School Profile

Created Wednesday, September 12, 2012

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School Information

School Information	District Name:	Bleckley County
School Information	School or Center Name:	Bleckley Middle School

Level of School

Middle (6-8)

Principal

Principal	Name:	Trey Belflower
Principal	Position:	Principal
Principal	Phone:	478-934-7270
Principal	Email:	tbelflower@bleckley.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Trey Belflower
School contact information	Position:	Principal
School contact information	Phone:	478-934-7270
School contact information	Email:	tbelflower@bleckley.k12.ga.us

Grades represented in the building

example pre-k to 6

6 to 8

Number of Teachers in School

38

FTE Enrollment

550

Fiscal Agent Memo of Understanding

The application is the project implementation plan, 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: ___Charlotte H. Pipkin, Ed. D.___

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

Address: ___P. O. Box 516, 242 East Dykes Street___

City: ___Cochran___   Zip: ___31014___

Telephone: (_478_) _934-2821_   Fax: (_478_) _(478) 934- 9595_

E-mail: ___cpipkin@bleckley.k12.ga.us___

Charlotte H. Pipkin
_____
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

_____Charlotte H. Pipkin, Superintendent_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____November 8, 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.

Conflict of Interest & Disclosure Policy

    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.

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

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

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

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.

Charlotte H. Pipkin

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

Charlotte H. Pipkin, Ed. D., Superintendent
Typed Name of Fiscal Agency Head and Position Title

November 14, 2012
Date

Trey Belflower

Signature of Applicant's Authorized Agency Head (required)

Trey Belflower, Principal, Bleckley County Middle School
Typed Name of Applicant's Authorized Agency Head and Position Title

November 14, 2012
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Thursday, October 11, 2012
Updated Friday, November 16, 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?

A Zf t

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?

A Zf t

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?

A Zf t

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

A JBhsf f

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.

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Grant Assurances

Created Friday, November 16, 2012

Page 1

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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.

AZft

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

AZft

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.

AZft

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.

A Zf t

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

A Zf t

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."

A Zf t

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.

A Zf t

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.

A Zf t

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.

A Zf t

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

A Zf t

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.

A Zf t

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).

ÀZft

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.

ÀZft

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

À Zf t

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.

À Zf t

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.

À Zf t

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.

À Zf t

The Bleckley County School District (BCSD) has a rich history of excellence despite being a poor, rural district with very limited resources. Our mission is to be an exemplary system that strives to form a successful partnership with students, faculty, family members, and the community to assure the education of every individual. Our faculty, staff, students and community embrace and embody our vision statement, "Expect Excellence" and our students often outperform the RESA and state.

We have five traditional schools within our system: Bleckley Learning Center (Pre-K); Bleckley Primary (K-2); Bleckley Elementary (3-5); Bleckley Middle (6-8); and Bleckley High (9-12). AMIKids, a SB618 residential facility within our district, is an owned and operated by an out-of-state company that contracts with the state for students adjudicated there by the Department of Juvenile Justice. Due to having received notification that AMIKids will be closing in December 2012, they are not participating in this grant application. There are no private or charter schools in Bleckley County.

The BCSD is located in rural middle Georgia, about 40 miles south of Macon, and nestled between I-16 and I-75. Our population is about 13,000 and we have very little industry. Our community offers minimal recreational and cultural opportunities outside those offered by the school and local college. Despite limited recreational, cultural and fiscal resources, we strive to provide every student with a high quality education that prepares them for post-secondary college and career opportunities.

The BCSD has about 2400 students in grades pre-k through grade 12. In terms of wealth, we rank 162/180 and have minimal taxable wealth. We currently levy 12.258 mils which earn approximately $263,700 per mil. Even though the financial constraints limit our access to many programs, resources, and opportunities we have a dedicated faculty, staff and community that support our endeavors.

Our student population is largely Caucasian (67%) with a 33% minority population, most of which is African American (26%). Hispanic, Asian, and Multi-Racial students make up the remainder of our minority population. Over half of our students (58.3%) qualify for free/reduced lunch and approximately 17% of our students receive Special Education services.

According to 2011 data, the annual average unemployment rate for Bleckley County was 13.7%. As reported by the U.S. Census Bureau, the 2010 per capita income was $28,612 which is almost $6,000 below the state average. According to data from the Georgia Department of Labor, the educational attainment of our labor force (age 18-65+) is concerning in that only 35% attained a high school diploma / GED, 22% have some college, 10.9 % have a 4 year degree, and 6.3% have post graduate studies.

Comparison of Select Demographic Indicators		
	Bleckley County	**Georgia**
2011 Unemployment Rate	13.7%	9.8%
2010 Per Capita Income	$28,612	$34,531
% Persons Below Poverty Level (2010)	19.5%	15.7%
Children living in poverty (2010)	27.1%	26%
Babies born to mothers with less than 12 years of education (2010)	19.2%	20.4%
Substantiated incidents of child abuse/neglect (2010)	14.9%	8.3%
Students graduating on time (2010)	77.9%	80.8%
Sources: KIDS COUNT, U.S. Bureau of Economic Analysis & U.S Dept. of Commerce, 2011 GA County Guide		

Poverty, illiteracy, low educational attainment, babies born to young mothers who have not graduate/obtained a GED, and unemployment contribute not only to economic distress in Bleckley County but also to other factors that impede student learning and literacy. These factors include but are not limited to suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, lower measures of cognitive ability such as verbal ability, reading readiness, and problem solving skills for many of our students.

Current priorities of the BCSD include providing pervasive implementation of the Common Core Georgia Performance Standards (CCGPS), preparing students for post-secondary success in college and 21st century career readiness, differentiating instruction and assessment to meet the needs of all students, closing achievement gaps among sub-groups, and increasing the graduation rate.

Our Strategic Plan is developed with input from a variety of internal and external stakeholders. It is reviewed annually by the system leadership team and assists us in keeping focus of our goals, assessing where we are in meeting those goals, and aligning resources to address identified needs. This guides decisions pertaining to resources, personnel, and initiatives.

The district's current management structure is traditional in nature with administrators and staff implementing the policies and procedures approved by the Board of Education. Schools are led by a principal and assistant principal(s) with the exception of Bleckley Learning Center which is led by the Pre-K Director. The instructional program is supported by the Superintendent, Associate Superintendents for Teaching & Learning, Special Education & Federal Programs Director, Technology Director, Gifted Coordinator, and CTAE Director. Financial records are managed by the System Bookkeeper and the Human Resources Director.

Past instructional initiatives that continue to be important to and utilized in the BCSD include: differentiated instruction, Reading First strategies, Suzy Pepper strategies, Response to Intervention, participation in Georgia Leadership Institute for School Improvement, district SACS accreditation, inclusion, closing the achievement gap, unpacking the Georgia Performance Standards, curriculum alignment, standards-based classrooms, common assessments, focus walks, improving the graduation rate, increasing parent involvement, enhancing instructional

technology, implementing our own alternative/credit recovery program, and collaborating with the Safe Schools Healthy Students program and the 21st Century Community Learning Center.

The BCSD literacy curriculum is based on the CCGPS and the Bright from the Start curriculum. Faculty and staff spend countless hours engaged in studying the standards, delving into the rigor and relevance, developing units, identifying resources and activities to increase student engagement and learning, identifying gaps and transitional standards, and writing assessments. Additionally, the schools are working with cross-curricular teams to develop activities that incorporate literacy skills in Science, Social Studies, technical subjects, the arts, elective courses, and P.E.

Literacy Assessments utilized in the BCSD vary among the schools and are categorized as state-mandated, district level, and building level assessments. Our assessment continuum consists of formative and summative classroom assessments, common assessments, benchmark tests, state-mandated tests, and nationally-normed tests. Analysis of assessment results are used to identify instructional and student strengths and weaknesses, identify performance and curricular gaps, determine needs for intervention and acceleration, and guide improvement initiatives. Our literacy assessments include:

- Georgia Kindergarten Inventory of Developing Skills
- Criterion Referenced Competency Test
- Georgia Alternate Assessment
- Georgia Writing Assessments
- Georgia High School Graduation Tests
- End-of-Course Tests
- PSAT & AP Exams
- Georgia Work Ready Assessment
- Online Assessment System
- Assessing Comprehension and Communication in English State-to-State (ACCESS)
- World-Class Instructional Design and Assessment ACCESS Placement Test (W-APT, K-12)
- Iowa Test of Basic Skills
- Dynamic Indicators of Basic Early Literacy Skills
- STAR Reading & Math
- Benchmark & Common Assessments

With literacy being a leading indicator of success, the ongoing decline of state and federal funding, our demographic risk factors, and the need to develop literacy levels sufficient for college and career readiness, there is clearly a need for a Striving Reader Project in the BCSD. Teachers need professional learning and instructional materials to support the implementation of the CCGPS literacy skills and content rigor in order to improve academic achievement, the graduation rate, and post-secondary success. Literacy materials are not available in many homes; therefore, the school system serves as only source of literacy development for many of our students. If our society is going to flourish and be competitive in a global economy, we must develop high levels of literacy in all students. To do that, we must have the necessary resources and training to increase literacy in the formative years and beyond.

The BCSD management plan and key personnel in supporting, implementing and overseeing the grant will include both system and school leaders. Pansy Corbett, the Associate Superintendent for Teaching & Learning will be the SCRL Administrator at the district office. She has twelve years of leadership experience in the district office and has managed various state and federal programs and grants. Mrs. Corbett currently oversees K-8 curriculum, K-12 testing and professional learning, and Title IIA. She is also involved with the development and monitoring of the Consolidated Application and the Strategic Plan.

While principals who are not designated as their building coordinator are expected to be heavily involved with the project, each school will have a designated Striving Reading Project Coordinator who will oversee the day-to-day operations of the project at their respective school and collaborate with the SRCL Project Administrator. The SRCL management team is:

SRCL PROJECT TITLE	PERSON RESPONSIBLE & TITLE	SUPERVISOR
SRCL District Project Administrator	Mrs. Pansy Corbett Associate Superintendent for Teaching & Learning	Dr. Charlotte Pipkin, Superintendent
Bleckley Learning Center Project Coordinator	Mrs. Jan Evans Pre-K Director	Dr. Charlotte Pipkin, Superintendent
Bleckley Primary School Project Coordinator	Dr. Andrea Williams Assistant. Principal & District SACS Coordinator	Mr. Quent Floyd Principal
Bleckley Elementary Project Coordinator	Ms. Janet DeLoach Principal	Dr. Charlotte Pipkin, Superintendent
Bleckley Middle Project Coordinator	Mrs. Carla Thrower Assistant. Principal, Math Design Collaborative Leader	Mr. Trey Belflower Principal
Bleckley High Project Coordinator	Mrs. Michele Dyal Assistant Principal, CTAE Director, Literacy Design Collaborative Leader	Mr. Anthony Jenkins Principal

The BSCD Literacy Team, which includes teachers and project coordinators/administrators from all schools have been instrumental in the development of the grant application and project development process at the district and school levels. These individuals have attended training sessions, school and district information and planning sessions, reviewed the needs assessment results, reviewed school and system assessment results, and clearly understand the goals, objectives, and plans for implementation as well as their respective roles in regards to the SRCL project.

All schools, the BCSD literacy team, and SRCL project coordinators will be involved with budget development and performance plans for the SRCL grant. This will be done by prioritizing needs based on the grant allocations as they relate to the school literacy plans, and identifying resources that best align with our needs and best practices. The SRCL project will coordinate with and compliment the Strategic Plan which aligns with the individual school improvement plans.

The BCSD Literacy Team and SRCL Project Coordinators will meet quarterly, and more frequently if needed to share progress updates, concerns, best practices, and monitor project effectiveness and implementation.

Financial aspects of the grant will be handled according to district protocol whereby all purchase order requests align with the approved budget and allowable expenditures, are signed by the appropriate supervisor, the District Project Administrator, and the Superintendent. Purchase order requests will be processed by the system bookkeeping staff according to district protocol. The District Project Administrator and the System Bookkeeper will periodically review the budget, expenditures, and submit the required reports.

