School Profile

Created Thursday, November 01, 2012

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School Information

School Information | District Name:	Clarke
School Information | School or Center Name:	Burney-Harris-Lyons Middle School

Level of School

Middle (6-8)

Principal

Principal | Name:	Sigler
Principal | Position:	Principal
Principal | Phone:	(706)548-7208
Principal | Email:	siglerm@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Laura Ambrose
School contact information | Position:	Instructional Coach
School contact information | Phone:	(706)410-0381
School contact information | Email:	ambrosel@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

45 1/2

FTE Enrollment

627

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: _____ Philip D. Lanoue, Ph.D. _____

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

Address: _____ 240 Mitchell Bridge Road _____

City: _____ Athens, GA _____ Zip: _____ 30606 _____

Telephone: (706) 546-7721 _____ Fax: (706) 208-9124 _____

E-mail: _____ lanouep@clarke.k12.ga.us _____

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

Philip D. Lanoue, Ph.D. _____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 12, 2012 _____ **Date (required)**

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

        1. Disqualify the Applicant, or

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

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

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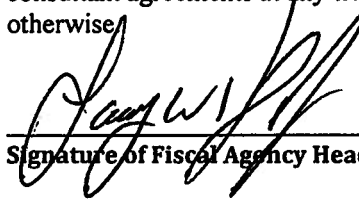
II. Disclosure of Conflict of Interest after Agreement Execution

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.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

Larry Hammel, Chief Financial Officer
Typed Name of Fiscal Agency Head and Position Title

December 12, 2012
Date

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

Philip D. Lanoue, Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

December 12, 2012
Date

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

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

_____
Date (if applicable)

Preliminary Application Requirements

Created Thursday, November 01, 2012
Updated Monday, December 10, 2012

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information 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

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

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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

Fiscal Year	Financial Findings	Federal Findings
FY2011	FS-6291-11-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY2010	FS-6291-10-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY2009	FS-6291-09-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY2008	FS-6291-08-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	None reported
FY2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None reported

Clarke County School District (CCSD) Narrative

a.   Brief History

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the #1 large school district in the state for closing the achievement gap, we continue to gain in graduation rate (70.8% in 2011, up 7% from 2009). Both high schools were also named as Advanced Placement Honor Schools. On the 2011 Criterion-Referenced Competency Test, 87.9% of students in grades 3-8 met or exceeded state reading/ELA standards. CCSD is data-rich district, targeting needs and areas of concern through school and district data team processes, monitoring student progress, and continuous communication with all stakeholders.

b.   System Demographics:

Ethnically, 51% of our students are African American, 23% are Hispanic, 20% are white and 2% are Asian. Nearly 12% of students have English as their second language, and 11% are special needs students. 80% of students receive free or reduced lunches through the federal meal program.

c.   System Priorities:

The CCSD is committed to the following priorities for all students: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes. In all classrooms, we implement research-based instruction; grounded in Common Core standards and literacy practices, have continual monitoring of student progress, and create cultures of achievement in our schools.

d.   Strategic Planning

CCSD provides schools yearly with an "Annual District Data Notebook" that summarizes student and school performance on all state and district assessments. Schools conduct root cause analyses and develop school improvement plans based on this data. During the Striving Readers (SR) planning and grant-writing stage, school literacy teams examined literacy data to 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5)develop action steps to inform goals/objectives of the plan. CCSD's plan is as follows: During Year 1, CCSD will provide professional learning in literacy to all schools in Cohort 2 including the Early Learning

Center; implement reading and writing across the curriculum; develop reading growth charts from screeners and other assessments; implement RTI for students according to instructional needs; purchase instructional and diverse texts; and implement technology to foster student engagement. During Year 2, CCSD will develop CCGPS units and focus on scope and sequence of reading and writing instruction. During years 3-5, CCSD will collect and report on data in order to implement the SR Plan.

e.   Current Management Structure:
Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. All schools in Cohort 2 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

f.   Past Instructional Initiatives:
Over the past six years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center has successfully implemented two Early Reading First Grants (the largest funded ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. The SR (Cohort 1) grant is implemented in four elementary schools, one middle school, and one high school, and the Office of Early Learning, providing longitudinal data of literacy performance. Interventions such as Voyager, Successmaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

g.   Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K and Early Learning Literacy;   Georgia Pre-K Content Standards and Georgia Early Learning Standards   Materials used: Birth -2 yrs.: 1,2,3 READ; 3s : Scholastic Early Childhood Program; all 4s: Opening the World of Learning
CCGPS in grades K-12   Materials used: K-2: Rigby Literacy; Phonics Lessons   3-5: Storytown, Rigby Literacy; Writers Express   6-8: Language of Literature
Ongoing formative and summative assessments targeting Literacy Performance   • Use of data team process in grades Pre-K to 12   • Classroom walkthroughs to inform instructional next steps

• Data summits to analyze concerns and target next steps in planning
Best Practices with CCGPS instructional shifts in all content areas: • Increased evidence-based writing in all content areas • Increased use of non-fiction texts with specific reading strategies and academic vocabulary instruction
Tiered Intervention Systems • Use of data systematically to target students in tiers 1-4 • Planning for Extended learning time and interventions (software, instructional)
Targeted Professional Learning based on the following: • Classroom walkthrough data/district walkthrough data • Using focused walkthrough data from coaches • Using School Improvement surveys to target needs
Utilizing technology literacies • All K-12 schools utilize 2:1 technology for digital literacy and research strategies

CCSD Literacy Needs and Objectives	
Identified Needs: Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)	Goals and Objectives: Goal 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency. Objective 1.1: All students in tiers 1-4 will receive explicit vocabulary instruction as well as explicit reading strategy instruction. 1.2: All students in tiers 1-4 will receive writing strategies for CCGPS literacy. 1.3: Quarterly research-based writing will be required in all content areas.
Professional learning related to formative, summative, and screening processes for birth- 12th grade for effective RTI monitoring.	Goal 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress. Objective 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional	Goal 3: To articulate vertically and horizontally K-12 CCGPS strategies, and

| learning in text complexity K-12. | text complexity. |
| | Objective 3.1: Teachers will participate in Professional learning communities for CCGPS literacy 3.2: During years 1-2, curriculum teams from early learning and grades k-12 will develop vertical and horizontal documents regarding text complexity and CCGPS strategies. |

h. **Literacy Assessments Used District wide**

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-III); Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-IV); Phonological Awareness Literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1 &2	Phonics and sight word tests, Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3,5,8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

i. **Need for SR Project**

CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

a. Plan for Striving Readers' (SR) Grant Implementation:

With years of experience successfully administering scores of federal grants, the Clarke County School District is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises elementary and secondary literacy coaches, instructional technology coordinator, instructional technology specialists, and two administrative/budget assistants. His team manages grant activities, such as coordinating professional learning for teachers in Common Core literacy practices and instructional technology. SR's principals will oversee grant-focused literacy activities in their schools as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds as it currently does for numerous state and federal grant programs.

b. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Alita Anderson, Elementary Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- Melanie Sigler, Burney Harris Lyons Middle School
- Tad MacMillan, Clarke Middle School
- Anita Lumpkin-Barnett, Alps Elementary School
- Dr. Scarlett Dunne, Oglethorpe Elementary School
- Larry Hammell, Chief Financial Officer
- Gerald Arscott, Accounts Payable Coordinator
- Veronica Jackson, Administrative Assistant
- TBD, Additional District Literacy Coach

c and d: Responsibilities with Grant Implementation Goals/Objectives:

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
Grant Activities (Persons Responsible)	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	
Announce SR Grant to CCSD/ Community (CCSD Public Relations, Project Director)	x	x			x	x			x
Orientation of SR's objectives based on DOE's "What," "Why," and "How" of K-12 Literacy Plans (All Striving Readers' grant recipients)	x				x				x
Convene District Literacy Team for planning (Project Director)	x		x		x		x		x
Convene school Literacy Teams for overview and implementation (Principal, Literacy Coaches. School Literacy Team)	x	x	x		x	x	x		x
Purchase New Assessments (Budget Assistant)	x				x				x
Purchase and Distribute instructional materials and instructional technology (Project Director, Budget Assistant)	x	x	x		x	x			x
Plan and Implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Teachers begin Reading Endorsements (Project Director)	x	x	x	x	x	x	x	x	x
Extend Literacy Time (afterschool/summer) (Project Director, Principal, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Drawdown Funds (Business Office)	x	x	x	x	x	x	x	x	x
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Literacy Coaches, School Literacy Team)	x	x	x	x	x	x	x	x	
Submit quarterly/yearly reports (Principal, Literacy Coaches, School Literacy Teams)				x				x	x

e. Implementation of Goals and Objectives: All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What," "Why," and "How" documents. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities detailed in each grant.

f. Involving Grant Recipients in Budget and Performance Plans: Grant recipients will meet quarterly with Dr. Tavernier, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

g. Evidence of meetings with Grant Recipients: Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets.

