

School Profile

Created Friday, December 13, 2013

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School Information

School Information District Name:	Crisp County School System
School Information School or Center Name:	Crisp County Middle School

Level of School

Middle (6-8)

Principal

Principal Name:	Brandon Williams
Principal Position:	Principal
Principal Phone:	229-276-3460
Principal Email:	bwilliams@crispschools.org

School contact information

(the persons with rights to work on the application)

School contact information Name:	April Garner
School contact information Position:	Assistant Superintendent
School contact information Phone:	229-938-0186
School contact information Email:	agarner@crispschools.org

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

58

FTE Enrollment

910

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: Dr. Rhonda Hayes


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

Address: 201 South 7th Street

City: Cordele, GA Zip: 31015

Telephone: (229) 276-3400 Fax: (229) 276-3406

E-mail: rhayes@crispschools.org


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

Dr. Rhonda Hayes

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

October 11, 2013

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 3

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
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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.

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

-
- Yes
-

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

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
-

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

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

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- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Dr. Rhonda Hayes - Superintendent
Typed Name of Fiscal Agency Head and Position Title

December 4, 2013
Date



Signature of Applicant's Authorized Agency Head (required)

Dr. April Garner - Assistant Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2013
Date



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

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

December 4, 2013
Date (if applicable)

District Narrative

Community Demographics

Crisp County, Georgia is located in south-central Georgia on the I-75 Corridor about 80 miles north of Valdosta and about sixty miles south of Macon. Cordele, which has its origin as a humble railroad hub, serves as the county seat and the largest city in Crisp County. The population of Crisp County is approximately 23,182. Approximately 4,360 residents are school-aged children who currently attend one of the Crisp County School System's seven public schools. Demographically, Crisp County's population is comprised of 52.2% white persons, 43.4% African-American persons, 3.0% Hispanic persons, 1.1% Asian and 0.3% other persons, including bi-racial persons. Children under the age of 18 comprise approximately 27% of the population.

The annual median personal income is \$29,960 for those employed in the community compared to a national median of \$51,914. According to the 2011 Kid Count, forty-six percent of Crisp County's school age children are living in poverty with Fifty-three percent of those children living more than 150 percent below the poverty level. This number is almost twice the Georgia average. Seventy-seven percent of the children in Crisp County qualify for free/reduced lunches. The teen birth rate is 36.4% compared to a state level of 19.7%. Crisp County ranks 155th out of 159 counties for its percentage of children living in families where no parent is in the labor force, and it ranks 158th out of Georgia's 159 counties for children living in poverty.

The family composition in Crisp County is largely non-tradition. A single parent raises forty-two percent of Crisp County's children, with only two other Georgia counties having a higher percentage of single parent families. Crisp County's teen birth rate is among the top ten counties

in the state, a significant challenge to the stability of the community's families. High unemployment rates, high poverty rates, high teenage pregnancy rates, and a high percentage of non-traditional families create a challenge. The award of this grant will allow us to provide much needed resources and support to children that are most at-risk of dropping out of school.

Currently the drop out rate in Crisp County is 39%.

Statement of Need:

Leaders of Crisp County School System would like to request SRCL Grant funding to improve outcomes for all students. School leaders applied for this grant last year and missed funding by .10. We were disappointed, however; we learned a great deal about the literacy needs of our students, teachers, and parents. Needs assessments completed by teachers, parents, students and staff, literacy surveys, and community and school data analysis provided the district with a sense of urgency that could not be ignored and the development of the Community Literacy Council aligned our mission with Georgia's Literacy Plan. This application represents a strategic comprehensive school improvement plan focused on implementing "The How" with fidelity for students aged birth-to 12. We have already begun to implement many of the school literacy improvement initiatives outlined in last years grant with the realignment of State, Title I, Title IIA, and Title IVB monies. Some of our most important changes include:

- Implementing formative and summative assessments,
- hiring critical staff to promote literacy (District Literacy Trainer, Speech-language specialist for Pre-K, Parent Engagement Specialists for schools),
- attending professional development focused on literacy,
- and school site-visits to highly effective districts implementing the SRG.