The Bleckley County School District is a respected school district with a strong history of sound fiscal management. The Georgia Department of Audits conducts an audit of the BCSD financial records annually. No findings were cited for 2009 -2011. The 2012 audit has not been conducted at this time.

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff are the only employees who issue system level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Approved requests must supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, address needs as indicated in school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the BCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. Such funds include Title I Part A Disadvantaged Children, Title IIA Improving Teacher Quality, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, Early Intervention Program (EIP), Remedial Education (REP), American Recovery and Reinvestment Act of 2009 (ARRA), 21st Century Community Learning Centers, etc. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL. Below are some recent examples of funding awarded and responsibly managed by the BSCD:

LEA Project/Grant	Amount	Audit Results
Comprehensive Academic Performance Standards 2006-07	$106,741	No audit findings were cited for FY 2009-2011. The FY 2012 audit has not yet been conducted.
Governor's Office of Highway Safety Drivers' Ed Grant 2007-09	$58,937	
Ocmulgee EMC 2008	$10,200	
Oconee EMC 2008	$6,700	
Service Learning Grants (BPS) 2011	$6,000	
Safe & Drug Free Schools & Community National Program 2008-13	$5,989,501	
Governor's Office, State of GA Children & Families Abstinence Grant 2011-13	$188,317	
Drug Free Community Support 2002-12	$24,360	
21st Century CCLC Primary School 2009-12	$197,000	
21st Century Community Learning Center 2009-12	$665,000	
Title IID, Enhancing Education Through Technology 2009-11	$15,865	
Title IA Grants – ARRA 2010-11	$525,802	
ARRA Education State Grant 2010-11	$1,620,475	
Title IID, Engaging AP Students Through Mobile 2010-11	$68,403	
Title IA Distinguished School Awards 2010-12	$11,133	

Through the coordination of efforts and resources the BCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and strategic planning. Examples of internal initiatives and sustainability are: withdrawing from a consortium and establishing our own alternative school program and credit recovery program; redelivery of professional learning strategies, lessons learned, and best practices; expanding lessons learned from the Suzy Pepper training provided State Professional Development Grant to other content areas; collaborated with RESA to provide training on Reading First Strategies for Non-Funded Schools; and coordinated resources and services with CIS/FCCC to provide after-school remediation for struggling students; providing new hires and additional training for SMARTBoards after the EMC grants expired; and staffing and maintaining the driving simulator class after the Drivers' Ed Grant expired.

Brief Narrative Giving Readers a Sense of the School

History: Bleckley County Middle School (BCMS) is in Bleckley County, which is located in middle Georgia; it has a population of 13, 063 (2010 Census). The county population represents a 12% increase since the 2000 Census population of 11,666. The population is 70.1% Caucasian, 27.9% African American, and 2.4% Hispanic. The current unemployment rate is 13.7%. Recently the largest industrial employer in the county, Lithonia Lighting, announced that it was closing.

BCMS is a Title I school and was named a Title I school of distinction in 2010. The school has an approximate population of 500 students in grades 6-8. The student population is 71% Caucasian, 24% African American, 3% Hispanic, and 2% other ethnic groups. The percentage of BCMS students receive free and reduced lunch is 76%. BCMS has met Adequately Yearly Progress for seven consecutive years, and recently received the Breakout Schools award from the Georgia Association of Secondary School Principals.

Administration and Leadership

BCMS works collaboratively with system and school leaders, teachers, parents, students, community leaders, and business partners to continuously seek ways to improve student performance. Teachers have various opportunities to participate in shared leadership. BCMS has two team leaders per grade level and lead teachers in special and gifted education, as well as school level technology leaders. Two teachers from each grade level represent their peers on a school leadership team. Teachers also meet monthly in vertical alignment teams. BCMS administrators listen to teachers and seek their input when forming instructional and professional policies.

Past Instructional Initiatives

Graduate First - Math Teachers participated in a 3 year federal initiative targeting special needs students. Teachers attended workshops and implemented strategies learned. Implementation was tracked by peer observations and collaborative planning. Teachers continue to use strategies in their classrooms.	**Georgia Online Assessment System** – A benchmark assessment aligned to the state standards.
ClassWorks –software used to facilitate progress monitoring.	**Junior Great Books** – Gifted students used Junior Great Books as a core curriculum.
Split Year Schedule for teaching Science and Social Studies –Students had 4 1/2 weeks of Social Studies followed by 4 1/2 weeks of Science. This was a rotating schedule so that all students had 18 weeks of each subject.	**Separate ELA and Reading classes** – Students received instruction in reading and English Language Arts separately.

Current Instructional Initiatives

Common Core Georgia Performance Standards – Staff is involved in extensive rollout of CCGPS through vertical alignment teams and participation in GADOE training via internet.	**Baron Time** – Scheduled time to remediate and enrich learning based on student needs.
Math Extension – Students identified as weak in Math based on their performance in class and on the CRCT receive extra instruction during connections. Instruction in this class focuses on pre teaching and reinforcing state standards.	**Common Assessments** – Teachers in all subjects and grades use common assessments for both formative and summative data collection in the classroom.

Combined ELA/Reading classes – With the implementation of the CCGPS, the BCMS leadership team felt that it was no longer appropriate to have separate classes for reading and ELA.	Full year Science and Social Studies Classes – Beginning in 2011 science and social studies classes went to full year classes

Professional Learning Needs

Professional Learning Needs – Faculty needs training or professional learning

- In the use of reading and writing strategies in all academic areas
- In teaching vocabulary acquisition and development (identified weakness)
- In assisting students with significant reading delays (especially in the area of students with low Lexile level scores and students with disabilities)
- In using the Georgia Student Longitudinal Data System to help drive instruction
- In analysis and use of both formative and summative assessments.

Need For Striving Readers Project

Our motto at Bleckley County Middle School (BCMS) is "expect excellence." However, as the definition of excellence changes, we must change our expectations and adjust our instructional practices to meet those expectations. The Georgia Literacy Task Force defines literacy as the ability to speak, listen, read, and write in order to communicate effectively, to think and respond critically, and to access and use media and information in all content areas. The key ideas of this definition are at the heart of the Common Core Georgia Performance Standards (CCGPS). As BCMS strives to implement the new common core literacy standards across the curriculum, teachers from all content areas must share the responsibility for literacy instruction. Students must be engaged in meaningful work that increases their literacy skills and helps them to become college and career ready.

An analysis of data from the Iowa Test of Basic Skills (ITBS) and the Criterion Referenced Competency Test (CRCT) as well as the Standardized Test of the Assessment of Reading (STAR) indicates that our students are not making significant gains in reading as they move through our curriculum from grades 6 to 8. The Lexile level of students who exceed on the CRCT is 1050 and above. The College and Career Performance Index has set the target Lexile at 1050 for students in grades 6-8. CRCT Scores for sixth graders in the spring of 2010 indicated 57% of students were reading below a Lexile level of 1050. Three years later, in the spring of 2012, 54% of the same group of students was still reading below the Lexile level of 1050. In addition, STAR results show that 63% of eighth graders who will transition to Bleckley County High School are reading below grade level.

Current reading levels do not fall within the target range of the new common core standards, and there are challenges that both students and faculty must overcome to meet the expectations of the CCGPS. Many students in our school come from socioeconomically disadvantaged homes, and they do not have the support systems to help them access the resources, vocabulary, and background knowledge that will be necessary to navigate the CCGPS successfully. Surveys show that content area teachers do not feel adequately prepared to competently incorporate literacy strategies into their classrooms. The Striving Readers Project would provide the funds and guidance to support BCMS teachers as they implement best practices in literacy instruction across the curriculum and increase the use of technology in order to engage students and to encourage a more student – centered learning environment.

Bleckley County Middle School Literacy Plan   2012-13

Goal 1: Create a Culture of Literacy

Research in Action – "The Why"

According to the National Association of Secondary Principals, creating a culture of literacy is a process that begins with an administration that is committed to taking on the process of literacy development. A committed leadership team makes decisions shaped by a well rounded assessment protocol. Then, using the results of both summative and formative assessments, highly effective teachers supported by job-embedded professional development provide strategic accelerated interventions. The principals at Bleckley County Middle School (BCMS) have shown their commitment to this process by supporting the development of a teacher initiated literacy committee in the spring of 2012. This committee met and conducted a survey of literacy strategies. After the school district made the decision to pursue the Striving Readers Literacy Grant, this committee formed the basis of the present Literacy Leadership Team. The Literacy Leadership Team, led by BCMS administrators, created the research-based literacy plan submitted here as a vision for transforming BCMS into a school focused on developing the literacy skills of students.

Building Block 1: Engaged Leadership		
Actions	**Needs Assessment Results**	
Leader demonstrates commitment to learn about evidence-based literacy instruction	Fully Operational	
Organize a Literacy Leadership Team	Emergent	
Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the CCGPS	Emergent	

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Participate in webinars to learn about transition to the CCGPS and facilitate teacher participation in webinars.	May 2012 – on-going	GADOE website	Administrators	Sign-in sheets
Support the formation of a volunteer literacy committee to help facilitate the implementation of new CCGPS guidelines (this committee is now the Literacy Leadership Team).	May 2012		Administrators	Flyer announcing committee formation, survey (they
Schedule and monitor meetings of vertical alignment teams, collaborative grade level teams, and peer coaching teams.	Current – on-going		Administrators	Meeting minutes

Goal 1: Create a Culture of Literacy Continued

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Create collaborative grade level teams that will act as instructional support teams for implementing literacy instruction. ELA teachers will act as in-house experts.	Fall 2013		Administrators	Meeting minutes
Develop or find a walk through observation form to ensure consistency of effective instructional practices.	January 2013	GA Literacy Instruction Observation Checklist	Administrators, Literacy Leadership Team	Observation Form
Evaluate current practices in all classrooms by using the walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement.	February 2013 – Ongoing	GA Literacy Instruction Observation Checklist E-Walk, tablets	Administrators	E-Walk Data
Participate in and support professional development by providing time and resources for peer coaching, book studies, and grade –level collaborative teams.	February 2013 - Ongoing	Literacy-focused Books, planning time, release time for peer observations, video and projection equipment	Literacy Leadership Team, Content-Area Lead Teachers	Meeting Agenda Meeting Minutes Videos uploaded to website or shared drive
Identify stakeholders and partners to be a part of the Literacy Leadership Team	October 2012	Faculty, Community, college, etc.	Administrators	Roster
Identify literacy needs and prioritize to make the best use of resources and plan for future implementation	Oct-Nov 2012	Interventions, assessments, data	Literacy Leadership Team	Meeting Agenda Meeting Minutes
Use data from literacy survey conducted in Spring 2012 to help determine areas of weakness and strength.	November 2012	Interventions, assessments, data	Literacy Leadership Team	Survey results
Create a shared literacy vision for the school and community	Oct-Nov 2012	Web pages	Literacy Leadership Team	Meeting Agenda Meeting Minutes
Schedule times for the literacy leadership team to meet and aligned with the state literacy plan	October 2012 – On-going	Substitutes, stipends	Administrators	Meeting Agendas
Share minutes from literacy leadership team meeting with faculty and staff	November 2012 – On-going	School Web site	Administrators	Meeting Minutes

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Goal 1: Create a Culture of Literacy Continued

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Establish a data analysis team to provide faculty with longitudinal data that helps leaders make curricular decisions based on student need.	Fall 2013	Tablets, connectivity, projection devices	Teacher representatives, Administrators, testing coordinator	Tables, graphs. results of analysis
Create on-line collaborative space for publishing student work	February – on-going	On-line collaborative space (Big Campus, edublogs, etc.), Document cameras, video equipment	All teachers	Electronic data, products
Pursue funding sources to support literacy instruction (local rural electric associations, corporate grants, etc.)	Current – on-going		All teachers	Grant funds received
Celebrate literacy successes in school newsletter, on school and district websites, and in community newspaper	November 2012 and ongoing	Color printers, lap tops, tablets, cameras	Teachers	Newspapers, website archives, news scripts, community newspapers

Goal 2: Mobilize Community Support

Research in Action - "The Why"

Relevancy is a key component in activating students' motivation to learn. One way to create relevance is to coordinate assignments and reading with the community (*Reading Next*). *Reading Next* also identified coordinating with out-of-school organizations and the local community as one of 15 elements that improve literacy achievement. Presently, community members and groups support BCMS financially and through volunteering as mentors, proctors for state assessments, and media center assistants. The plan below creates a vision for expanding the opportunities for community involvement in the literacy development of BCMS students.