Clarke County School District (CCSD)

Experience of the Applicant

a-b. Other Initiatives and State Audit results:

- CCSD partners with the GaDOE and the UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTSDOE provides technology consultants and access to Georgia Virtual online content; UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.

- CCSD partners with UGA's College of Education to develop and implement Professional Learning Schools (PDS).

- CCSD partners with UGA College of Education and Franklin College of Arts and Sciences to implement eight years of state Math and Science partnership grants.

- CCSD partnered with Athens Technical College to open Athens Community Career Academy, a charter program that opened in August 2011.

Three Years of State Audit Results:

Fiscal Year	Financial Findings	Federal Findings
FY 2011	FS-6291-11-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance

	FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY 2009	FS-6291-09-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY 2008	FS-6291-08-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	None Reported
FY 2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None Reported

c. LEA's capacity to Coordinate Resources:
 Under the direction of Dr. Noris Price, Deputy Superintendent, and district directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start grants, 21st Century Community Learning Center grants (3 separate grants for elementary, middle and high schools in the district), Striving Readers Grant (Cohort 1), and Math and Science Partnership grants with University of Georgia. Several grants have been awarded to the district's Early Learning Center including an Early Reading First Grant.

d. Sustainability of LEA's Past Initiatives:
Following the implementation of several Math/Science Partnership grants and Striving Readers' grants (Cohort 1), many instructional practices have been implemented and sustained K-12 in CCSD. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center Grants. In addition, the district was the recipient of a Career Academy Charter Grant in partnership with Athens Technical College in 2009 and a State Race to the Top Grant in partnership with the University of Georgia in 2011.

e. Initiatives Implemented internally with no outside funding:
- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for one AP exam for all students and a second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K – 3) and 2:1 (4 – 12) ratio in all schools.

BHL-CCSD

School Narrative

a. School History

Burney-Harris-Lyons Middle School (BHL) provides an educational environment of relevance, rigor, and relationships. Our structured programs and various systems of support help our student transition from elementary school to high school. BHL is rooted in the history of black education following the Civil War. Burney-Harris-Lyons Middle School has been named an Athens-Clarke County Green School for excellence in environmental education and programming. A wide variety of extracurricular activities are available to meet the unique needs and interests of middle school students at Burney-Harris-Lyons. Students have the opportunity to participate in band, chorus, orchestra, academic bowl, yearbook, and more than a dozen campus clubs, organizations and programs.

Burney-Harris-Lyons follows the Clarke County School District's core curriculum in Language Arts, Math, Social Studies and Science. We provide a variety of elective and exploratory courses. At our school, in keeping with a strong middle school philosophy, students are placed on teams. BHL also offers students enrichment and acceleration opportunities through Spectrum, the gifted and talented identification program. Our school offers students the opportunity to enjoy unified and fine arts through exploratory classes. Saturday Academy starts in January at the beginning of the second term; students receive remediation and targeted help with standards they have not mastered in content courses.

The students and staff of Burney Harris Lyons (BHL) reflect our international community in Athens. In addition, several faculty members have lived or traveled extensively outside the United States. Many of the international students at BHL are the children of faculty of the

University of Georgia. With more than 26 nations represented and at least four languages spoken by students, BHL builds upon its diversity. Our student population represents a variety of countries including Mexico, El Salvador, Peru, Panama, Cuba, Japan, Ethiopia, Ireland, Jamaica, India, and Lesotho. BHL's student demographics include: African-American 57%, Asian 2%, Hispanic 31%, White 8%, and Multi-racial 3%. Nine percent of BHL's students have limited English proficiency.

Past Instructional Initiatives	Current Initiatives	Professional Learning Needs
Thinking Maps	Thinking Maps	Continued training for new hires and refreshers for trained staff
Kay Burke Unpacking Standards and Vocabulary Power Words		New hires need to be trained All faculty trained in the Vocabulary Power Words
Planet Literacy		Reading and writing strategies that are content specific
Learning Focused Schools		
International Baccalaureate MYP Curriculum Training	International Baccalaureate MYP Curriculum Training -Assessment -IB Design Cycle	International Baccalaureate MYP Curriculum Training for new teachers and continued training and workshops for those trained in category 1.
Differentiation	Differentiation	Differentiation training for the CCGPS literacy standards
Peer Observations	Peer Observations	
	Higher Order Thinking questioning strategies and activity planning.	Higher Order Thinking common formative and summative assessments.
	Suzy Pepper's	Suzy Pepper's standards wall and

	Instructional Strategies	vocabulary strategies training for all content areas
	Student netbook use training	Student netbook use training
		Digital literacy training
CCGPS	CCGPS Literacy Standards	CCGPS Literacy Standards
		Reading endorsements for all teachers
		Scholastic Reading Inventory training administration and understanding its purpose

Need for Striving Reader Grant

The root cause analysis revealed that our students are performing well on the CRCT English Language Arts and Reading tests, but their Lexile scores and Scantron Performance Series results reveal a lack of reading comprehension and proficiency in many of our students. All of BHL's students would benefit from improved literacy and skill development in oral and written expression. Our Literacy team is committed to leading our teachers and students toward these our literacy goals, and we continually assess how our protocols and processes support these goals. With the funding of the Striving Readers Grant, BHL will be able to provide professional learning in best practices that can target student interventions and improve our literacy instruction across the curriculum. When students are not accessing the curriculum, interventions will be instated and the RTI process will convene. Additionally, the grant will afford us the opportunity to address the literacy needs of our parents as well as partnering with our parents in assisting our students become stronger readers and writers.

BHL-CCSD

Literacy Plan

Our needs analysis provided insight into areas of focus for the school's Literacy Leadership Team. There were some actions under each of the six building blocks of a comprehensive literacy plan that the school leadership and faculty had already undertaken. For those areas, we describe what we are doing and how we plan to expand and sustain those actions. For those areas judged by the needs analysis to be emergent or not addressed, we describe steps we will take to ensure that the faculty has the resources and training they need to provide effective literacy instruction to all students.

Building Block 1. Engaged Leadership	
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school	
What Burney Harris Lyons' (BHL) Leadership is doing now: • Leadership team demonstrates support in evidence-based literacy based upon guidelines, strategies, and resources found the "Why" document of Georgia Literacy Plan and CCGPS literacy. • The team demonstrates an ongoing commitment to professional growth in literacy instruction for all teachers though peer observations, instructional coach feedback, and mentoring new staff.	Plan to support evidence-based literacy instruction: The leadership team will: • Participate in all CCGPS professional learning provided by DOE and serve as a model in coaching, mentoring, and feedback for implementing best practices according to the Necessary Building Blocks for Literacy (The "What"). • Provide time, support, and resources for teachers to implement strategies for best practices in literacy instruction; they will monitor these practices through walkthroughs and participation in collaborative planning. • Continuously analyze data in order to inform classroom instruction and professional learning needs.

Building Block 1. Engaged Leadership

B. Action: Organize a Literacy Leadership Team

What BHL is doing now:	Plan for Literacy Leadership Team:
- The Literacy Leadership Team has a literacy focus in the following initiatives: 1) implementing uniform grading protocols for examining student work; 2) deconstructing CCGPS literacy standards; 3.) utilizing interventions for targeted students; and 4) implementing CCGPS literacy strategies in all content areas. - The team consistently supports all professional learning training and follow-up with these initiatives.	The team will: - Expand to include media specialists, content-area teachers, RTI coordinators, administrators, and other stakeholders in the community to address literacy needs at Burney Harris Lyons. - Include best practices based on the "Why" document as follows 1) utilize direct, explicit, and meaningful reading instruction as reflected in the seven habits highly effective readers ("Why," pages 41-43); 2) expand the role of writing in all content areas, according to CCGPS literacy and best practices ("Why," pages 44-45); 3) use extended learning time for reading and writing instruction ("Why," page 58); 4) increase student engagement and self-efficacy as students are monitored for growth and progress in literacy ("Why," pages 51-52). - Maintain continuous data collection and analysis of student growth and progress.