- developed collaborative partnership with our local RESA for contract services for weekly professional development to establish a learning management system to improve learning outcomes and develop a vehicle for communication for students, parents, staff, community and schools.
- trained all teachers and have identified Edmodo as our learning platform. We will work this entire year to implement this initiative.
- reprioritized funds to purchase much needed technology outlined in each school grant.
- developed a prioritized list of literacy and technology to be purchased if awarded this grant that fully aligns to Georgia's Literacy Plan.

District Organization

The district is going through some much needed reorganization that will reduce the number of schools from 7 schools to 5 schools. This restructure will allow us to improve efficiency, focus resources, and reduce student transfers that interfere with student achievement. Competition between grade-ban schools will be eliminated and equity will be possible. This grant will allow us to align literacy and technology to support each student. We want to catch kids up and engage them to become successful students graduating college and career ready.

The reorganization will not affect the Crisp County Pre-K Center currently housing all Pre-K students in the district at O'Neal Elementary. Crisp County Pre-K has been identified as community strength with 82.3% of our students attending Pre-K. Our system has a longstanding cooperative working relationship with all other day care providers and Head Start in the area. This commitment was strengthened last year with the organization of the Community Literacy Council. Grant funding would be used to enhance this working relationship to better plan instructional alignment, resources and transition from services for all children birth-12th grade.

We know that a strong partnership among community members, institutions of higher learning, local businesses, schools, teachers, parents, and students is vital for sustained school improvement. We have developed a team, however, this grant will assist us to focus, align, and strengthen the work.

We will reorganize the district primary and elementary schools. Students in grades K-2 currently attending J.S. Pate or Blackshear Trail will be served in the new Crisp County Primary School, which will result in the closure of J.S. Pate and Blackshear Trail Elementary schools. The new facility will also house students in grades 3 currently attending A.S. Clark Elementary School and Southwestern Elementary School. A.S. Clark that currently serves students in grades 3-5, will be closed and students will be served at Southwestern that will then become Crisp County Elementary School. Middle school students in the county will continue to attend Crisp County Middle School. High School students will continue to be educated at Crisp County High School.

Grant Leadership

If awarded this grant, the grant would be administered under the direction of Dr. Rhonda Hayes, Superintendent of Crisp County Schools. The office of Teaching and Learning will spear head the work in conjunction with the District Literacy Trainer, principals, directors, school academic coaches, and other key leaders. Dr. Hayes has deep roots in literacy and a deep commitment understanding of the importance of literacy and the comprehensive planning involved real school improvement. The district has a long history of sound financial stewardship and the team under the direction of the Director of Finance will strive to provide teachers, students, parents, and our community to unite with a shared vision.

District Leadership Team

Dr. Rhonda Hayes	Superintendent	Crisp County School District
Dr. April Garner	Associate Superintendent of Curriculum and Instruction	Crisp County School District
Alisa Daniel	District Literacy Trainer	Crisp County School District
Monica Warren	Director of Early Learning	Crisp County School District/CCPre-K
Cindy Hughes	Principal Crisp County Primary	Crisp County School District/CCPS
Suzi Gianonni	Principal of Crisp County Elementary	Crisp County School District/CCES
Brandon Williams	Principal of Crisp County Middle School	Crisp County School District/CCMS
Dr. Rusty Sowell	Principal of CCHS	Crisp County School District
Lisa Simpson	Director of Social Services	Crisp County School District
Tyciee Faison	Director of Afterschool Programs	Crisp County School District
Christa Cannon	ESOL Director	Crisp County School District
Katherine Harris	Director of Special Education	Crisp County School District
Donna Beavers	Director of Finance	Crisp County School District
Andrea Bickhause	Migrant Coordinator	Crisp County School District

District Management Plan and Key Personnel

Administration of grant will be under the direction of Dr. Rhonda Hayes, Superintendent, The office of Teaching and Learning in conjunction with the District Literacy Trainer (DLT), Principals, Directors, School Academic Coaches (AC), and other key leaders (see district narrative) to implement our plan.