Building Block 1: Engaged Leadership	
Actions	**Needs Assessment Results**
Enlist the community at large to support schools and teachers in the development of college and career ready students as articulated in the CCGPS	Not addressed

Building Block 2: Continuity of Instruction	
Actions	**Needs Assessment Results**
Collaborate with supporting out-of-school agencies and organizations within the community	Emergent

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Establish a community outreach committee	March 2012	College, Partners in Education, Arts Alliance, Businesses	Faculty	Roster
Plan and hold workshops for community stakeholders (parents, mentors, students, etc)	Fall 2013	Phone alerts, websites, signs, shopper's guide	Community outreach committee	Sign-in sheets
Coordinate reading events with out-of-school organizations	Fall 2013	Phone alerts, websites, signs, shopper's guide	Community outreach committee	Sign-in sheets
Provide literacy resources for parents and caregivers (pamphlets, books, games, and on-line sources)	Fall 2013	Printers, tablets, box tops, games, websites	Community outreach committee	Inventory
Share literacy plan with community leaders and community organizations	Fall 2013	News papers, websites	Community outreach committee	Advertisements
Identify members of community to serve as contacts for	Fall 2013	College, Partners in	Administrator,	Contact List

| community literacy initiatives | | Education, Arts Alliance, Businesses | literacy Leadership Team | |

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Goal 2: Mobilize Community Support Continued

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Continue mentoring through Communities in Schools	Present – on-going	Facilities, art supplies, books	Community and Schools Coordinator	Sign-in sheet
Continue to refer students to 21st Century Community Learning Center tutoring and enrichment program	Present- on-going	Facility for program,	Counselor	Attendance
Establish media committee to communicate and promote the goals of literacy throughout the community utilizing traditional and web 2.0 media outlets	March 2013	Tablets, printers, video equipment	Administrator, Literacy Leadership Team	Committee membership list
Communicate with feeder schools (elementary school and high school) to ensure continuity of services/programs	Spring 2013 and ongoing	Meeting space, website	Administrators	Notes from meeting
Work in conjunction with public library to plan literacy activities and support family literacy	Fall 2013		School media specialist	Schedule of activities

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Goal 3: Develop Assessment Protocols

Research in Action – "The Why"

Based on research from *Reading Next* and *Reading to Achieve: A Governor's Guide to Adolescent Literacy* the Georgia Literacy Plan emphasizes a "deliberate and comprehensive plan for assessment" (p. 94 "The Why"). The plan incorporates "ongoing, frequent, and multiple measures" (p.94 "The Why"). The plan detailed here sets forth the assessments currently in use at BCMS and provides for new diagnostic assessments as well as a new universal screener.

Building Block 3: Ongoing formative and summative assessments

Actions	Needs Assessment Results
Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	Emergent
Use universal screening and progress monitoring for formative assessment	Emergent

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Data Analysis team will establish a schedule for formative assessments and a protocol for reporting data to stakeholders	Fall 2013		Data Analysis Team	Schedule, Protocol
Teachers will utilize established common classroom assessments, universal screeners, and progress monitoring tools, to track student progress and make decisions regarding appropriate service options for RTI	Present- on-going	SRI, STAR, CRCT, diagnostic tools	All teachers, Data Analysis Team	Results tables and graphs
Teachers will use SRI as a universal screener and as progress monitor	Fall 2013	Scholastic Reading Inventory (SRI)	RTI coordinator, ELA teachers	Results
The Data Analysis Team will research and adopt a diagnostic assessment to be used to analyze problems found in the literacy screening	Fall 2013	Diagnostic tools, box tops, printers	Data Analysis Team, RTI coordinator, ELA teachers	Written recommendation, receipt

Goal: 4 Analyze Data

Research in Action – "The Why"

According to research "having the 'right' assessments in place is only one element of an effective literacy plan" (p. 96, "The Why"). Data collected from these assessments must be easy to access so that it can be used in collaborative decision making. The Georgia Department of Education recommends that schools form a data team to be responsible for analyzing the results of formative and summative measures (p.96, "The Why"). At present there is not an active data team at BCMS. This literacy plan provides for the formation of a data team and outlines its role in the overall assessment process for the school. Our desire is to become even more focused on literacy instruction in order to assist our students in developing skills that will help them achieve their dreams and goals. Analysis of data gained through a strategic on-going assessment process will allow the faculty at BCMS to guide student progress toward becoming college and career ready.

Building Block 3: Ongoing formative and summative assessments	
Actions	**Needs Assessment Results**
Develop a clearly articulated strategy for using data to improve teaching and learning	Emergent
Use diagnostic assessment to analyze problems found in literacy screening	Emergent
Use summative data to make programming decisions as well as to monitor individual student progress	Not addressed

Building Block 5: System of Tiered Intervention(RTI) for All Students	
Actions	**Needs Assessment Results**
Use information developed from the school-based data teams to inform RTI process	Emergent
Implement Tier 2 needs-based interventions for targeted students	Emergent
In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly	Emergent
Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way	Emergent

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Goal: 4 Analyze Data Continued

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Vertical alignment teams will use progress monitoring assessments (SRI, STAR, and common assessments) to evaluate student progress and inform instructional decision making	Present – on-going	Formative and summative assessments	All teachers	Minutes from meetings, RTI folders, student portfolios
Administrators and teacher leaders will use literacy screening, progress monitoring assessments, and summative assessments (CRCT), to make scheduling decisions.	Spring 2013	Literacy Screeners/Progress monitors (SRI, STAR), Summative assessment (CRCT0	Team Leaders, Administrators	Schedules
Administer diagnostic assessment to analyze problems found in literacy screening and make decisions regarding RTI	August 2013 – as needed	Diagnostic assessment (see assessment protocol section)	RTI coordinator, Data Analysis team	Results of diagnostic test, RTI folders, minutes
Data Analysis Team will create an annual report of grade level progress (STAR, SRI, CRCT, ACCESS) as well as progress of Students in each of the 4 tiers of the RTI process.	Spring 2014	Results STAR, SRI, CRCT	Data Analysis team	Report
The Literacy Leadership Team will find or develop a literacy strategy inventory to determine the effectiveness of literacy instruction across the curriculum.	January 2014	Lap tops, tablets, printers	Literacy Leadership Team	Literacy Strategy Inventory
The counselor will administer the literacy strategy inventory to teachers and students	Spring 2014	Lap tops, printers, cps units	All teachers, Literacy Leadership Team	Results of Inventory

Goal 5: Provide Research-Based Literacy Instruction for All Students

Research in Action – "The Why"

The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- to communicate effectively with others,

- to think and respond critically in a variety of settings to a myriad of print and non-print text, and

- to access, use, and produce multiple forms of media, information, and knowledge in all content areas.

As a result of a state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society (Georgia PreK-12 Literacy Task Force, 2009).

The BCMS literacy plan requires that all teachers incorporate explicit, direct reading and writing instruction in order to engage students in the process of learning. Research shows that advanced word study, fluency, vocabulary, comprehension, and motivation are the components associated with improved outcomes for adolescents (p.65, "The Why"). The report *Writing to Read* documents the "efficacy of writing to improve reading comprehension" (p. 45, "The Why"). *Reading Next* identified 15 program elements that improve literacy achievement. Some of these elements are direct, explicit comprehension instruction, content-embedded literacy instruction, self-directed learning, text-based collaborative learning, access to diverse texts, intensive writing instruction, and incorporation of a technology component (p. 67, "The Why"). The BCMS literacy plan utilizes these research-based elements.

Building Block 1: Engaged leadership	
Actions	**Needs Assessment Results**
Optimize literacy instruction across all content areas	Emergent
Building Block 4: Best Practices in Literacy Instruction	
Actions	**Needs Assessment Results**
Teachers work to develop and maintain interest and engagement as students progress through school	Emergent
Ensure that students receive effective writing instruction across the curriculum	Emergent
Provide direct, explicit literacy instruction for all students	Operational

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Goal 5: Provide Research-Based Literacy Instruction for All Students Continued

Building Block 5: System of Tiered Intervention(RTI) for All Students	
Actions	**Needs Assessment Results**
Provide Tier 1 instruction based upon the CCGPS in all grades to all students in all classrooms	Emergent
Implement Tier 2 needs-based interventions for targeted students	Emergent
Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way	Emergent

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Identify and prioritize a list of students to be targeted for literacy intervention	April/May 2013	Universal Screener (SRI), STAR, CRCT	Language Arts Teachers/ fifth grade teachers	STAR, CRCT, SRI (when available),
Ensure that students receive 2-4 hours of literacy instruction across the curriculum	January 2013	Walk through observation protocol, teacher/student surveys	All teachers	Schedule, peer observations, literacy walk through, student work, survey results, lesson plans
Utilize flexible scheduling to provide time in the schedule for focused reading instruction aimed at struggling readers identified by universal screeners (SRI, STAR, CRCT)	Fall 2013	Results from assessments (SRI, STAR, CRCT), struggling readers class, RTI interventions	Administrators	Schedule
Develop school-wide writing rubric	Fall 2013	CCGPS, PARC Assessment resources	ELA vertical alignment team	Rubric
Provide engaging reading materials	Fall 2013	Magazines, trade books, classroom libraries	Administrator, Literacy Leadership Team, teachers	Receipts

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Goal 5: Provide Research-Based Literacy Instruction for All Students Continued

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
All teachers will explicitly teach reading strategies (Read-Alouds, SQR3, Graphic Organizers, or structured note taking (Cornell Notes), etc.) in all content areas	Fall 2013	Web sites for Graphic organizers and Cornell Notes, Training	All Teachers	Lesson plans, video –taped lessons, student work
All teachers will incorporate effective vocabulary strategies for teaching academic vocabulary as well as transportable vocabulary skills (word families, affixes, roots, and word sorts, etc.) across the curriculum	Fall 2013	Vocabulary Training, Resource books	All teachers	Lesson plans, video –taped lessons, student work, vocabulary lists
All teachers will model writing strategies (Summarization and RAFTS writing prompts, etc.) in their classrooms. Students will use these strategies to write across the content areas.	Fall 2013	Professional development, document cameras, video equipment, projection equipment	All teachers	Lesson plans, video –taped lessons, student work
All teachers will incorporate best practices such as close readings, addressing text complexity, higher order thinking skills, and text0dependent answers	Fall 2013		All teachers	Lesson plans, student work, writing samples
Students will produce research based projects in all content areas	Fall 2013	Computers, supplies, printers, websites	All teachers	Project exemplars, digital copies of projects
Students will write daily producing narrative, informational, and argumentative writing samples from all content areas.	Fall 2013	Document cameras, projection equipment	All teachers	Writing samples published on line and in the class room
Meet with teachers from feeder schools (elementary and high school) to coordinate literacy instruction, interpret students' previous data, and establish grade-level academic expectations	Spring 2013		Administrators	Meeting Agenda Meeting Minutes
Increase the use of technology in order to engage students in learning.	Current – on-going		All Teachers	Projects, walk-throughs, lesson plans
Create an outline or graphic organizer to help clarify the RTI process	Current-on-going	GaDOE website, striving literacy research	RTI Coordinator, counselor, teachers, SST team	RTI folders, organizing document

Goal 6: Provide Professional Learning

Research in Action – "The Why"

The Georgia Literacy Task Force recommends that teachers need to have intense professional learning on administering and interpreting data. They recommend professional learning that is recursive and embedded in the everyday practices of teaching and learning (p. 32. "The Why"). The faculty at BCMS has committed to pursue the goals of this literacy plan. Therefore, they will need training on how to effectively utilize new technologies and assessments that will be required to carry out the plan. They will also need professional learning that supports the process of change that must occur for this plan to be successful.