Building Block 1. Engaged Leadership

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

What BHL is doing now:	Plan to support literacy instruction:
- Leadership supports evidence-based literacy instruction based on guidelines, strategies, and resources found the "Why" document of Georgia Literacy Plan and CCGPS standards. - Leadership supports ongoing professional growth in all areas of literacy instruction for teachers through	The team will: - Serve as models in coaching, mentoring, and providing feedback for implementation of best practices according to the Necessary Building Blocks for Literacy (The "What"). - Will provide support for teachers to

| peer observations, instructional coach feedback, and mentoring of new staff. | implement strategies for best practices in literacy instruction; will monitor these practices through walkthroughs and participation in collaborative planning.
• Continuously analyze data in order to inform classroom instruction and PL needs. |

Building Block 1. Engaged Leadership

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

What BHL is doing now:	Plan to create school culture of shared responsibility for literacy instruction:
• Leadership team emphasizes literacy instruction, including digital literacy, in all content areas, as evidenced by School Improvement Plan. • Teachers participate in ongoing professional learning on implementing CCGPS in content areas. • Leadership provides students access to academic supports such as tutoring and co-curricular activities (e.g., Steps to College) and extended learning opportunities such as summer programs, afterschool and Saturday academies (e.g., Writing Blitz and Saturday School) to enhance literacy learning.	Leadership will: • Continue to prioritize professional learning in CCGPS aimed at literacy instruction in all content areas. • Develop and implement more comprehensive academic supports in CCGPS based on data and areas of need. • Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.

Building Block 1. Engaged Leadership

E. Action: Optimize literacy instruction across all content areas

What BHL's Leadership is doing now:	Plan for optimizing literacy instruction:
• Leadership identifies and implements CCGPS literacy	The team will:

strategies in all content areas.	
- The leadership team supports this implementation through coaching and data teams. - Leadership supports all professional learning focused on best practices and differentiation.	- Identify content area strategies supporting CCGPS literacy and utilize strengths in these areas for all teachers. - Encourage and coach teachers in strategies learned for reading comprehension and writing proficiency. - Expand types of writing with digital literacies and with contests, debates, wikis, etc. - Foster family and student engagement through literacy nights and SR sessions to promote student literacy and goals of grant. - Celebrate differentiation in all classrooms and student achievement in literacy. - Monitor literacy instruction through data, formal and informal observations, and analysis of student work.

Building Block 1. Engaged Leadership

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

What BHL is doing now:	Plan for enlisting the community to support development of college-and-career ready students
- University of Georgia students mentor and tutor 8th grade language arts students working on their writing. - As part of math and science grant, teacher residents from the University of Georgia collaborate with teachers on math and science goals.	Leadership will: - Expand mentoring to include more UGA students, community members, and parents in all literacy initiatives. - Expand and explore more opportunities with field trips for literacy objectives such as visiting businesses for college and career ready standards.

Building Block 2. Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.

What BHL is doing now:	Plan for collaborative teams:
• Collaborative teams in all grade levels share responsibility for literacy instruction across the curriculum in areas such as vocabulary development, research skills, thinking maps, and higher order thinking. • The leadership team assesses instructional needs in literacy instruction and recommends changes when necessary.	Collaborative teams will: • Plan for continuity by identifying specific, measurable student achievement goals aligned with grade level CCGPS. • Use protocols to examine student work for implementation of school's literacy plan. • Collaborate with other team members in peer observations for instructional practices in literacy. • Identify and utilize online options for continued professional learning for both new and returning teachers.

Building Block 2. Continuity of Instruction

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

What BHL is doing now:	Plan for literacy across curriculum:
• Leadership has ensured all staff has participated in CCGPS professional learning in all content areas. • Collaborative teams implement appropriate strategies to help all students achieve literacy standards.	This support will include: • Scheduling studies of research-based strategies such as SREB's "Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve," as referenced in "The Why" document. • Discuss alternative instructional strategies or modifications that might be better suited for targeted students. • Expand opportunities for students to write, speak, and publish work in one-to-one interactions, in front of classes, or in online forums. • Expand reading time to be at least 2-4 hours throughout the day and in all content areas according to the "What" and "How" documents. • Making research-based journals and texts on literacy instruction across the curriculum available to teachers. • Funding a one-to-one technology model that will be a priority as teachers embed technology

	instruction for literacy in content areas.

Building Block 2. Continuity of Instruction

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

What BHL is doing now:	Plan for supporting outside agencies
• The Teachers as Advisors program provides every student with a consistent adult who follows students' academic and social progress. • Leadership collaborates with outside agencies, such as Adopt-a-Class business partners, Clarke County's Mentor Program, and the Boys and Girls Clubs • Leadership is instrumental in identifying student needs and making referrals to appropriate agencies or providing direct assistance to struggling families.	The Literacy team will: • Survey families to identify needs of adult learners and determine how the school might meet those needs (e.g., internet access at home; GED classes in the evening, etc.) • Foster new ways to communicate with parents and outside agencies literacy needs and goals such as blogs or wikis. • Identify needs that pertain to out-of-school concerns such as health, homelessness, attendance by contacting agencies when necessary and developing a plan for these students. • Seek out professional learning about culturally responsive practices for educators in order to better serve our families.

Building Block 3. Ongoing formative and summative assessments

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

What BHL is doing now:	Plan for ongoing formative assessments Leadership will:
• Collaborative planning teams meet at least twice a week to analyze student achievement data, examine student work, plan and create formative and summative assessments.	• Continuously develop formative assessments in data and planning teams according to CCGPS DOK levels and expectations of literacy plan in all

	content areas.
• IB Unit planning over the summer includes formative and summative assessments.	• Provide timely and effective feedback from assessments to students in order to promote engagement and self-efficacy. • Purchase interventions for RTI process based on needs evidenced from ongoing formative assessment data. • Provide additional time and professional development for teachers to plan literacy formative assessments.

Building Block 3. Ongoing formative and summative assessments

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

What BHL has done:	Plan for progress monitoring: Data teams will:
• STEEP MAZE reading comprehension and oral fluency testing is given 3 times a year. • Norm Referenced Performance Series Testing is administered at the start of the school year.	• Use Scholastic Reading Inventory 4 times a year to identify Lexiles for every student and use reports in instruction. • Use a timeline for assessments so all teachers can plan units and instruction accordingly. • Utilize professional learning in analyzing this data so teachers understand how text complexity can be achieved with them. • Use quarterly assessments of reading comprehension and writing proficiency and analyze results for progress monitoring. • Make budget decisions based on data in terms of purchasing additional screeners.

Building Block 3. Ongoing formative and summative assessments

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

What BHL has done:	Plan for literacy screening:
• Norm Referenced testing is analyzed by the RTI team and the administration when placing student in our daily ELT (Extended Learning Times). Students are placed in interventions accordingly. • EXC teachers examine the data for their students, but little is done with regular	• Use results of diagnostics for student placement in interventions that are appropriate for each student. • Use technology when appropriate differentiation within content areas. • Use technology when appropriate to share student progress and data in

education students.	teams and with stakeholders.

Building Block 3. Ongoing formative and summative assessments

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

What BHL has done:	Plan for using summative data:
- A combination of CRCT data, summative assessments, benchmark data, and teacher input are used to make scheduling and class selections for students. - The RTI team analyzes benchmarks, CRCT scores and universal screeners to aid their decision for interventions and progress monitoring of individual students.	Collaborative teams and Literacy team will: - Give quarterly writing and reading assessments in each content area in order to make effective programming decisions and monitor student progress. - Apply protocols for looking at student work and plan lessons according to areas of concern. - Analyze data and adjust curricular needs or professional learning to target literacy plan goals.

Building Block 3. Ongoing formative and summative assessments

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

What BHL has done:	Plan for strategy Data teams and RTI teams will:
- BHL data teams analyze pre- and post-test data and benchmark data to inform instructional and differentiation needs for students. - The School Improvement team uses CRCT, benchmark and writing test data to plan for professional development.	- Plan common reading and writing assessments in each content area to assess to achievement in literacy and to plan lessons. - Train teachers when necessary on how to use decision-making protocols while identifying instructional needs. - Continually evaluate protocols and how data is stored and used efficiently.

Building Block 4. Best Practices in Literacy Instruction

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

What Burney Harris Lyons has done:	Plan for explicit literacy instruction
	The Literacy team will:
• All teachers engage in CCGPS training literacy standards through district and school PL.	• Provide comprehensive professional learning in modeling specific reading strategies in all content areas, direct vocabulary instruction, and writing proficiency in all content areas.
• Instructional coaches provide feedback in instructional processes for literacy, unit planning, and in creating assessments.	
• All teacher teams utilize data to inform instructional decisions and tiered intervention processes.	Data teams will:
	• Utilize screened data (e.g. Scholastic Reading Inventory) to determine Lexile scores and use these scores as instructional tools.
	Leadership will:
	• Provide reading endorsements to teachers in all content areas and expand e-book and digital libraries. .

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

What BHL has done:	Plan for writing instruction across the curriculum
	The Literacy team will:
• Teachers have received ongoing professional learning in collaborative scoring of writing, using effective rubrics and feedback for writing, and in CCGPS literacy strategies for all content areas.	• Implement a professional learning plan to include explicit modeling in writing, guided practice in writing, and independent practice.
• Teachers use student work and writing as data points for targeting concern areas.	• Ensure that teachers will collaboratively score writing and tier students appropriately when assessing writing.
	Teachers in all content areas will:
	• Vertically and horizontally align a

	writing plan consistent with CCGPS expectations.
	• Provide interventions when necessary, including tutoring, more conferencing, and more explicit modeling in direct instruction.
	• Use technology to aid in all writing practices for research, drafting, publishing, and communicating in meaningful ways.

