learning for this grant includes flexible grouping by grade and/or content. In addition, specialists will provide in-service professional learning for modeling as well as the implementation of the rounds model to aide in student literacy support.

The Literacy Leadership Team will continue to analyze all formative and summative data to refine literacy goals as needed to follow implementation of the MCMS Literacy Plan. The team will define professional learning priorities and allocate professional learning resources to sustain improvement initiatives over time and to ensure that teachers are supported by receiving quality professional learning.

Process to Determine Effectiveness of Professional Learning

Our plan to schedule professional development at MCMS will keep in mind that any professional learning must be developed in ways that promote critical thinking and higher order performance ("The Why, 140). Once we implement training, several indicators will be used to determine the effectiveness of the professional development. Teacher surveys will be used to determine if the training enhanced teacher understanding. Walkthroughs and teacher observations will be used to determine if the professional development is being implemented in the classroom. The success of the professional development will be gauged on improved student achievement. Unit Tests, CRCT, and 8th Grade Writing Assessment and Achieve3000 data will be analyzed to determine if the training was effective.

Past Year Professional Learning Participation

Professional Learning	% Participation	Ongoing Yes/No
Unit Writing - CCGPS	100%	Yes
Balanced Assessments	100%	Yes
Differentiated Instruction	100%	Yes
Achieve3000	100%	Yes
SRI & Read 180	Reading Remediation Teacher Only	No
TKES	100%	Yes
FIP (includes Thinking Maps)	100%	Yes

Sustainability Plan

Extending the Assessment Protocol

McIntosh County Middle School will continue to adhere to currently established district-wide assessment protocols derived from the GPS and CCGPS. After the initial purchase of the Scholastic Reading Inventory and a comprehensive RTI Diagnostic and prescriptive program, we will continue to keep a license per student through the use of federal, state and local funds. Infrastructure upgrades will be supported by our school system using eSPLOST funds and will be ready to support the technology requests as new materials are implemented. Title I, Title II, eSPLOST, E-rate and the general fund will be used as needed to continue the initiatives that stem from this grant.

Plan for Developing Community Partnerships and/or Other Sources to Assist with Funding

C-H Sustainability Table	
Expanding lessons learned	All collaborative units and effective literacy instruction will be placed on the school's website and shared within the school and beyond on the web. Units will be reviewed and revised as needed on a continual basis.
Extending assessment protocols	• The literacy plan will be continually evaluated and updated. Using data and feedback from the implementation of the literacy plan, the school will continue to develop and use effective formative and assessment protocols. • Expanding the assessment protocols will be an ongoing process. Teachers will further develop their skills to

	interpret data and use data to drive instruction. • The leadership team will meet in the summer to synthesize data and gain a better understanding of individual and subgroup achievement and effectiveness of instructional strategies.
Training for new employees	MCMS is developing a new teacher induction program. This program will provide new teachers with a mentor who will train the new educator on the implementation of the literacy plan, the analysis of data, the administration of screeners and effective intervention strategies. Funding for this program will be provided through the system's professional learning funds.
Replacement of print materials	Funding will be available to replace print materials when necessary. QBE money, media center funds and Title I money can be spent to purchase high-interest, leveled materials. We also have a community liaison at the local newspaper who donates class-sets of novels when requested.
Maintaining technology equipment	Technology will be maintained by the district/school technology department. Funds from eSPLOST will also be used to supplement and maintain required equipment.

Ongoing professional learning	MCMS has a system in-place of job-embedded professional learning during the school day. With the literacy plan in place, professional development will be focused on literacy instruction. Funding will come from state, local and federal funds. We will also strive to use teachers to redeliver the knowledge they gain in professional development.
Maintaining software and databases	Software and databases which are shown to be effective in meeting literacy goals will be funded using local state and federal funds.

At this time, MCMS has an existing relationship with several local businesses. There have been sporadic meetings with members of the Chamber of Commerce and business professionals in the community which have exposed the students to the importance of literacy skills in the real world. Local churches provide after-school tutoring and summer programs to enhance literacy learning.

Budget Summary

Item	Description/Use	Quantity	Total Estimated Cost
Scholastic Reading Inventory	Lexile assessment program	950 licenses	$10, 800
Professional learning for SRI	Three days training SRI program		$7,500
Professional learning for integrating technology in literacy instruction	Teachers will need training on how to integrate technology into literacy instruction		$7,500
Professional learning for RTI	Implementing RTI at the secondary level		$10,000
My Access!	Computerized writing program	600 licenses	$6,500
Professional Learning for My Access!	One day of training		$1,000
Professional development on literacy instruction	Six professional learning days for literacy instruction		$6,000

Study Island subscription with Benchmarks	Intervention/Remediation	Five years	$7,500
Media Center database subscription	High interest reading materials	Five years	$10,000
eBooks for media checkout	High interest reading materials	100	$2,500
Classroom set of desktop computers	Reading remediation/interventions	30	$48,000
Wireless Network Expansion			$10,000
iPad Cart	Tablets for reading remediation	30	$19,000