Building Block 1: Engaged leadership	
Actions	**Needs Assessment Results**
Maximize the use of time and personnel through scheduling and collaborative planning	Not addressed
Building Block 2: Continuity of Instruction	
Actions	**Needs Assessment Results**
Ensure a consistent literacy focus across the curriculum through the use of collaborative teams	Not addressed
Support teachers in providing literacy instruction across the curriculum	Emergent
Provide direct, explicit literacy instruction for all students	Emergent
Building Block 6: Improved Instruction through Professional Learning	
Actions	**Needs Assessment Results**
Ensure that pre-service education prepares new teachers for all the challenges of the classroom	Emergent
Provide professional learning for in-service personnel	Operational

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Goal 6: Provide Professional Learning Continued

Action Plan	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
A committee will create a PowerPoint presentation - *Introduction to Literacy Instruction at BCMS* – to be delivered by member(s) of the Literacy Leadership Team to new faculty members	Fall 2013 – On-going	Power point	Literacy Leadership Team	Sign – in sheets
A committee will develop job interview questions related to commitment to literacy instruction	Fall 2013 – on-going	Interview questions	Administrator, Literacy Leadership Team	Interview Questions
Teachers will receive training on explicit reading (text structure) and writing instruction (narrative, opinion, informational) in all subject areas	January 2013 – on-going	Book studies, in-house experts, teacher experts	Administrator, teacher experts	Sign-in sheets, peer observations, walk throughs, video
Teachers will receive training on effective vocabulary strategies for teaching academic vocabulary and transportable vocabulary skills (word families, affixes, roots, and word sorts, etc.)	Fall 2013	Book studies, in-house experts, consultants	Administrator, teacher experts	Sign –in sheets, peer observations, walk throughs, video
The Literacy Leadership Team will establish meeting schedules for collaborative cross curricular professional learning teams that will support teachers as they implement literacy strategies.	Fall 2013	Book studies, in-house experts, consultants	Literacy Leadership Team, Administrators, Media Specialist	Protocol, meeting dates
The Literacy Leadership Team will establish protocols and schedules for peer observations / video taping of lessons	Fall 2013		Literacy Leadership Team, Administrators	Protocol, meeting dates
The media committee will establish digital space for sharing model lessons, digital resources, student exemplars	Spring 2013		Media committee	Digital space, lesson archives
All teachers will participate in collaborative professional learning i.e. peer coaching, collaborative conversations, self-evaluation through video	Fall 2013		Administrators, all teachers	Meeting minutes
Teachers will receive training on use of new technology.	Present- on-going		Administrators, Literacy Leadership Team	Sign in sheets, agendas
Teachers will receive training on administration of universal screeners and diagnostic assessment tools.	As needed			
Teachers will receive training on choosing texts with appropriate text complexity and the use of Lexile for determining test complexity.	School Year 2013			
Teachers will receive training on the use of the Georgia Longitudinal Data Service (LDS).	School Year 2013			

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Needs Assessment, Concerns, and Root Cause Analysis

Description of Surveys and Assessments Used in the Needs Assessment

Assessments and Surveys	Description
Criterion Referenced Competency Test (CRCT)	Standards Based assessment developed by the state of Georgia to test students on their skills and knowledge of Georgia Performance Standards
Standardized Test for the Assessment of Reading (STAR)	On-line computer assessment that determines a student's reading grade level.
Georgia Grade 8 Writing Assessment	Standards based writing assessment administered state wide. Topic generated by state agency and scored at the state level.
21st Century Skills Assessment	A standardized Technology skills test administered to 8th graders in the Spring of each year.
BCMS Needs Assessment (Fall 2012)	A survey developed according to the building blocks of the SRCL grant application process
Literacy Committee Survey (spring 2012)	A survey developed by teachers and staff at BCMS to determine current literacy practices.
Survey of Classroom Literacy and Technology Resources (Fall 2012)	An informal survey developed by the Literacy Leadership team

Description of the Needs Assessment Process

Addresses all content and ancillary teachers: Connections, special education, ELL, media and paraprofessionals

All faculty and staff at BCMS across the curriculum participated in the needs assessment process.

The Process

All personnel participated in an on-line survey, the BCMS Needs Assessment. More than 60% to 70% of our teachers identify literacy instruction across the curriculum as emergent or not addressed. They see the same type of deficit in professional learning for research-based literacy strategies. Over 50% of teachers feel that literacy screenings and data analysis of diagnostic assessments are not being used effectively to make decisions and improve student learning. About half of the teachers at BCMS feel that students do not receive enough literacy instruction, especially effective writing instruction. According to the survey, 45% to 50% of teachers feel that our RTI program is emergent or not addressed. More than 60% of our teachers do not believe that teachers are receiving enough professional development in the content areas to improve their use of literacy skills, and community support was categorized as not addressed.

These areas of need were reinforced by a survey given in the spring of 2012. Of the 30 certified teachers on staff, 25 responded. Data from this survey revealed that 85% of the teachers who responded claim to present information most often through lecture. Although this same percentage (85%) introduces vocabulary in lessons, vocabulary is a weakness identified by the CRCT, indicating that current instructional practices for teaching vocabulary are not effective enough. Only about half of our teachers use literacy skills such as establishing a purpose for reading, guided reading, summarization, and identifying the main idea or details. More than 42% *never* provide essay questions on tests or require reports of any length. Only 18 out of our 25 responders include short answers in complete sentences on tests.

Teachers identified the following as obstacles that keep them from using these strategies: teachers not trained to grade writing, student handwriting too difficult to read, too time intensive to grade writing, and teaching reading and writing skills takes time away from teaching content information. Other challenges to literacy instruction that teachers identified were students reading below grade level slowing them down, students' inability to work independently, student lack of motivation, and students not being able to express their ideas in writing.

Teachers also completed a survey of classroom literacy and technology resources. We moved into our new middle school facility in December 2009. The building was designed to accommodate the latest in technology, from presentation boards and projectors to wireless internet access for notebooks and tablets. Unfortunately, not all classrooms were fitted with this impressive technology. Many regular classroom materials and printed texts have been cut due to budgetary issues in the county, the state, and the nation.

Root Cause Analysis – See Analysis of Student and Teacher Data for disaggregated data

Building Block 1: Engaged Leadership
Goals1: Create a Culture of Literacy
Goal 2 Mobilize the Community

Need Area	Root Cause	Steps taken	Steps still needed
1. Increase communication with staff 2. Support literacy initiatives 3. Increase communication with community	• Lack definitive process for communicating with all stakeholders • Lack opportunities to interact and collaborate with community stakeholders	• Newsletter to parents • Articles in paper • Create Literacy Leadership Team • Share Literacy Plan with staff	• Use walk-through observation • Share Literacy plan with community • Develop interview questions • Establish community outreach committee • Create Literacy Resource Room • Hold community literacy events • Establish media committee

Building Block 2: Continuity of Instruction
Goal 6: Professional Development

Need Area	Root Cause	Steps taken	Steps still needed
Professional Learning in: 1. Literacy instruction across content areas 2. New technologies and assessments 3. RTI process 4. Job-embedded professional learning (peer coaching/collaboration)	• Lack professional development in disciplinary literacy skills • lack training to grade writing • Lack professional development for the RTI coordinator in diagnosing reading comprehension deficits • Lack professional development in use of technology • Lack training in use and analysis of assessments.	• Created a Literacy Leadership Team • participated in CCGPS webinars • 4-Tier RTI plan	• Form collaborative teams and peer coaches • Train teacher in literacy instruction – reading, writing, and vocabulary • Training for new technologies and assessments • Orient new teacher to Literacy Plan

Building Block 3: Ongoing formative and Summative Assessment
Goals 3&4: Develop Assessment Protocol; Analyze Data

Need Area	Root Cause	Steps taken	Steps still needed
1. Universal screener and progress monitoring assessment 2. Diagnostic tools	• Not receiving Data in a timely manner • insufficient professional development on accessing LDS • Lack time to learn and practice new skills	• introductory training in the use of LDS • vertical alignment teams • Data from tests is disaggregated and reported to the administration	• Create Data Analysis Team • Acquire universal screener and progress monitor • Acquire diagnostic assessment tool • Create a schedule of assessments

Building Block 4 Best Practices

Goal 5: Provide Research-Based Literacy Instruction to all students

Need Area	Root Cause	Steps taken	Steps still needed
1. Literacy Instruction in Vocabulary	**Student Factors** • Limited amount of reading in early years • Lack motivation for reading • Limited exposure to high level/ academic vocabulary • Inability to transfer vocabulary skills across content areas **Instructional Factors** • Current vocabulary instruction ineffective	• Identify and teach content area vocabulary in isolation •	• Explicitly teach vocabulary skills (affixes, roots, multiple meaning words) •
2. Literacy Instruction in Reading 3. Texts in varying genres, complexities, and media types	**Student Factors** • Lack experience reading non-fiction texts **Instructional Factors** • **Student Factors** • Lack experience reading complex texts independently **Instructional Factors** • Lack engaging reading materials for content area classrooms •	• Use Accelerated Reader as incentive to read • All students read from all genres in ELA • Increased focus on nonfiction text due to CCGPS	• Provide multiple opportunities for students to read a variety of rigorous texts, especially technical and nonfiction • Provide engaging reading material across the curriculum
4. Literacy Instruction in Writing	**Student Factors** • Lack writing fluency • Do not apply conventions to writing • Lack experience with different genres of writing **Instructional Factors** • do not require written responses on tests	• some short answer and essay questions on tests • ELA teachers require writing on a weekly basis • Mock writing	• Increase the use of writing to learn across the curriculum • Publish student work on websites and/or printed •

Building Block 4 Best Practices in Literacy Instruction Continued
Goal 5: Provide Research-Based Literacy Instruction to all students

Need Area	Root Cause	Steps taken	Steps still needed
5. Student Engagement 6. Technological supports	<u>Student Factors</u> • Middle School years represent a shift in student focus from school and home to friends and outside interests • have not developed internal motivations for learning <u>Instructional Factors</u> • primary source of information is teacher lecture • Limited use of technology to engage students • Limited selection of engaging reading materials	• Limited use of engaging technology and student-centered strategies • Some classroom libraries	• Increase the use of technology to engage students • Provide opportunities beyond the classroom to engage students and families in meaningful literacy-based discussions/activities • Provide technological supports

Building Block 5: System of Tiered Intervention for All Students
Goal 5: Provide Research-Based Instruction to all Students
Goal 3&4: Develop Assessment Protocol; Analyze Data

Need Area	Root Cause	Steps taken	Steps still needed
RTI 1. Clarity and Continuity in the RTI process 2. Reasearch-Based interventions 3.	• Lack of communication among stake holders • No Data Analysis • No extended time to address gaps in reading comprehension skills • Lack diagnostic assessment	• SST team meets weekly to review student progress • RTI coordinator meets with students individually and in small groups • STAR test used as progress monitor • Study Island and SRA used to build skills	• Clarify the RTI process for all stakeholders • Create a system for communicating with stake holders

<u>Universal Screener</u>

Student CRCT Data

　　Strengths and Weaknesses

　　Overall the test scores are consistent from year to year, with little movement up or down. The majority of students are in the meeting or exceeding categories. While teachers have been able to successfully accommodate to ensure that students can reach their grade level Georgia Performance Standards (GPS), there is still a gap in their true reading ability. This is supported by the fact that 54% of BCMS 8th graders score below a Lexile of 1050, the target Lexile score set by the College and Career Performance Index. This is further supported by STAR test results which indicate that 63.6 % (or 301) of all our students are reading below grade level.