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

What Burney Harris Lyons has done:	Plan for Increasing Student Engagement:
• Technology and digital literacy projects are widely used by all content areas. • Teachers as Advisors offers ongoing adult mentorship of students • Instructional practices utilize scaffolding in reading, writing, and digital literacies in order to promote confidence and self-efficacy in our students.	The Literacy team will: • Promote summer programs, afterschool writing or reading clubs, and literacy nights to increase interest and engagement in literacy initiatives. • Expand literacy-related field trips to the University of Georgia, Richard Russell Library, plays, theater productions, and author readings. • Expand literacy resources with e-books, digital apps, and technology for student engagement.

Building Block 5. System of Tiered Intervention (RTI) for all students	
A. Action: Use information developed from school based data teams to inform RTI process	
What BHL is doing now: • Data and collaborative teams meet weekly to identify student progress and recommend students for RTI interventions	Plan for data teams and RTI Data and RTI teams will: • Develop and implement a more comprehensive protocol and approach in using information to inform RTI process. • Use the Ga DOE checklist when evaluating personnel utilized in interventions and how students are progressing between tiers.
B. Action: Provide Tier I instruction based on CCGPS in all grades to all students and classrooms	
What BHL is doing now:	Plan for Tier I instruction:

• Universal screeners are used to target specific groups in need. • Implementation of CCGPS is pervasive throughout all content areas. • Differentiation is a focus for students in Tier 1 and includes collaborative teaching and flexible grouping.	Data teams will: • Use universal screening data more effectively to place students appropriately when needed. • Focus on more effective use of common formative assessments in all classrooms for Tier 1. The Literacy team will: • Focus on professional learning for explicit instruction in literacy goals for Tier 1

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

What BHL is doing now:	Plan for Tier 2:
• Students are in ELT's (Extended learning time) classes focused on CCGPS literacy • SuccessMaker reading program is used for students in ELT and they have access from any computer outside of the classroom. • Teachers use flexible grouping for differentiation.	Data teams will: • Systematically use universal screeners and Scholastic Reading Inventory reports to identify Tier 2 students and monitor their literacy progress. • Continue progress monitoring through formative assessments and how well instructional interventions are used. Leadership will: • Ensure teachers are properly trained in professional learning or interventions. • Purchase intervention software (System 44 or FastForWord) where necessary.

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

What BHL is doing now:	Plan for Tier 3 and Student Support Teams
• RTI coordinates SST meetings with students and parents to identify needs in interventions and individual program • SST teams meet frequently to discuss ongoing progress	SST and data teams will: • Ensure that all interventions address academic and behavior needs. • Ensure that data, data protocols, and referral protocols are driven by needs of student and monitoring of progress. Leadership will: • Purchase intervention software where necessary and monitor its effectiveness.

E. Action. Implement Tier 4 specially-designed learning through specialized programs, methodologies, or instruction based upon inability to access CCGPS	
What BHL is doing now: • School schedules are developed to ensure least restrictive environment. • EXC, gifted, and ESOL teachers participate in IEP teams to support students' progress in classes and interventions.	Plan for Tier 4: Leadership will: • Ensure a system of checks and balances with Student Support teams and RTI process so that students continue to progress in classes and with interventions. • Purchase intervention software and ensure teachers are effectively trained to implement and use data.

Building Block 6. Improved Instruction through Professional Learning	
A. Action. Ensure that preservice education prepares new teachers for all the challenges of the classroom	
What BHL is doing now: • Faculty mentor pre-service teachers in UGA's student teaching and practicum program. • All new teachers participate in New Teacher Orientation and are mentored by Instructional Coaches.	Plan for preservice teachers The Literacy team will: • Ensure all new teachers have a deep and working understanding of CCGPS and literacy plan of school. • Continue to monitor and support literacy in all content areas with ongoing professional learning.
B. Action. Provide professional learning for in-service personnel	
What BHL is doing now: • Ongoing professional learning is offered to in-service personnel through mentoring in school and with district personnel. • In-service personnel participate in all data and collaborative processes to analyze data and monitor student progress.	Plan for in-service personnel Leadership will: • Encourage personal professional learning plans for in-service personnel. • Ensure in-service personnel understand the literacy plan and offer support to teachers in implementing it. • Utilize more videotaping of observations to foster coaching and mentoring opportunities for in-service teachers.

BHL-CCSD
Needs Assessment, Concerns, Root Cause Analysis

a. **Description of the Needs Assessment Process**

Our School Improvement Leadership Team's monthly meetings are held to review the school improvement plan and its impact on student achievement. In February, a formal impact check was held with the District Superintendent, Deputy Superintendent, Director of Teaching and Learning, and District Director of Assessment and Accountability. The School Improvement Team reviewed last year's impact check and student data to develop BHL's Literacy Plan. A large area of focus for the School Improvement Plan includes the achievement of BHL's students in literacy skills and the initiatives that support it. The survey questions administered to all teachers in the first week of November of 2012 were aligned with the goals of the Literacy Plan.

b. **Description of Surveys Used in the Needs Assessment Process**

Each July the School Improvement Leadership Team meets to analyze student achievement and target areas for growth and focus for the upcoming school year. In addition to our School Improvement Plan, a literacy team has been formed to address our deficits in student achievement related to literacy. A survey was administered to all teachers and support staff. Also, the instructional coaches assessed the literacy needs in each of the content collaborative planning meetings using the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12.*

c. **Root Cause Analysis:**

The Literacy team of BHL examined our current literacy instruction in a strategic effort to gain understanding of 1) the areas of concern; 2) specific root causes of the identified areas of

concern; 3) gaps in the school's comprehensive literacy plan as it aligns to Georgia's "Necessary Building Blocks of Literacy Plan Birth-to-12th Grade"; 4) the Literacy Teams' identified specific needs determined for all three grades. Nearly ninety percent of BHL's students are on free or reduced lunch. Our students come from homes with little or no printed materials. The enormity of economically disadvantaged homes with weak literacy environments as well the lack of teacher expertise in teaching reading comprehension and writing contribute to the reasons BHL's students struggle with literacy in all content areas.

Root Causes and Specific Rationales for Determination of the Cause:

Root Cause	Rationale
Teachers lack expertise and training in teaching struggling readers and writers.	Few teachers currently hold reading, writing or digital literacy endorsements.
Teachers do not have ongoing professional development, support or coaching in their teaching of reading and writing.	Lack of financial resources hinders effective, ongoing professional development in the teaching of reading and writing.
Not all content teachers are employing a variety of assessment measures for writing and reading proficiency.	Higher-order thinking strategies and assessments are not being utilized in all content areas.
Students have insufficient skills in word analysis.	Literacy skills have not been embedded and emphasized in each content area in all grades.
Students lack reading material, access to the Internet and technology at home.	The majority of students live in poverty and have limited access to the public library because of transportation. Only class sets of novels exist and students are unable to take them home.
Students are not able to self-monitor while reading, which allows them to gauge progress and promotes academic confidence.	All teachers across all content areas are not promoting rigorous engagement with the text, of which self-monitoring is a part.
Students are not motivated to explore, investigate and solve problems.	Due to insufficient resources at home and at school, students are unable to take advantage of independent, self-selected literacy activities.
Few students are proficient in the	Writing is not consistently practiced in all content

composition of informative and argumentative texts.	areas. Also, time constraints and teacher-student ratio limit the frequency and effectiveness of one-on-one writing conferences.

d. **Listing of Listing of Individuals Who Participated in the Needs Assessment**

Our leadership team consists of our Principal, Assistant Principal, Academic Support Coordinator, ELA and Social Studies Coach, Math and Science Coach, International Baccalaureate Collaborator, Counselors, Gifted Coordinator, Special Education Team Leader, Media Specialist, ESOL teachers, 6th grade English language arts teacher and math teacher, 7th grade science teacher, 7th grade math teacher, 8th English language arts teacher, 8th grade social studies teacher, 8th grade math teacher, and 6th-8th grades French teacher.