Reading CRCT Scores by Grade Level (DNM – Does Not Meet, MT – Meets, Ex- Exceeds)

	CRCT Reading Scores 2009-2012											
	2009-2010				2010-2011				2011-2012			
	# of Students	DNM	MT	Ex	# of Students	DNM	MTs	Ex	# of Students	DNM	MT	Ex
CRCT 6th Grade	183	5%	49%	46%	180	2%	52%	46%	167	1%	50%	50%
CRCT 7th Grade	159	9%	72%	19%	185	5%	67%	28%	186	3%	72%	25%
CRCT 8th Grade	154	4%	50%	46%	165	1%	56%	43%	184	2%	48%	49%

Three Years Disaggregated Data CRCT Reading

Strengths and Weaknesses

The disaggregated CRCT data from 2012 indicates that we have done an excellent job in meeting the standards, but the number of students performing at the exceeding level is too low. In particular, a very low percentage of special needs, male, and African American students perform at the exceeding level. This problem will become even more evident as we transition to the CCGPS. Students who now meet the GPS minimum standards will not necessarily meet the CCGPS standards. While our efforts have always been aimed at helping students exceed the standards, we must now take intentional steps to move more students toward this goal.

	2012 CRCT Reading												
	Sixth Grade				Seventh Grade				Eighth Grade			
	# of students	DNM	Mt	Ex	# of students	DNM	Mt	Ex	# of students	DNM	Mt	Ex
ALL	167	1%	50%	49%	186	3%	72%	25%	184	2%	48%	49%
Special Education	26	4%	77%	19%	25	16%	80%	4%	26	15%	50%	35%
Female	74	0%	35%	65%	82	2%	72%	26%	85	1%	47%	52%
Male	93	1%	61%	38%	103	4%	72%	24%	99	3%	49%	47%
Black	36	3%	81%	17%	52	8%	88%	4%	37	5%	76%	19%
White	127	0%	43%	57%	124	2%	64%	35%	137	1%	40%	59%

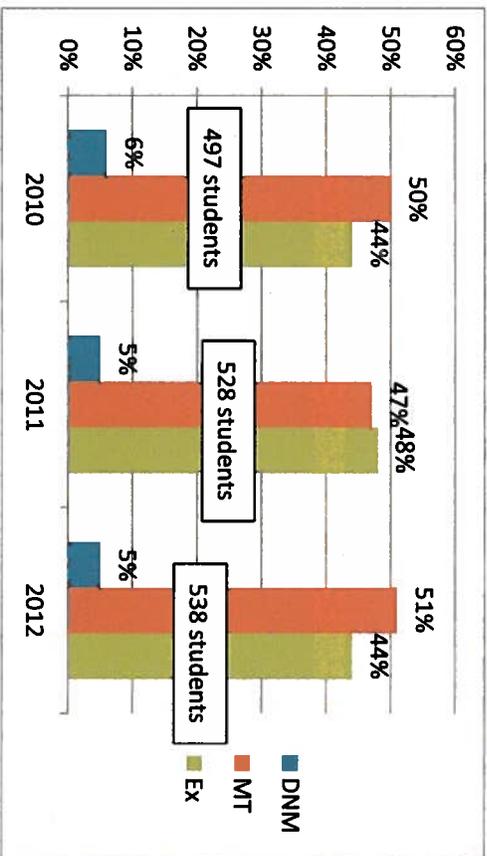*3 years CRCT Data English Language Arts, Math, Science, and Social Studies*

Strengths and Weaknesses

The Graphs below show the CRCT scores in English language arts, math, science, and social studies for the last three years. The increase in the number of students passing the science and social studies test in 2012 affirms the decision to change from a split science and social studies schedule (18 weeks of science and 18 weeks of social studies) to a full year schedule for both subjects. However, there is still a high percentage of BCMS students not passing the science and social studies section of the CRCT
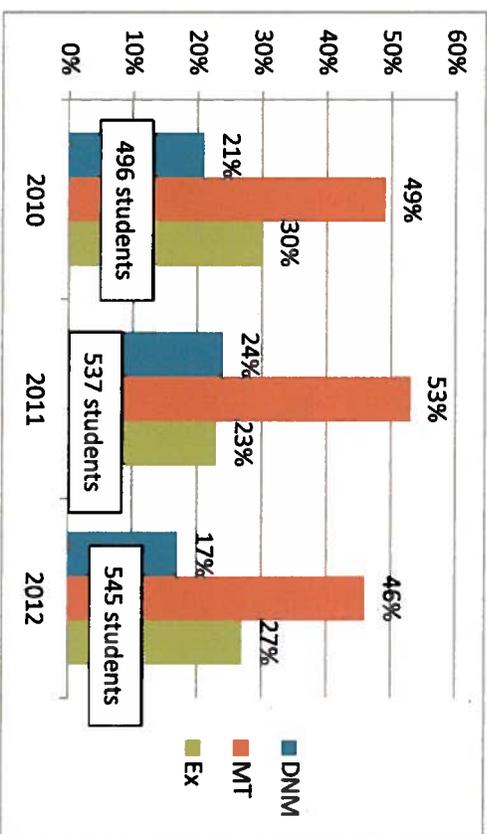
English Language Arts

2010 — 497 students: 6%, 50%, 44%

2011 — 528 students: 5%, 47%, 48%

2012 — 538 students: 5%, 51%, 44%

Legend: DNM, MT, Ex

Math

2010 — 497 students: 17%, 58%, 25%

2011 — 528 students: 17%, 60%, 24%

2012 — 533 students: 8%, 55%, 37%

Legend: DNM, MT, Ex

Science

2010 — 496 students: 21%, 49%, 30%

2011 — 537 students: 24%, 53%, 23%

2012 — 545 students: 17%, 46%, 27%

Legend: DNM, MT, Ex

Social Studies

2010 — 496 students: 33%, 43%, 24%

2011 — 537 students: 34%, 49%, 17%

2012 — 543 students: 21%, 44%, 35%

Legend: DNM, MT, Ex
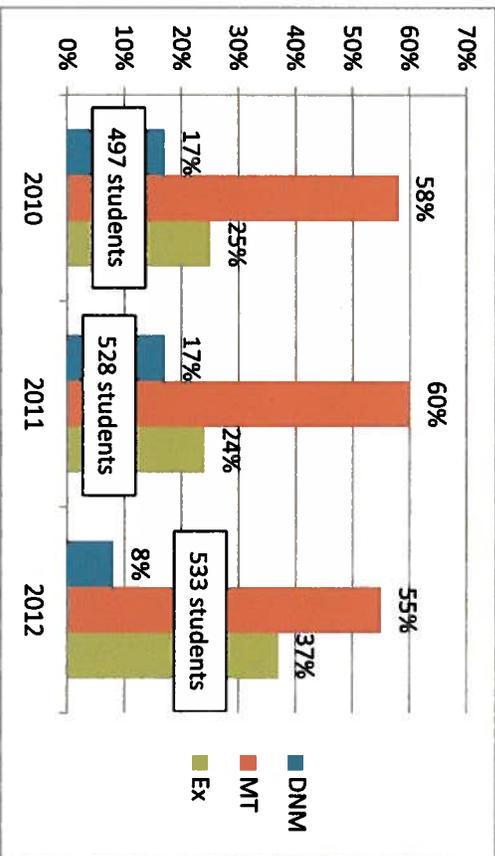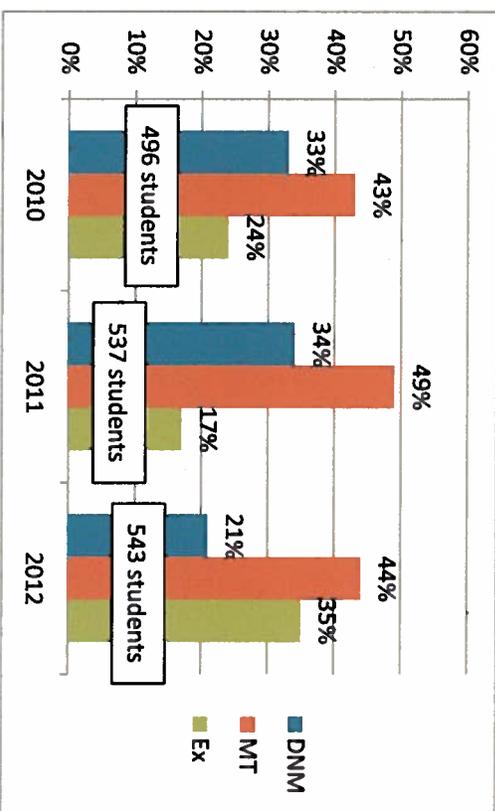
Disaggregated Data – Writing Assessment

Strengths and Weaknesses

Disaggregated data from the Grade 8 Writing Test shows that writing continues to be one of our weakest areas. High percentages of special needs and African American students are not meeting the standards, and no African American students have exceeded the standard in the past three years.

Georgia Grade 8 Writing Assessment Disaggregated Data

	2010			2011			2012			
	# of Students	DNM	Mt	Ex	# of Students	DNM	Mt	Ex	# of Students	DNM	Mt	Ex
All Students	151	20%	70%	11%	162	20%	76%	4%	186	15%	74%	11%
Special Education	19	68%	32%	0%	18	50%	50%	0%	29	48%	45%	7%
Female	78	14%	73%	13%	76	11%	86%	4%	89	11%	76%	12%
Male	73	26%	66%	8%	86	29%	67%	3%	97	19%	72%	9%
Black	39	46%	54%	0%	32	34%	66%	0%	40	30%	70%	0%
White	104	12%	74%	14%	123	17%	78%	5%	137	9%	77%	14%

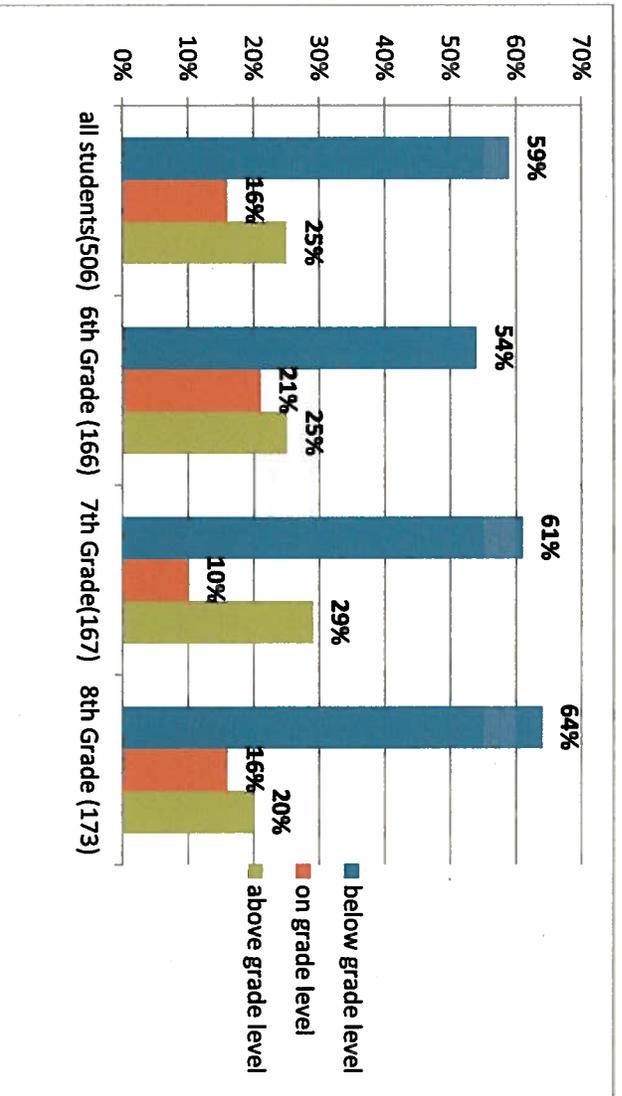## *21st Century Skills Assessment*

Strengths and Weaknesses

BCMS provides students with instruction in computer applications and media technology. In the spring of each year all 8th grade students are assessed on their 21st Century technology skills. The charts below show the overall assessment of student technology skills as well as their skills in

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each module. The results indicate that we have made some progress from 2011 to 2012. However, students are struggling with two key technology components that are directly related to the new CCPGS - (1) Communication and collaboration and (2) Research and Information Fluency.