BHL's Literacy Team

Name	Position
Melanie Sigler	Principal
Makeba Clark	Assistant Principal
Laura Ambrose	Instructional Coach and IB Coordinator
Claude Gonzalez	Instructional Coach
Anne McLeod	Media Specialist
Jamie Jordan	Gifted Coordinator and Teacher
Patrick Harrigan	Special Education Team Leader
Bee Gee Moore	Counselor
Craig Rugh	ESOL Teacher
Wyatt Nicholson	7th Social Studies Teacher
West Corley	8th Science Teacher
Carlyn Maddox	District ELA Coach

Content Teams by Grade Level

Haylee Parrott Tommy Glenn	6th Social Studies Teachers
Cyndi Barr Lori Camden Susie Wise *EXC	6th ELA Teachers
Joanna Jones Buddy Davenport	6th Science
Helene Halstead *EXC Heather Lazenby Karen Rhodes	7th ELA Teachers
Wyatt Nicholson William Moore	7th Social Studies Teachers
Martin Pracht Karen Moreland	7th Science
Timothy Holman Tommy Simmons	8th Social Studies
Lauren Grimes Robyn Baxter Milton Gresham *EXC	8th ELA Teachers
Karen Farnsworth Timothy Lees Mitzi Dillard *EXC	8th Math Teachers

e. Specific Age, Grade Levels, or Content Areas in which the Concerns Originates

There are areas of concern for all three grades (6-8) and in all content areas.

f. Areas of Concern as Related to Research-based Practices

Following the Department of Education's "What" document, the BHL Literacy Team identified three areas of concern: 1) Increasing reading comprehension in all subject areas for all three grade levels as well as targeting students in all tiers of RTI; 2) Increasing writing proficiency for all students across all subject areas as well as targeting students in all tiers of RTI; 3) Increasing

family engagement with our literacy goals. Direct and explicit instruction of reading comprehension strategies are needed in all content areas' instructional plans. The instruction will include pre, during and post reading comprehension strategies for all subjects in grades 6-8.. Additional vocabulary instruction will be taught consistently and embedded in each content and grade level using non-linguistic representations and multiple uses in varied contexts. This will be achieved by organizing instruction to include 2-4 of literacy instruction across all content areas daily. The writing process will be taught in all content areas, as well as strategies such as writing to learn, writing to demonstrate understanding, and weekly authentic writing with the inclusion of short and extended time frames. Additionally, research skills and strategies are essential for the development of middle school writers mastering the CCGPS literacy standards. Student will be taught these skills in each content area and will demonstrate their progress with quarterly research reports.

Students will be assessed quarterly for reading comprehension and writing proficiency. The results of these assessmenta will be analyzed to address student deficits. Direct and systematic instruction will take place in collaborative and small groups. Students' areas of concern will be targeted and assessed in all of the RTI tiers to prescribe the proper interventions.

To increase the engagement of BHL families a consistent communication plan will be created to communicate the literacy status, needs and growth of each student. Celebrations of literacy gains will be shared quarterly. Afterschool and summer literacy programs will be developed to meet the needs of the family.

Areas of Concern and the Steps that BHL Has or Has Not Taken for the Identified Problems

Areas of Concern	What BHL Has Done	What BHL Has NOT Done
Reading Comprehension Grade 6, 7, 8	- Implemented Data Teams - Implemented Collaborative Teaching Process	- Created and implemented interdisciplinary literacy strategies with a comprehensive literacy plan that includes more in-class reading, read alouds. etc.

family engagement with our literacy goals. Direct and explicit instruction of reading comprehension strategies are needed in all content areas' instructional plans. The instruction will include pre, during and post reading comprehension strategies for all subjects in grades 6-8.. Additional vocabulary instruction will be taught consistently and embedded in each content and grade level using non-linguistic representations and multiple uses in varied contexts. This will be achieved by organizing instruction to include 2-4 of literacy instruction across all content areas daily. The writing process will be taught in all content areas, as well as strategies such as writing to learn, writing to demonstrate understanding, and weekly authentic writing with the inclusion of short and extended time frames. Additionally, research skills and strategies are essential for the development of middle school writers mastering the CCGPS literacy standards. Student will be taught these skills in each content area and will demonstrate their progress with quarterly research reports.

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Reading Comprehension Grade 6, 7, 8	- Implemented Data Teams - Implemented Collaborative Teaching Process	- Created and implemented interdisciplinary literacy strategies with a comprehensive literacy plan that includes more in-class reading, read alouds, etc.

	-Initiated Success Maker and Voyager - Initiated Thinking Map Training for all teachers	-Provided books/production materials for publishing student writing -Explicit and direct reading instruction for all targeted students -Providing Reading endorsement opportunities for teachers -Use an intervention program during our elective learning time that monitors the progress of students such as DIBLES
Writing Proficiency Grades 6, 7, 8	- Writing Blitz (workshop) focused on preparing eighth graders for the state writing assessment - Implemented a focus on quarterly writing assessments in the data team process - Instructed students in the Four Square writing process across content areas - Utilized Thinking Maps in the writing process	- Expand the Writing Blitz to include a focus on sixth and seventh graders - Offer writing workshops for students during the summer - Provide rotating writing workshops during ELT with an IB focus
Family Engagement Grades 6, 7, 8	- Involved parents and all family members in BHL Curriculum Night which involves a plethora of literacy activities across content areas - Invited parents to participate with students in NCTE's African-American Read-In across grade levels	-Provide opportunities for parents to learn how to support their child's growth in reading -Provide adult literacy/GED classes for our parents -Provide Spanish versions of our texts for parents - Offer a writing workshop with parents in partnership with UGA professors

BHL-CCSD

Analysis and Identification of Student and Teacher Data

a. 2012 CRCT Student Data

BHL 2012	*Reading* Does Not Meet on the CRCT	*Language Arts* Does Not Meet on the CRCT
6	5%	11%
7	9%	9%
8	4%	10%

b. 2012 CRCT Subgroup Data

Subgroup	Does Not Meet *Reading* **6th**	Does Not Meet *ELA* **6th**	Does Not Meet *Reading* **7th**	Does Not Meet *ELA* **7th**	Does Not Meet *Reading* **8th**	Does Not Meet *ELA* **8th**
SWD	29%	64%	32%	64%	20%	75%
LEP	16%	35%	17%	25%	22%	33%
EDS	5%	13%	10%	10%	3%	11%
Gifted	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	4%	14%
Black	6%	12%	13%	11%	7%	9%
Hispanic	6%	15%	4%	9%	0%	0%
HNPI	0%	0%	0%	0%	0%	0%
Multi	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	5%	0%	0%

2012 Norm Referenced Test Results in Reading

BHL	Reading National Percentile Rankings from the Scantron Performance Series Test (fall 2012)
6	30
7	30
8	31

2012 Lexile Scores

BHL	% of Student who are below the Lexile score CCGPS target for their grade level
6	860 62%
7	990 72%
8	1050 72%

2012 Georgia Middle Grades Writing Assessment

BHL	Students who did not pass the Middle Grades Writing Assessment
6	27%
7	23%
8	15%

c. Strengths and Weaknesses Based on Prescribed Assessments

The Reading and Language Arts CRCT domain analysis reveals that a majority of students are passing both tests. Although positive at first glance, our students are performing in the bottom third of the country according to the Scantron Performance series test. Given the imminent changes

in the CCGPS, this is an alarming result. Upon deeper inspection, it appears that our students' lexile scores may be part of this poor performance. Only 30 to 40 percent of our students are meeting target Lexile scores as set by the federal government. As such, we need to develop better strategies to bridge the gap between our students' current skill levels and the demands of a more rigorous curriculum. This cannot be achieved without providing the necessary training for teachers that will be required to reach these goals.

d and e. Teacher data and Teacher Retention Data

- 52 full time teachers
- 43 teachers with advanced degrees
- 10 average years of experience
- 8% turnover rate in 2012

Members of the faculty of Burney-Harris-Lyons Middle School hold advanced degrees in music, physical education, art, gifted education, ESOL, technology, language and literacy education, science, social studies, mathematics, leadership, counseling, consumer sciences and special education. New teachers at BHL participate in a mentorship program pairing them with veteran teachers and instructional coaches in their content area.

f. Goals and Objectives based on Formative and Summative Assessments

After extensive analysis of formative and summative assessments at BHL, we determined our goals and objectives for the Literacy Plan and the Striving Readers Grant. Our goals and objectives will be continually evaluated and modified according to needs of the students and with instructional progress in mind.

g. Additional District Prescribed data

BHL and the district have made various attempts to increase student achievement related to literacy. Our current schedule affords students in Tiers II, III, and special education (Tier IV) multiple class options with varying degrees of support depending on a student's overall performance on given indicators. By looking at literacy achievement indicators, such as Benchmark, district IB MYP classroom performance tasks, CRCT, and STEEP tests, we are able to identify struggling students and place them in a class suited to their particular level of need. Supports may include research based computer intervention strategies such as SuccessMaker or hybrid classes combining teacher and computer based intervention such as Voyager. For students who require more remediation in foundational skills as well as improvement in self-efficacy, BHL offers direct instruction with core curriculum preview and prerequisite remediation. For its hybrid courses, BHL supplements its math and reading and writing curriculum with the Voyager program. This program offers explicit instruction by teachers as well as computer based intervention. These strategies, paired with the diagnostic SRI screeners, will improve BHL students' academic performance by providing targeted reading and writing interventions.

h. Teacher Participation in Professional Learning Communities or on-going Professional Learning at School

All BHL's staff is required to participate in Professional Learning in order to carry out instructional strategies or concepts learned aligned to School Improvement Plans and the Literacy Plan. 100% of staff attends and evaluates the sessions, informing next steps in data teams and collaborative teams. The School Literacy Team evaluates professional learning in order to target areas of concern and decisions are driven based upon what is most needed by students. Particular focus this year at BHL has been 1) CCGPS literacy and strategies; 2) Higher Order Thinking in all content areas; 3) Thinking Maps for Reading Comprehension; and 4) Differentiation Practices.