Results 21st Century Skills Assessment 2011-2012

Number of Students Performing at each level by Module

Benchmark Data

STAR Test Results August 2012

This graph shows the high percentages of our students that are reading below grade level.

Legend:
- below grade level
- on grade level
- above grade level

Data points:
- all students (506): 59%, 16%, 25%
- 6th Grade (166): 54%, 21%, 25%
- 7th Grade (167): 61%, 10%, 29%
- 8th Grade (173): 64%, 16%, 20%

Data for Teachers including CTAE, Special Education, and Media

- Math Teachers – 7
- English Language Arts Teachers – 6
- Science Teachers – 6
- Social Studies Teachers – 6
- PE / Health Teachers – 3
- Agriculture Teacher – 2 BCHS teachers teach 1 period each

- Chorus Teacher – 2 periods (shared with high school)
- Computer/technology Teacher – 1
- Band Teacher – ½ (shared with high school)
- Special Education Teachers – 6
- Media Specialist – 1

Teacher Retention Data

At the end of the 2011- 2012 school year BCMS lost 3.5 teachers. All were replaced except for a ½ day lead Special Education teacher. The following charts show the educational achievements of BCMS faculty and their years of service. Of the teachers with more than 20 years experience three are eligible for retirement.

Advanced Degrees –

Advanced Degrees	# of teachers
Education Specialist	14
Master's in Education	14
Bachelor's Degree	11

Years of Service

Years of service	# of teachers
Less than 3 years	2
3-20 years	25
20+ years	12

Teacher Participation in On-Going Professional learning

- A re-delivery model of professional development is used at BCMS

- Chart represents Percentages of staff who attended the professional development activity

Professional Development Activity 2011-2012	Percent of staff participating out of **38** certified staff members
CCGPS Instructional Units and Understanding Lexiles	3% - on-going
Math in the Fast Lane (Suzy Pepper)	8% - on-going
6-8 CCGPS Training at HGRESA	8% - on-going
Dr. Bill Rauhauser School Improvement	24%
CCGPS Implementation Webinars	100% - on-going
Vertical Alignment Meetings	100% - on-going

Goals based on formative and summative assessments

Objectives to be Met by the End of the Grant Period (5years)
1. Eighty-five percent (85%) of BCMS students will reach a Lexile level of 1050 or above by the time they enter ninth grade.
2. Ninety percent (90%) of students at each grade level will correctly answer more than half of the CRCT vocabulary domain questions
3. a. The percentage of students exceeding on the Grade 8 Writing Assessment will increase to at least 25%.
b. The percentage of special needs and African American Students exceeding the writing test will increase by at least 5%.
4. 100 % of students identified through RTI as tier 2 or 3 struggling readers will score within the middle school Lexile range of 955L- 1155L
5. 95 % of students will score at least in the basic range on the comprehensive data reporting of the 21st Century Skills Assessment.

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Project Plan – Procedures, Goals, Objectives and Support

Practices already in Place –

When determining the following goals and objectives the Literacy Leadership Team considered the practices already in place such as the 4-Tier RTI process, available resources, current assessments, and the current schedule.

Goals related to needs and measureable objectives

Goal 1: Create a Culture of Literacy

- Building Block 1: Engaged Leadership

Need

1. Increased communication with all staff members
2. Support for all literacy initiatives

Objectives to be Met by the End of the Grant Period (5years)
1. Use a Walk-through literacy observation twice a year
2. Share Literacy Plan with all stake holders by March 2013
3. Share Literacy Plan with new employees.
4. Develop interview questions for perspective employees regarding literacy practices

Goal 2: Mobilize Community Support

- Building Block 1: Engaged Leadership
- Building Block 2: continuity of Instruction

Need

1. Increased communication with the community stakeholders

2. Opportunities to interact and collaborate wih community stakeholders

Objectives to be Met by the End of the Grant Period (5years)
1. Establish a community outreach committee
2. Create a Literacy Resource Room.
3. Share Literacy Plan with the Community.
4. Hold 2 community literacy events each year.
5. Establish media committee

Goals 3&4: Develop an Assessment Protocol; Analyze Data

- Building Block 3: Ongoing formative and summative assessments
- Building Block 5: System of Tiered Instruction for All Students

Needs —

1. Universal screening and progress monitoring assessments ("The Why," pp. 99-103)
2. Diagnostic tools for identifying specific individual student literacy needs and for guiding the RTI process ("The Why," p. 128)

Objectives to be Met by the End of the Grant Period (5years)
1. Use universal screener three times a year to assess student progress.
2. Use benchmarking at least every 3 weeks (Tier 2) and every week (Tier 3) to monitor progress and adjust instruction.
3. Acquire a universal screener/progress monitor
4. Acquire a diagnostic assessment tool
5. Create a Data Analysis Team
6. Create Data analysis Presentation

Goal 5: Provide Research-Based Literacy Instruction to all Students

- Building Block 1 Engaged Leadership
- Building Block 4 Best Practices in Literacy Instruction
- Building Block 5 System of Tiered Instruction for All Students

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1. Student - engagement (*Reading Next*, "The Why," p. 53)
2. Literacy instruction across the content in the areas of vocabulary, reading, and writing ("The Why" p. 58)
3. Clarity and strength in the RTI process through tiered interventions ("The Why," p. 128)
4. Research-based interventions that improve student achievement ("The Why," p. 129)
5. Text in varying genres and complexities to support literacy instruction
6. Technology to support student engagement

Objectives to be Met by the End of the Grant Period (5 years)
1. 100% of all teachers will provide direct, explicit literacy instruction through all content areas daily so that students receive <u>2-4 hours of tiered literacy</u> instruction.
2. 85 % of BCMS students will reach a Lexile level of 1050 or above by the time they enter ninth grade.
3. 90% of students at each grade level will correctly answer more than half of the CRCT vocabulary domain questions
4. The percentage of students exceeding on the Grade 8 Writing Assessment will increase to at least 25%.
5. The percentage of special needs and African American Students exceeding the writing test will increase by at least 5%.
6. All teachers will incorporate self-directed learning activities at least three times weekly.
7. All teachers will require students to complete a project that utilizes technology for research and presentation
8. 100% of 8th grade students identified through RTI as tier 2 or 3 struggling readers will score within the middle school Lexile range of 955L- 1155L..
9. Schedule all identified students in Tier 2/Tier 3 interventions (Literacy support classes)
10. Create a new document that outlines the steps of the RTI process more clearly available to all teachers and appropriate stakeholders

Goal 6: Provide Professional Learning

- Building Block 1 Engaged Leadership
- Building Block 2 Continuity of instruction
- Building Block 6: Improved Instruction through Professional Learning

Needs

1. Professional development to support literacy instruction in the content areas ("The Why," p. 143 - Content)
2. Professional development to support new technologies and assessments ("The Why," p.143 - Process)
3. Professional development to support/train RTI personnel ("The Why,: p.129)

4. Job-embedded support for instructional changes ("The Why," p. 143 – Context)

Objectives to be Met by the End of the Grant Period (5years)
1. 100 % of faculty will meet with collaborative teams/peer coaches monthly.
2. 100 % of faculty will receive training in all literacy instruction need areas (reading, writing, vocabulary)
3. 100% of faculty will receive training on new technologies.
4. 100% of appropriate teachers will receive training in the use and analysis of new assessments.
5. 100% of new faculty will receive training on the Literacy Plan
6. 100% of new faculty will be assigned a peer coach.

Sample Schedule

<u>Bell Schedule</u>

7:50-7:57 Homeroom

8:00 – 9:05 First Period (8th grade connections)

9:08 – 10:12 Second Period (7th grade connections)

10:15 – 11:18 Third Period (6th grade connections)

11:21-1:20 Fourth Period (lunch)

1:23-2:28 Fifth Period

2:28 – 3:00 Baron Time (<u>Literacy Remediation/Enrichment</u>)

2-4 hours of Literacy Instruction

<u>RTI options</u>
1. Using the universal screener students will be identified as struggling readers. During connection they time will receive additional direct, explicit instruction in reading.
2. Identified students may also be scheduled into an ELA class for struggling readers.

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All classes at BCMS will be 65 minutes long. In addition students will have a 30 minute literacy remediation/enrichment time each day. <u>With each class lasting 65 minutes, students will receive 2-4 hours of instruction through English language arts and content area classes. All content area</u> teachers and connection teachers will incorporate literacy strategies into their classes.

Literacy Plan inclusive of all Teachers and Students

All teachers and students will benefit from the BCMS literacy plan. In addition to literacy instruction in the core classes detailed above, connection teachers will incorporate literacy strategies into their classes.

An RTI Model

In core curriculum classes teachers will use differentiated instruction and respond to student performance in order to scaffold and support student learning ("The Why," p.126). Tier 4 students will receive interventions designed to their individual learning needs ("The Why," p.127). . A co-teaching model will be used in inclusion classes, and Tier 4 students who need extra support will be taught in a small group environment("The Why," p.127). Using data from the universal screener, progress monitoring, and diagnostic assessments teachers will recommend students needing additional instructional supports ("The Why," p.103). These students will receive additional direct, explicit instruction in reading and math during their connection time as well as extra support in English language arts by scheduling students with significant performance gaps in the same class. RTI Teams will meet regularly on identified students to review progress monitoring data for instructional decision making. With the addition of gifted endorsed social studies and science teachers, BCMS will be able to provide accelerated instruction to gifted students in social studies and science in some grades.

Goals to Be Funded by other Sources

Goal 1: Create a Community of Culture can be entirely funded through other sources. While the entire action plan of our other goals cannot be funded through other source, there are many actions that we can. We put much thought in to creating a plan that could be put into action, at least in part, whether or not we received funding from SRCL.

Assessment/Data Analysis Plan

BCMS currently utilizes a variety of assessments which minimally monitor student progress. Teachers analyze data gleaned from their students' CRCT scores from the previous year. Reading teachers log Lexile scores sent from the state through CRCT results and administer the STAR test at least three times yearly to monitor student grade equivalent levels. Though these tracking methods do not afford pinpoint accuracy in student literacy, these are the tools available to us presently. The SRCL grant will allow for the use of the Student Reading Inventory (SRI) which assesses student Lexile scores periodically throughout the year. This is much more useful to teachers when planning literacy activities than having only the score from the CRCT from the previous year. We will continue to use the other assessments in conjunction with the SRI, student and teacher surveys, and walkthroughs to better meet the literacy needs of students at all grade levels.

This Table addresses the following elements of the rubric

A) A detailed listing of the school's current assessment protocol – Column 1

B) A comparison of the current assessment with the SRCL data assessment plan – (Column 1 and 2)

C) A brief narrative or table detailing how the new assessments will be implemented in to the current assessment plan (Column 2)

D) **A table detailing current assessments that might be discontinued – <u>No assessments will be discontinued</u>**

E) A listing of professional learning needs that teachers will need to implement any new assessments (Column 3)

F) A brief narrative on how data is presented to parents and stakeholders (Column 4)

G) A description of how the data will be used to develop instructional strategies as well as determine materials and need. (Column 5)

H) A plan detailing who will perform the assessments and how it will be accomplished. (Column 6)

Current assessments (A/B)	SRCL Assessment Plan (A/B/C)	Professional Learning (E)	Plan for presenting data to parents and stakeholders (F)	Person(s) responsible (H)	Intersection of Data and Instruction (G)
CRCT (April per State guidelines)	CRCT (April per State guidelines)	none	• Continue to send individual student reports home to parents • Continue to provide teachers with desegregated data located in the main office • Provide vertical alignment teams with data related to their subjects	• Counselor, Administrators, all teachers	• Vertical alignment teams use the disaggregated data to make decisions about classroom instruction. • Administrators, leadership team, and grade level team leaders use data to schedule students in appropriate classes.