BHL-CCSD

Project Plan, Procedures, Objectives, Goals, and Support

a. Project Goals

Goal	Description
1	Students will receive direct and explicit instruction in reading comprehension and vocabulary development in all content areas and interventions will be provided for Tiers I-IV if needed.
2	Students will receive comprehensive writing strategies in all content areas daily and interventions will be provided for Tiers I-IV if needed.
3	BHL families will be given consistent communication about their child's literacy status, needs, growth, and the opportunity for students and parents to participate in literacy programs after school and in the summer.

The BHL Literacy Team will formalize a literacy plan using the Striving Readers Needs Assessment results and the School Improvement Plan's initiatives. This plan will be implemented in 2013 and supported by the goals and objectives set forth in the Striving Readers grant. BHL's Literacy plan will be implemented by the Principal and Assistant Principal, the Instructional Coaches and International Baccalaureate Coordinator, all teachers and support staff. The plan will be communicated with parents and to our School Council. BHL teachers will explicitly teach strategies for reading comprehension and for the CCGPS literacy. Students will engage with texts through response and reflective journals, Cornell Method note-taking, and summarizing through a variety of strategies. Extended reading time with student choice from a menu of strategies and standards will increase motivation and student engagement. Writing skills and processes will be explicitly taught, as well as increasing daily writing. Teaching of paragraph construction skills, spelling and sentence construction skills, and the writing process will take place in all content areas daily. A four tiered RTI process will support student needs through CCGPS-based instruction and ongoing formative

assessments. To increase family engagement, we will communicate about the progress of student's

growth related to literacy, offer strategies for literacy reinforcement, and offer adult literacy courses

for our parents.

b. Project Objectives Relating To Implementing Goals

Goal	Objectives
1	**1.1** All content teachers will receive professional learning in explicit reading and vocabulary strategies. **1.2** Reading and vocabulary instruction will be monitored through classroom walkthroughs and formative assessments. **1.3** All content teachers will be trained in the RTI process and follow a protocol for communicating with parents the needs of the students with the RTI team. **1.4** Content teachers, EXC, ESOL, and media specialists will earn reading endorsements.
2	**2.1** All content teachers will receive professional learning in teaching writing and integrating this into content. **2.2** Writing instruction will be monitored through walkthroughs, formative assessments, and quarterly writing assessments. **2.3** All content teachers will be trained in the RTI process and follow the system for communicating with the needs of the students with the RTI team.
3	**3.1** All content teachers will communicate quarterly with families the progress of their children's literacy. **3.2** Literacy programs will be offered BHL parents in the evenings and after school as well as during the summer.

c. How the Goals will be measured formatively or summatively:

Reading comprehension and writing proficiency assessments will be administered quarterly

for all students, and they will receive strategic instruction in Tiers I-IV. Data will drive the planning

of instructional strategies regarding CCGPS. **Tier 1:** Provide general educational learning for all

students that include universal screening, targeting groups needing specific instructional and/or behavioral support, implementing the CCGPS, differentiating instruction including flexible grouping, multiple means of learning, and progress monitoring of learning through formative assessments. **Tier 2:** Targeted students will participate in differentiated learning and through research-based interventions. Their progress will be monitored weekly through formative and summative assessments. **Tier 3:** Targeted students will participate in learning that is different by including protocols to identify individual student needs, targeted research based interventions tailored to specific needs, frequent progress monitoring, and analysis of student response to interventions. **Tier 4:** Targeted students will participate in specialized programs, methodologies, or instructional deliveries with greater frequency of progress monitoring of student response to interventions.

Quarterly reports of student progress related to literacy will be communicated with parents, and an informational meeting about the literacy plan will be held at the beginning of the school year. How to support student literacy and adult literacy courses will be shared at that meeting, on our website, social media and letters home.

d. Tiered Instruction for 2-4 Hours

Currently BHL students receive instruction in English language arts, math, science, and social studies five days a week with an Extended Learning Time (ELT) for an hour each morning. ELT time provides students with remediation for math and ELA or for content area enrichment. Students' schedules contain four sixty minute core content classes daily. Students will receive a minimum of 240 minutes of tiered instruction through the content areas daily.

e. RTI Model Schedule Designed for RTI

BHL's schedule is explicitly designed for RTI. Tier I classes include a content specific general

education teacher. Tiers II, III, and IV classes utilize an instructional model based on students' learning needs. These classes are: (a) collaborative with content teacher and a specialized EXC or ELL teacher or (b) direct EXC or ESOL class with a small groups.

f. Application inclusive for teachers:

BHL has included all administration, teachers, support staff, media specialists, and others who work with BHL students in its Literacy team activities and in formation of SR grant goals and objectives. The Literacy Team met three times to review drafts and to discuss decisions made related to the goals and objectives proposed. After review of the final rough draft the draft was shared with the School Leadership team with representatives from each grade and content area.

g. Practices already in place when determining goals and objectives:

CCGPS Literacy strategies, monitoring student progress with a RTI model and protocol, using common formatives and summative data to inform instruction, and utilizing best classroom practices are already in place at BHL. The goals and objectives of this grant amplify these practices and strengthen the processes in place in order to further student literacy and increase achievement.

h. Goals to be funded by other sources:

The only other source of funding for our students comes from Title I funds.

i. Sample Schedule for Grades 6- 8

Tier	Time	Personnel	Strategies
II	8 weeks	General Ed, EXC, ESOL, Support Teachers	Chunk instruction and scaffold learning sessions. Differentiate instruction with varied texts at different reading levels. Monitoring through formative assessments.

			Provide multiple access for the content through technology.
III	8-wks	EXC Teachers All support staff	Utilize instructional specialists, Student Support Teams, and document actions taken. Implement procedures and rules. Use extended time when needed. Use organizers to focus student attention and retention. Provide opportunity to review previous material covered.
IV	12-wks	Teachers EXC Coordinator	Individualized assessments will be administered. Observations will be conducted. One-on-one instruction will be provided.

j. Research-Based Practices as a Guide for Establishing Goals and Objectives

Nine key components need to be in place in at BHL in order to create powerful literacy. These are the foundation for establishing the goals and objectives for Burney-Harris-Lyons. *Standards* provides a framework to establish performance goals at each grade level. Although *Components Unique to Birth-to-Five* applies to children younger than our students, BHL examined this element to provide guidance for recently arrived students who are at the beginning stages of acquiring English. *Ongoing Formative and Summative Assessments* informs all instructional decisions made regarding the need for and intensity of interventions. BHL's focus on assessment and its role in guiding instruction determined goal three. *A Four-Tiered Instructional Model* and *Best Practices* in Instruction guide BHL's professional development plan for ensuring literacy success for all of our students. In addition, six through nine in the "what" document address high quality

teachers, leadership, transition between grades and students, and strategies for maintaining

engagement in literacy. These guided the identification of goals for this grant.

BHL-CCSD

Assessment/Data Analysis Plan

BHL's School Leadership Team conducts a comprehensive needs assessment during pre-planning in a school improvement workshop. BHL utilizes this data in order to conduct root cause analyses and assess what is needed every year. This assessment is the foundation of the School Improvement Plan-- a comprehensive plan for ongoing school improvement each year. During the school year, data reports and technical assistance is provided to BHL by the district to assist BHL in monitoring and implementing the School Improvement Plan. The Annual Performance Report, other data reports, and the Implementation and Impact check also serve as major components in the district and school's quality assurance review.

Diagnostic assessments are routinely administered to measure student growth in the areas of writing, reading comprehension, reading fluency, math computation, and math fluency through STEEP and MAZE. Each assessment provides baseline data for teachers to utilize.

The Clarke County School district and BHL teachers and support staff conduct routine walkthroughs to collect data and monitor the implementation of fifteen key indicators of standards-based classrooms. This data--along with data from focused walkthroughs and instructional coaching--serves as an ongoing part of BHL's assessment and data analysis plan.

BHL's data teams comprise of 12 content based teams (English, Math, Social Studies, and Science). These teams meet twice a week to review pre and post test data, identify instructional adjustments needed for mastery of standards, and review Benchmark data for trends or instructional themes. These teams also collaboratively plan unit and daily lessons, thus contributing to BHL's cohesive approach to curriculum, instruction, and assessment. After Benchmark testing, the teams engage in a protocol developed by the Clarke County School District in order to measure growth and areas of concern. Subgroup data is especially important, as interventions are targeted for

effectiveness or need.

BHL-CCSD
Resources, Strategies and Materials

a. Resources Needed to Implement the Literacy Plan

1) Administration of diagnostic screeners for all students in reading comprehension and writing proficiency.

2) Students are targeted for tiered instruction and interventions; schedules are built for sustained intervention.

3) Administration of quarterly reading comprehension and writing proficiency benchmarks to monitor progress.

4) Selection of texts to motivate students and that support the CCGPS.

5) eReaders or iPads to support digital literacy and access to texts.

6) Utilization of tutoring to assist student when needed.

7) Spanish versions of texts for our Spanish speaking parents to support the work of their child.

8) Adequate professional learning and training of staff will be needed to implement and use resources.

9) Additional netbooks for each grade level to checkout for homework and class projects.

b. Current Generic List of Activities That Support Literacy Intervention Programs

Current activities include: Curriculum Night, NCTE African-American Read-In, Voyager, SuccessMaker, and Skype visits with current authors.

c. Current General List of Shared Resources

Shared resources include: three copy machines, twelve netbook carts, four computer labs, seven black and white printers, six document cameras, fifteen to twenty class sets of novels within each grade level.

d. Current General List of Media Center Resources

The media center has 9,989 books in a variety of formats (print, audiobooks, and ebooks) available

for students. There are fourteen student computers, two iPods, and two iPads in the media center.

While the media center does have a number of class sets for check out to students and teachers, most

of these were donated to the library and are not aligned with CCGPS.

e. Current General List of Classroom Resources

Burney-Harris-Lyons Middle School classrooms are equipped with: SMART Boards and mounted

projectors, laptops for all certified staff, and each content area has at least a class set of textbooks

relevant to the curriculum.

Materials Currently Used for Tier I Instruction

> BHL Grades 6-8
> Thinking Maps
> *Language of Literature*
> *Bridges to Literature*
> *Interactive Reader* workbook
> *Language Network*
> *Grammar, Usage, and Mechanics* workbook
> Classroom sets of various novels
> Classroom Libraries
>
> **Technology Resources**
> 1) SMART Board technology
>
> 2) Netbooks at a 2:1 ratio
>
> 3) Laptops for all certified staff
>
> 4) Four computer labs with 20-28 computers in each
>
> 5) Other materials available to faculty and teachers include: flip cameras, digital cameras,
>
> broadcast cart, Smart Response, (5) iPods, and audio recording devices

f. Alignment of SRCL and Other Funding

	Striving Readers Funding	Other Funding Sources
Professional Learning	Professional Learning for teachers of all content areas; Reading endorsement for teachers implementing interventions	Title I, Title II-A, State Professional Learning Funds
Print Materials	Additional books for Media Center and classrooms	Local (School and District) Funds
Tier I Literacy Materials	Professional Learning Materials	Local (district) Funds
Tier II Literacy Materials	Professional Learning Materials; Read 180 for targeted students	Local (district) Funds, Title I, Title VI-B, Title III
Tier III Literacy Materials	Professional Learning Materials; Read 180 for targeted students	Title I, Title VI-B
Tier IV Literacy Materials	Professional Learning Materials; Read 180 for targeted students	Title I, Title VI-B
Formative and Summative Assessments		Local (district) Funds
Instructional Technology	Personal Computing Devices (IPADS), eReaders, eBooks, desktop computers	SPLOST-III and IV Funds
Parent/Family Communication	Striving Readers updates to families via web site, curriculum nights, Channel 16, school newsletters and newspaper articles	Title I

BHL-CCSD

Professional Learning

a-c. Professional Learning Activities Attended in the Past Year

Detailed List of On-Going Professional Learning	# Hours of Professional Learning That Staff Have Attended	The Percentage of Staff Attending Professional Learning	Preferred Method of Delivery of Professional Learning
Thinking Maps	10	100% Teachers & Administrators	Job embedded Professional Learning – Workshop and Collaboration
Higher Order Thinking Strategies	6	100% Teachers & Administrators	
Peer Observations	6	100% of Teachers	Job embedded Professional Learning- workshop and collaboration
Math in the Fast Lane	8	100% Math teachers Administrators	Job embedded Professional Learning- workshop and collaboration, co-teaching
International Baccalaureate (IB) Assessment in the MYP	10	100% of Teachers, Instructional Coach & Administrators	Job embedded Professional learning – workshop and collaboration
IB Summer Institute Training	26	60% of Teachers and IB Collaborator	Summer Workshop for Category 1&2 Training in content areas
IB MYP Design Cycle	10	100% of Teachers	Job embedded Professional learning – workshop and collaboration
Co-Teaching Training	6	100% of EXC Teachers 50% of content teachers who teach with a co-teacher	Job embedded Professional learning – workshop and collaboration
Differentiation	6	100% of EXC Teachers	Job embedded Professional Learning- workshop and collaboration

Suzy Pepper	1	All Social studies, ELA, EXC, and Science Teachers	Vocabulary Strategies

d. Professional Learning Needs Identified In The Needs Assessment

The Needs Assessment revealed that the faculty needs professional learning on teaching of reading and vocabulary strategies, writing strategies and the RTI process. This could be accomplished through reading endorsements, workshops, conferences, and job-embedded professional learning. Specific interventions purchased or currently used will necessitate the need for additional professional learning. The use of netbooks, tablets, and e-readers will need the support of our educational technology consultants, media specialist, and instructional coach. Additionally, professional learning for communicating our literacy goals and increasing parent involvement will be needed. The goals of literacy will be more easily achieved with the support of our families and community.

e. Process to Determine if Professional Development Was Adequate and Effective

Quarterly assessments will be administered to measure reading comprehension and writing proficiency. The data teams and Literacy Team will analyze the data and communicate the need to the RTI Committee. Strategic planning will be done in data teams, the Leadership Team, and the RTI Committee to give the proper support to individual students.

f-g. **Professional Learning Plan and Plan to Measure Effectiveness**

Goal 1

Objective 1: All teachers will receive professional learning in teaching reading and vocabulary strategies.

Objective 2: The administration and Literacy Team will monitor that all students in Tiers I, II, III, and IV will receive direct and explicit reading strategies through walkthroughs. This includes application of strategies to diverse texts, guided strategies appropriate to the difficulty level of texts, vocabulary strategies, and extended reading time with an instructional focus.

Objective 3: All teachers will be trained in the RTI process and adhere to the parent communication plan set by the Literacy team. All students will be assessed in their reading comprehension and their progress will be assessed in data teams and communicated to the parents.

Objective 4: Reading endorsements or specialized reading comprehension training in content areas will take place.

Goal 2

Objective 1: All teachers will receive professional learning in teaching writing strategies.

Objective 2: The administration and Literacy Team through focused walkthroughs will monitor that all students in Tiers I, II, III, and IV will receive direct and explicit writing strategies. This includes multiple opportunities for writing in a variety of contexts and strategies to become proficient writers. Writing in all content areas on a daily basis and engaging in the writing process for specific audiences or purposes will take place daily. Quarterly research-based writing will be required in all content areas.

Objective 3: All teachers will be trained in the RTI process and adhere to the parent communication plan set by the Literacy team. All students will be assessed in their writing proficiency and their progress will be assessed in data teams and communicated to the parents.

Goal 3

Objective 1: All content teachers and special education teachers will communicate quarterly with families the status, needs, and growth of their child's reading and writing in each of their content classes. The Literacy Team will support this communication and monitoring of the reporting and offer informational meetings to parents.

Objective 2: Literacy programs will be offered that support the literacy initiatives. After school, evening and summer programs for will be offered to meet the literacy and enrichment needs of our parents.