Current assessments (A/B)	SRCL Assessment Plan (A/B/C)	Professional Learning (E)	Plan for presenting data to parents and stakeholders (F)	Person(s) responsible (H)	Intersection of Data and Instruction (G)
STAR Test (on-line August, January, May and as needed for RTI)	STAR Test (on-line August, January, May and as needed for RTI)	Data tracking	• Continue to share STAR results with students • Provide STAR results to parents by sending them home with students	ELA Teachers. Media Specialist, RTI coordinator	• ELA teachers use STAR results to guide students' book choices for independent reading. • ELA teachers also use STAR to monitor student progress toward reading at or above grade level.
ITBS (Fall – 7th grade only- whole group in cafeteria)	ITBS (Fall – 7th grade only- whole group in cafeteria)	none	• Continue to provide individual student results reports to parents • 7th grade teachers receive a grade level report for planning purposes	Counselor, 7th grade teachers	• Our students' achievement is compared to others' across the nation. • Students are identified for further testing and possible placement in the gifted program.
Common Assessments (9 Week benchmark)	Common Assessments (9 Week benchmark)	none	• Continue to provide students and parents reports through PowerSchool • Provide administration with a list of students and their 9 week common assessment results.	Individual teachers	• Teachers use this data to formulate plans for remediation and enrichment within the Tier 1 setting. • This data is also used by the RTI team to help determine Tier (1-4) placement for students.
GAA	GAA	none	• Continue to provide students and parents with individual student results	Special Education Teachers	• This data is used to make modifications to classroom procedures and IEP plans.
Georgia Grade 8 Writing Assessment	Georgia Grade 8 Writing Assessment	none	• Continue to provide parents and students with individual reports. • 8th Grade Teachers and administrators at both the middle school and high school will receive school-wide data	Counselor, 8th Grade teachers	• This data is used to make decisions about instructional practices. • It is also used when making placement decisions as students transition to the high school.
ACCESS	ACCESS	none	• Continue to provide teachers, students, and parents with individual results	Counselor, ELL teacher	• This data is used to determine placement of students with limited English proficiency as well as to track progress of these students.

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Current assessments (A/B)	SRCL Assessment Plan (A/B/C)	Professional Learning (E)	Plan for presenting data to parents and stakeholders (F)	Person(s) responsible (H)	Intersection of Data and Instruction (G)
21st Century Skills Assessment	21st Century Skills Assessment	none	• Continue to provide students, teachers, and parents with results	Technology/media teacher	• Teachers and administrators use this data to determine students' ability to use computer-based applications.
	SRI	• Implementation • Analysis	• Provide teachers, students, and parents with individual reports • Provide all content area teachers with grade level data	ELA teachers, media specialist, RTI coordinator	• Teachers will use this data to determine placement of struggling readers in appropriate ELA classes. • All teachers will use the data to make instructional decisions and provide for differentiation in the classroom.
	Diagnostic Tool	• Implementation • Analysis	•		•
	Literacy Walk Through	In-house training for walk-throughs and peer-coaching	• Provide teachers and administrators with copies of data	Literacy Leadership Team, administrators, peer coaches	• Teachers and peer coaches will use the data for self evaluation. • Administrators and literacy committee will collect data to make decisions on professional development and project effectiveness.
	Literacy Strategy Inventory for Teachers and Students	none	• Teachers will receive compiled data from this inventory – an instrument we will develop to help us verify the implementation of literacy strategies in the classroom	Literacy Leadership Team, data analysis team, administrators	• Teachers and peer coaches will use this data for self evaluation. • Administrators and literacy committee will use the data to determine project effectiveness.
	Teacher survey (BCMS Needs Assessment)	none	• Literacy committee and faculty will receive a school-wide data chart	Literacy Leadership Team, data analysis team, administrator	• Literacy committee and faculty will use the data from this survey to determine the effectiveness of the project.

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Resources, Strategies and Materials (existing and proposed) Including Technology to Support the Literacy Plan

Current and Needed Classroom Resources to Implement the Literacy Plan

The Literacy Leadership Team administered an informal class room resource survey in the fall of 2012. The following tables include results from a Classroom Resource Survey with 27/34 responding teachers. These tables respond to the elements in the rubric as indicated in the tables' titles and headings.

(A and G)Current Classroom Resources and Resources needed to implement the Literacy Plan

A list of Instructional Resources	Current Classroom resources (G)	Additional Needed Classroom resources(A)	Funding for SRCL and other funding(H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
Relevant, updated print resources	14	All	SRCL, State funding sources, other grants	Because of the transition to CCGPS and PARC assessments, texts in content areas need to be updated.
Classes with Adequate Classroom Library	8	10	SRCL, other Grants, Donors Choose	Trade books encourage student reading in content areas and provide additional research sources
Content Area Magazines	1	4 classroom subscriptions per grade	SRCL	Magazines create relevant connections between the real world and the classroom while providing high-interest, motivational reading.
Classes with Content/Literacy Games	4	9	SRCL	Content area games engage students through friendly completion, build relevance and background knowledge, and increase vocabulary and communication skills.
Classes with Project Supplies	4	2 Project supply kits per grade	SRCL Donors Choose	Performance products encourage students to express their ideas in new and creative ways.
Classes with LCD Projector	26	Mounting for existing	SRCL Local funds	Ceiling mounted projectors create a less hazardous classroom environment and are used more often which increases student engagement.

A list of Instructional Resources	Current Classroom resources (G)	Additional Needed resources (A)	Funding for SRCL and other funding (H)	Demonstration of how technology and other purchases support RTI, Support Engagement, Instructional Practices, Student Writing, etc. (I)
SMART/Interactive Board/Interactive Projectors	11	15	SRCL Other grants	Interactive white boards engage students visually and increases students' exposure to technology.
Wireless infrastructure	Limited access	Expansion of existing infrastructure	SRCL Local funds e-rate	With new testing requirements for on-line access, we must increase our wireless capabilities to accommodate more wireless users on campus.
Class sets of Laptops/Notebooks/Tablets	4	3 (tablet class sets of 30 ea)	SRCL Local funds other grants	Classroom technology allows students hands on experience with real world applications i.e. blogging, digital projects, and e-publications.
Wireless keyboard	0	1 per tablet	SRCL	Keyboards are necessary for publishing documents and upcoming on-line testing.
Tablet Applications	0	10+ per tablet	SRCL	Educational applications engage students while building skills in vocabulary, writing, and technical reading.
Literacy supportive software (Universal screener, Diagnostic assessment)	0	2+ site licenses	SRCL Local funding e-rate	Teachers use screeners to identify struggling readers and to track all students' progress in reading comprehension.
Document Camera	6	12	SRCL	Document cameras allow teachers to easily show student exemplars for instruction.
Laser Color Printers and cartridges	3	4	SRCL Local funding	Student digital projects need to be published in color. Teachers can use color print for displays and brochures.
Video Equipment	4	No additional		External microphones are necessary to produce quality model lessons, especially when small group discussions are being recorded.
Audio Equipment (microphones)	5	3 quality microphones	SRCL	External microphones are necessary to produce quality model lessons, especially when small group discussions are being recorded.
Classes with Speakers	4	10	SRCL	Lessons which incorporate music and/or listening activities, i.e. NPR recordings, recorded books, etc., increase student engagement.
Microphone Headset	3	6	SRCL	Headsets with microphones give teachers a unique opportunity to give individual students conferences.

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A list of Instructional Resources	Current Classroom Resources (G)	Additional Needed Resources(A)	Funding for SRCL and other funding(H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
MP3 Players	0	45	SRCL Other grants	MP3 players allow teachers to scaffold struggling readers when reading grade level content material..
Student USB portable drives	0	50	SRCL Other grants	Students can borrow a portable device from the library.

B. A list of Activities that Support Literacy Intervention Programs

- Accelerated Reader reward program –
- Intervention classes scheduled during connections
- Professional development in the RTI process
- Professional development in administering and analyzing new assessments (SRI – universal screener/benchmark, diagnostic assessment)
- Struggling readers class for Tier 3 interventions
- 30 minute remediation and enrichment period

C. *A List of Shared Resources*

Shared Resources (C)	Current Shared resources (C)	Additional Needed Resources (A)	Funding for SRCL and other funding (H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
Computer Labs	3 w/30 stations ea	1 (30 comp.) or upgrade existing	e-rate, other grants, local funding	Future testing requirements
Novel Sets	20	Replacements and nonfiction additions	SRCL Local budget Other grants	New requirements increase need for students to be able to read and comprehend longer fiction, nonfiction narratives, and more technical nonfiction.
Digital Cameras	3	No additional		

D. A General List of Library Resources

Library Resources (D)	Current Library Resource (D)	Additional Needed Library Resources(A)	Funding for SRCL and Other Funding (H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
Nonfiction Books	3027	500+	SRCL, Local Budget	CCGPS and College and Career Ready standards requires students to read more complex texts.
Fiction Books	4567	250+	SRCL, Local budget Fund raising	Students need current and classic recreational texts.
Total Books	7594			
Magazine Subscriptions	5	No additional	No additional	
Resource Printed Sets	2 each of 17	No additional		
e-books	0	50+	SRLC Other grants Local budget Fund raisers	E-books are more durable and allow students practice with electronic research.
Accelerated Reader and STAR subscriptions	1	no additional	Local budget	Used by students and teachers to track reading progress.

E. A list of Activities that Support Classroom Practices

In addition to the physical resources listed above, our Literacy Plan will require teacher training in the use and implementation of literacy strategies across the school landscape. The following chart lists the training and community activities that support the literacy plan.

Supportive Activities (E)	Funding for SRCL and Other Funding (H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
Professional training focused on literacy strategies (such as Graphic organizers, Cornell Notes, Vocabulary strategies, etc.)	SRCL Local budget	Teachers need specific training on integrating literacy strategies in their lessons.

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Professional training for Scholastic Reading Inventory (SRI) and diagnostic assessment tools (administration and analysis)	SRCL	Data from SRI will help teachers track student improvement for instructional planning. Diagnostic tools will pinpoint necessary steps to help students succeed.
Professional training for new technology	SRCL	Teachers must be comfortable with new technology if expected to model for students,
Collaborative professional learning	SRCL Local budget	Teachers benefit through recursive and embedded peer collaborations.
Consultative services for professional learning	SRCL, Local funding	New technologies, software, and literacy strategies may require the hiring of outside consultants for professional development.
In-house experts	SRCL, local funding	Teachers who have already had training in literacy strategies need to be empowered to share and re-deliver.

F. Additional Strategies Needed to support student success

Field experiences	SRCL Local budget Fund raisers	Students in our rural community have limited opportunities for experiencing real world connections to the content.
Community based programs (Workshops, reading events, resource rooms, etc.)	SRCL Other grants CIS	Involving our community in the Literacy Plan provides relevance and improves literacy.

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Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning 2011-2012

Due to budget constraints limited numbers of personnel can attend professional development activities. Therefore, BCMS uses a re-delivery model of professional instruction. The data below shows the trend toward a literacy focused professional development plan. As BCMS continues to move forward with our Literacy Plan, our goal is to focus professional development on research-based strategies that will help teachers implement disciplinary literacy across the curriculum. Our Literacy Plan also calls for a more formal way to monitor redelivery of information as well as implementation of strategies in all classrooms.

(A-C) Professional Learning BCMS 2011-2012

Professional Development Activity (A)	Percent of Staff Participating out of 38 certified employees (B)	On- going initiatives (C)
Literacy Design	3%	
Helping Struggling Students with Mathematics	3%	
RTI Leadership Seminar	3%	
Research Based Strategies to Ignite Student Learning	3%	
2012 Kennesaw State University ESOL Conference	3%	
CCGPS Instructional Units and Understanding Lexiles	3%	On-going
Persuasive Writing Techniques	8%	
Math in the Fast Lane (Suzy Pepper)	8%	On-going
6-8 CCGPS Training at HGRESA	8%	On-going
Mathematics Collaborative Design	8%	
Literacy Design Collaborative	8%	
Math Conference	11%	
Dr. Bill Rauhauser School Improvement	24%	

| CCGPS Implementation Webinars | 100% | On-going |
| Vertical alignment teams | 100% | On-going |

D. *Programmatic Professional Learning Needs Identified in the needs assessment*

In the Spring of 2012, the BCMS literacy committee (now the Literacy Leadership Team) conducted a survey of the faculty to determine what literacy practices were in the school and what barriers existed to implementing literacy instruction in the content areas. The results of this survey and the BCMS Needs Assessment survey (Fall 2012) showed that teachers at BCMS most often use lecture as their method of delivering information to students, and that very few of them actually have students read to gain information, yet many state that they teach students to preview, activate background knowledge, and visualize. Therefore, teachers need training in how to develop lessons that are student centered and require students to comprehend complex texts. They also need to know how to directly teach students research-based reading and vocabulary strategies that will result in developing the students' capacity to comprehend more rigorous texts. The survey also showed that few teachers have students write at all. Therefore, teachers need training in how to explicitly teach writing in the content areas. The BCMS Need Assessment Survey also indicated that teachers felt uniformed about the RTI process and need training on this process as well as the assessment tools used in the RTI process.

E. *Process to Determine if Professional Development was Adequate and Effective*

- Following each training session, teachers will submit a rating form to determine if the instructor and the material were relevant to the needs of the staff in attendance.
- Progress monitoring used to show improved vocabulary and reading comprehension in all areas based on Lexile score movement.
- CRCT scores of the same students will be compared from previous years to measure improved overall scores, focusing on Lexile.
- Literacy Strategy Inventories/Surveys will be used to assess implementation of the identified strategies.
- Administrators will use observation of classroom instruction and informal interviews
- Grade level and vertical subject matter teams will meet regularly to discuss and compare the literary strategies each has used in their lessons. Meeting minutes will be turned in to the administrators.
- Peer coaches will video tape lessons for discussion and development of teachers' skills in using literacy strategies.
- Teacher blog site and dedicated drive will be available for on-line discussions

F. *Professional Learning Plan*

One of the key components to improving literacy skills of adolescent learners at BCMS is providing quality instruction through highly qualified teachers, media specialists, and reading/literacy specialists. All individuals must be trained in the principles of literacy in all content areas to

meet the needs and interests of our middle school students so that they are successful members of our growing society. To better prepare all teachers for implementing research-based literacy strategies throughout the school, on-going, job-embedded professional development will be implemented.

Details of Professional Learning Plan Aligned with Goals

Goals: 3&4: Develop Assessment Protocols; analyze Data

Professional Learning Activity	Personnel Who Will Attend	Responsible Trainer
Scholastic Reading Inventory (SRI) student testing and data assessment	All teachers, Media Specialist, testing coordinators, Administrators, and Paraprofessionals	SRI training specialist, Contracted services
STAR data tracking	ELA/Reading teachers, RTI Coordinator, Counselor	In-house Trainer, Contracted services
Diagnostic Assessment Tool	RTI Coordinator, Counselor	Contracted services
RTI Process	RTI Coordinator, Counselor, Data Analysis Team, teachers	HGRESA, Contracted services, state representative

Goal 5: Provide Research-Based Literacy Instruction to All Students

Professional Learning Activity	Personnel Who Will Attend	Responsible Trainer
Lexile Reading Levels and tracking data	ELA/Reading teachers, Media Specialist, Administrators Testing Coordinators	State Professional, Contracted services, HGRESA
Reading Literacy Strategies	All teachers	State Professional, HGRESA, In-house trainer, Contracted services
Writing Literacy Strategies Across the Curriculum (RAFTS, summarization, outlining, etc.)	All Teachers	State Professional, HGRESA, In-house trainer, Contracted services
Vocabulary Acquisition in all content areas	All Teachers/Staff	HGRESA, In-house Trainer, Contracted services
Training in collaborative planning, peer coaching	All teachers	HGRESA, State Professional, In-house experts, contracted services
Student-centered lessons and ideas	All teachers	HGRESA trainer, State Professional, In-house trainer, Contracted services
Structured Note taking and Graphic Organizers	All Teachers	HGRESA trainer, In-house trainer, Contracted services

Interactive White Board technologies	All Teachers	Company trainers In-house experienced trainers
Movie Maker Software	All teachers	HGRESA trainer
E-readers/E-books	All teachers	Vender Trainer In-house trainer
Technology equipment: Video cameras MP3 Players Tablets Applications Voice recording	All teachers Media Specialist Administrators Paraprofessionals	Local Technology Specialist Vender Trainer In-house trainer
New Teacher training - BCMS Literacy Plan, Strategy Instruction	All new teachers	HGRESA In-house trainers

G. Method of Measuring Effectiveness of Professional Learning that Can Be Tied Back to the Goals and Objectives

1. Teachers will evaluate all Professional learning
   - Objectives
     a. 100 % of faculty will meet with collaborative teams/peer coaches monthly.
     b. 100 % of faculty will receive training in all literacy instruction need areas (reading, writing, vocabulary)
     c. 100% of faculty will receive training on new technologies.
     d. 100% of appropriate teachers will receive training in use and analysis of new assessments.

2. Lesson Plans, student work, walk-through observations, peer-observations and video-taped lessons will indicate the instructional impact of professional learning.
   - Objectives
     a. All teachers will implement student-centered learning activities at least three times weekly.
     b. All teachers will require students to complete a project that utilizes technology for research /presentation
     c. 100% of all teachers will provide direct, explicit literacy instruction in all content areas daily so that students receive 2-4 hours of tiered literacy instruction each day..

3. Student test scores will show that instructional strategies are affecting student outcomes.
   - Objectives
     a. 85% of BCMS students will reach a Lexile level of 1050 or above by the time they enter ninth grade.

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b. 90% of students at each grade level will correctly answer more than half of the CRCT vocabulary domain questions

c. The percentage of students exceeding on the Grade 8 Writing Assessment will increase to at least 25%.

d. The percentage of special needs and African American Students exceeding the writing test will increase by at least 5%.

e. 100 % of 8TH grade students identified through RTI as tier 2 or 3 struggling readers will score within the middle school Lexile range of 955L- 1155L.

f. 95 % of students will score at least in the basic range on the comprehensive data reporting of the 21st Century Skills Assessment.

Sustainability Plan

Because many of the rubric elements in this section overlapped and merged, the grant committee writers chose to merge responses as noted in the structure if this section.

A. A clear Plan for extending the assessment protocol beyond the grant period

- While our assessment plan adds several tools to our already existing assessment calendar, only two of these will require additional funds. BCMS commits to continue funding subscriptions to Scholastic Reading Inventory (SRI) and diagnostic testing through other grants or local funding.

B. A plan for developing community partnerships

- BCMS already has strong community partnerships with Community in Schools Collaborative. This collaboration will continue. Also as we develop parent programs, resource centers, and parent/student reading initiatives, we will plan for these events to continue, and be added to each year to build lasting partnerships among community stakeholders.

C. Clear, detailed plan discussing sustainability – Covers all of element C as well as elements D, F, G, and H

    a. AND (H)lessons learned,

- A website or other on-line resource will be created to make lessons and literacy activities available to new teachers and to other schools within the district and beyond. This creation of on-line information will make the dissemination of lessons learned wide reaching and available to all who

are interested. Our on-line blog sites will also be a source of shared information about our successes and shortcomings in promoting a strong literacy program at Bleckley County Middle School.

b. training new personnel,

- Newly hired personnel will receive a literacy briefing in regard to the common core literacy standards. This briefing will be the responsibility of the Literacy Leadership Team. Prior to the fall of 2013, a power point detailing the literacy plan and the role of individual teachers will be created. New personnel will work with a collaborative grade level team and a peer coach who will guide them as they implement literacy strategies. All staff will continue to receive training as indicated by the professional learning plan.

c.AND (G) maintaining technology

- Technology will be maintained in house where possible. E-rate monies as well as funds from other sources will help with costs related to maintenance and upkeep of technological equipment. All products bought with funds obtained through this grant application will have to be continued beyond the grant period in order to sustain the level of rigor that is essential for our students to successfully master the common core literacy standards. Therefore, part of the materials selection process will favor those materials sustainable over the long term within the budget and funding sources currently available to BCMS.

d. AND (F , D)on –going professional learning

- Professional development will be delivered by in-house experts. Also, funds will be made available

    through local budget or other grants to pay for consultant services. Collaborative teams and peer

    coaches will extend professional development beyond the grant period as teachers become share

    their knowledge. This model of professional development will also deepen understanding of

    research-based literacy strategies. A continued and growing partnership with the Heart of Georgia

    RESA and the Georgia Learning Resource Center will help BCMS sustain professional learning

    beyond the time of the grant.

E) **Plan discusses how print materials are to be replaced when necessary**

- Materials such as classroom subscriptions to magazines, additional books for classroom libraries, and literacy materials

    that require a yearly subscription can be funded through partnerships that exist with community groups and partners in

    education as well as other grants. A letter will be drafted and sent to these organizations asking for help with specific

    literacy materials.

Budget Summary

If Bleckley County Middle School is awarded a SRCL grant, these funds will be used to support literacy goals in the following six areas. These goals were derived from the identified needs at BCMS.

1. **Create a Culture of Literacy**: BCMS is committed to developing a culture of literacy that engages all teachers in job-embedded, on going professional development. Funding will be needed for the following:
   - Acquiring on-line space for publishing student exemplars
   - Costs related to publishing student work in print
     - Color laser printer, paper, ink, etc.
   - Advertising costs

2. **Mobilize Community Support:** BCMS is committed to providing opportunities to interact and collaborate with community stakeholders. Funding will be needed for the following:
   - Materials for literacy resource room (books, magazines, games,etc)
   - Materials to support community literacy events
   - Contracted services for community literacy events
   - Teacher Stipends for planning and overseeing literacy events
   - Technology for creating files and maintaining work

3. **Develop an Assessment Protocol:** In order to strengthen the RTI process, provide appropriate interventions, diagnose weaknesses in reading, and strengthen instructional practice, BCMS must realign its assessment protocol. Funding will be needed for the following:
   - Universal screener (SRI)
   - Diagnostic assessment
   - Additional technology as needed for testing

4. **Analyze Data:** In order to align instruction to student need, data from summative and formative assessments must be analyzed and reported to stakeholders. Funding will be needed for the following:

- Teacher stipend for creating a data analysis presentation for faculty and community stakeholders

5. **Provide Research-Based literacy Instruction to all Students**: At BCMS our focus is student learning. For that reason the majority of the money spent will go toward improving instruction. In order to provide research-based instruction and increase student engagement, we will need to provide teachers and students with resources and technology. Funding will be needed for the following:

   - Classroom computers, tablets, and/ or e-readers and accessories
   - Upgrades to current technology infrastructure
   - Software
   - Audio/video equipment
   - Interactive Boards or projectors
   - Document cameras
   - Print materials for classrooms and media –center (fiction and nonfiction)
   - Content area magazines
   - Digital storage
   - Downloads for e-readers/ tablets
   - Project supplies (including but not limited to: paper, laminating film, art supplies, etc)
   - Literacy games
   - Print resources to support standards-based instruction
   - MP3 players
   - E-books
   - Field experiences
   - Upgrades to computer labs

6. **Provide Professional Learning**: To address our identified literacy needs, it will be necessary to provide effective and on-going professional development for all teachers. SRCL funds will be used to provide professional learning for leaders, teachers, and staff in the following areas:

   - Use of the literacy walk-through observation form and the supporting technology

- Literacy strategies in all content areas
- Analysis and use of all new assessments
- Use of all new technologies
- Use of collaborative teams and peer coaching
- Literacy strategies in reading
- Literacy strategies in writing
- Literacy strategies in vocabulary
- Interventions for RTI
- RTI process
- Lexile scores analysis
- Analysis of student work to drive instruction
- Teacher stipends for planning professional development modules
- Consultant services for professional development
- Expenses incurred as a result of professional learning activities (substitutes, registration, stipends, travel and lodging)