Objectives for Year 1	July-September 2013	October-December 2013	January-March 2013	April-June 2013
Administration of Universal Screeners and professional learning on the disaggregation of data	**July:** Faculty Training of SRI **August:** Administer Screener	**November:** (end of month) Administer second screener	**January-March:** disaggregation of data in teams	**May:** Administer third screener
Reading Endorsements	**August:** University of Georgia or RESA Sessions **September:**	**October:** Sharing of Reading Endorsement Strategies to Literacy Team **November:** Sharing of Reading Endorsement Participants to Literacy Team	**February:** Sharing of Reading Endorsement Participants to Literacy Team **March:** Sharing of Reading Endorsement Strategies to Literacy Team	**April:** Sharing of Reading Endorsement Participants to Literacy Team **May:** Round 2 of Teachers Obtaining Their Reading Endorsement Will be Recruited

RTI Tiers II-IV Training for all content and special education teachers	**August:** Redelivery of Jan Campus training to all faculty	**October:** Literacy Team and RTI Teams will meet to evaluate the Tier II-IV Interventions taking place **December:** Literacy Team and RTI Teams will meet to evaluate the Tier II-IV Interventions taking place and adjust plan for next term	**February:** Literacy Team and RTI Teams will meet to evaluate the Tier II-IV Interventions taking place	**May:** Literacy Team and RTI Teams will meet to evaluate the Tier II-IV Interventions taking place and adjust plan for next year
Content specific reading and vocabulary strategies professional development	**July:** Suzy Pepper Standards Wall **August:** Reading PD Peer and Literacy Team Observations of Reading Strategies being implemented **September:** Kay Burke Vocabulary Strategies and Unpacking Standards for New Hires	**October:** Reading PD Observations of Reading Strategies being implemented **November:** Kay Burke Vocabulary Strategies and Unpacking Standards for New Hires **December:** Reading PD Observations of Reading Strategies	**January:** Suzy Pepper Vocabulary Strategies **February:** Reading PD Observations of Reading Strategies	**April:** Reading PD Observations of Reading Strategies being implemented

Content specific writing strategies professional development	**September:** Writing PD Observations of Reading Strategies being implemented	**November:** Writing PD Observations of Reading Strategies	**January:** Writing PD Observations of Reading Strategies being implemented **March:** Writing PD Observations of Reading Strategies	**April:** **May:** Writing PD * Vertical planning: 5th-6th 8th-9th
Communication Reporting of literacy progress with parents	**August:** Literacy program shared during Open House	**October:** Literacy folder shared through parent-teacher conferences **December:** Literacy folder sent home	**March:** Literacy folder shared through parent-teacher conferences	**May:** Literacy folder sent home
Literacy Programs for Parents	**September:** Offer GED course for parents Parent Workshop Homework hints for parents	**October:** English Course for non-native speakers **November:** Parent Workshop Supporting Reading in the Home	**January:** Offer GED course for parents **February:** English Course for non-native speakers Parent Workshop Helping your child prep for the CRCT hints for parents	**April:** Parent Workshop Encouraging Writing at Home **May:** Summer Reading Books and activities to support student summer reading **June:** Summer Reading Camp

Artifacts will include agendas, sign-in sheets, classroom observation data, data team minutes, student work, purchase orders, writing portfolios, and conference schedules along with certificates of attendance. Monthly meetings with Literacy Team will include a focus on professional development, reading endorsements, and use of technology to support literacy in all classrooms.

BHL-CCSD

Sustainability Plan

a. Clear Plan for Extending Assessment Protocols

Quarterly assessments will continue to be administered beyond the grant period. Student site licenses for Scholastic Reading Inventory are a lifetime purchase with a minimal cost for the maintenance fee each year. Grant funds will be used to offset the cost of the required literacy assessments for the 5-year grant period. At the conclusion of the grant, several funding sources, including Title I funds and local/district funds will be explored as possible ways to continue funding the assessments for year six and beyond.

b. Plan for Developing Community Partnerships and/or Other Sources to Assist With Funding

BHL works with several businesses through Adopt-A-Class, and the Clarke County School System has several partners in the business community that we will seek out for help with continuing our literacy initiatives. We will work with several of our business and community partners, including the University of Georgia, Power Partners, and other community stakeholders such as Whatever It Takes to partner with us in aggressive pursuit of sustainable funding. In addition, our school has a strong PTO and local school council, and our literacy team will work with both entities to identify and secure the additional funding needed to continue assessment protocols, academic interventions, technology updates, and other literacy resources to support our students and their families.

c-f. Sustainability Plan to Extend Lessons Learned, New Hires, Maintaining Technology and Print Materials, Professional Learning

The literacy team will merge with the School Improvement Leadership Team (SILT) and our literacy plan will become the major focus of our professional development. Teacher leaders in

content areas and the instructional coaches will carry out the professional development after the funding period. We will use either district or Title I funds to continue to replace print material beyond year five of this grant. Our superintendent and school board are committed to providing current technology for our students as is evident in this year's purchase of 300 netbooks and new teacher laptops. If approved by local voters, we request to use SPLOST-6 technology funds to replace and refresh any technology purchased with grant funds.

BHL-CCSD

Budget Summary

The majority of funding to support goals 1 and 2 will be allocated for professional development with the primary focus on reading comprehension and writing proficiency and supports for the RTI process. Our third goal of family engagement funding will focus on literacy courses for our parents, parent workshops to support the literacy efforts of our Literacy Plan and communication of the progress of each BHL student's progress in reading and writing.

Goals 1 and 2:

30% Professional Development ($150,000)

Reading endorsement and specialized training for faculty ($12,500)

RTI Training for all teachers ---no cost

Literacy consultant ($36,000)

Differentiation training for CCGPS literacy standards (no cost)

Preparation for PARCC Assessments (Focus on common formative and summative assessments in conjunction with higher order thinking strategies) $16,000

Student netbook use training (no cost)

Digital literacy PD (no cost)

Scholastic Reading Inventory PD (embedded in program purchase)

Reading comprehension and writing proficiency strategies for all content areas

Red Clay ($5400)

Contract a digital literacy, writing, and reading professors from UGA ($10,000)

Certified Substitutes for teacher professional learning ($17,500)

Summer stipends for summer work on SRI Training ($6250)

Workshop registration fees and travel ($40,000)

15% Progress Monitoring--- $75,000

Scholastic Reading Inventory

Student literacy folder materials

Read 180

25% Student Resources and Services—$125,000

Textbooks, novel sets, and periodicals ($50,000)

Book Choice: Sending books home once monthly to build home libraries ($31, 250)

Books and periodicals for the media center collection in a variety of formats to support CCGPS and

offer students choice in self-selected reading ($20,000)

Basic Office Supplies ex: Journals for students ($1500.00)

Field Trips to support CCGPS and transportation costs ($5,000)

Afterschool and summer reading and writing programs ($17,000)

20 Technology to Support Literacy $100,000

iPads/tablets cart for each grade level   ($48,500)

Computer lab to support the iPad/tablet student work ($45,000)

Educational apps for tablets ($1500)

Goal 3:

10% Family Engagement----$50,000

Courses to increase parent literacy: GED and English classes ($25,000)

Materials for parent workshops $15,000

Materials for communicating with parents $5,000

Category	Description	FY 2013 Start-up	FY 2014	FY 2015	
Professional Development	Reading Endorsements training 12 faculty @$500 per course	$10,000	$2,000	$500	$12,500
	Specialized training with literacy consultant for content literacy @$60 per hour for 16 hours a week	$20,000	$8,000	$8,000	$36,000
	PARCCS Assessment Training	$3000	$10,000	$3000	$16,000
	Red Clay 6 teachers per year	$3600	$3600	$3600	$10,800

	UGA Professors for Literacy Courses	$6000	$2000	$2000	$10,000
	Certified Substitutes for teacher professional learning @$75 per day for 7 sessions with grade and content areas	$7,500	$5,000	$5,000	$17,500
	Summer stipends for summer work Stipend for 1 day training of SRI 50 @125.00	$6250	$0	$0	$6250
	Workshop registration fees and travel NCTE, GCTE, ALAN, NCSS, GCSS, and other subject specific state and national conferences	$20,000	$10,000	$10,000	$40,000
					$149,050
Progress Monitoring	Scholastic Reading Inventory	$45,000	$0	$0	$45,000
	Student literacy folder materials	$3000	$1000	$1000	$5000
	Read 180	$30,0000	$0	$0	$30,000
					$75,000
Student Resources and Services	Textbooks, novel sets, and periodicals ($50,000)	$30,000	$10,000	$10,000	$50,00
	Book Choice: Sending books home once monthly to build home libraries 625 studentsX$50.00 ($5per month)	$31,250	$0	$0	$31,250
	Books and periodicals for the media center collection in a variety of formats to support CCGPS and offer students choice in self-selected reading	$10,000	$5,000	$5,000	$20,000
	Basic Office Supplies ex: Journals for students--- $1500.00	$500	$500	$500	$1500
	Field Trips to support CCGPS and transportation costs	$2000	$2000	$1000	$5000

	Afterschool and summer reading and writing programs $17,000	$7,000	$5,000	$5,000	$17,000
					$124,750
Technology to Support Literacy	iPads/tablets cart for each grade level $45,000 for ipads $3500 for carts	$48,500	$0	$0	$48,500
	Computer lab to support the iPad/tablet student work	$45,000	$0	$0	$45,000
	Educational apps for tablets	$3,000	$2000	$1500	$6500
					$100,000
Family Engagement	Courses to increase parent literacy: GED and English classes	$10,000	$10,000	$5,000	$25,000
	Materials for parent workshops	$9,000	$6,000	$5,000	$20,000
	Materials for communicating with parents	$2,000	$1500	$1500	$5000
					$50,000
Total Direct Costs					$498,800
Indirect Costs	Indirect Cost is 5%.				$24,940
Total Cost					$473,860