The office of Finance, district leaders, and SRG grant coordinator, Dr. April Garner will facilitate the implementation details to meet compliance protocols. She directs Federal and State Programs and will coordinate resources, protocols and develop sustainability of initiatives upon the completion of the 5-year funding cycle.

Implementation Plan According to “The How”

District Team will provide support to the school through engaged leadership:

- Develop:
 - an identifying process of key leaders in the new school configurations;
 - a SRG “boot-camp” explaining implementation expectations, for district and school level SRG recipients;
 - a pipeline of leaders by identifying and training leaders for succession
- Participate in PL from both the State and local
-
- Schedule and conduct monthly observations to monitor use of literacy strategies, student engagement, and effective classroom instruction.

Key Leaders(KL): Superintendent, Assistant Superintendent(AS), DLT, Principals

Organize the District and School Literacy Leadership Team:

- Create a district literacy vision aligned to Georgia’s State Literacy Plan.

- Ensure that all stakeholders understand the literacy goals and their roles in meeting these goals through a SRG “boot-camp”, on-going training, site-visits, walkthroughs and monthly accountability meetings.
- Participate in School Leadership Teams.
- Identify and allocate additional funding sources to support and sustain literacy.
- Analyze multiple student assessment results and refocus district goals based on CCGPS and share achievement gains with the BOE
- Use social media to involve parents and community members(involved and not currently involved) in the literacy efforts to pursue external funding

KL: AS, DLT, Principals

IC. Maximize the use of time and personnel

- Develop calendars, schedules and training ensuring stakeholders’ time is utilized efficiently and effectively.
- Maximizing the use of times for collaborative district and school-level meetings
- Using technology to provide PL to all teachers.
- Lead learning, utilize talents, and continually assess assessment results to make adjustments.
- Work toward effective differentiated instruction, promoting engagement, and assessments of literacy and writing instruction.

KL: AS, DLT, Principals, Director of Technology, School Literacy Teams

ID. Create a district culture in which teachers across the curriculum are responsible for literacy instruction

- Analyzing multiple forms of data, participate in state-sponsored training, and plan

for sustained PL for district, school, and community on literacy strategies and deep content knowledge.

- Designing and implementing an infrastructure that will provide guidance and support for children and families birth-to-12th grade.
- Assisting schools in the incorporation of technologies to more creatively and effectively support stakeholder engagement.

KL: AS, DLT, Instructional Technology Coordinator, and Principals

1E. Optimize literacy instruction across all content areas

- Requiring academic vocabulary, writing, and choice in developing instructional units.
- Implement a system-wide policy of using technology to coach, model, co-teach, observe, and give feedback
- Provide on-going PL opportunities for teachers and staff through a variety of mediums.
- Develop district writing rubrics aligned to the CCPGS and set clear expectations of performance goals.

KL: Superintendent, AS, DLT, Directors, Principals, and AC

Enlist the community support in the development of college-and-career ready students

- Create a shared vision for literacy between community, parents, and schools.
- Develop a continuous improvement of effectiveness of strategies through multiple means
- Broaden and expand local business participation to heighten awareness of literacy
- Foster relationships among schools, postsecondary educational institutions, the

workforce, families, and communities.

KL: Superintendent, AS, Director of Social Services, Directors, Principals, Parent Engagement Specialists, Community Literacy Council

Developing a system of Tiered Intervention (RTI) for All Students:

- Aligning school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring procedures
- Ensure ongoing communication between the district and school
- Ensure fidelity of implementation and progress of student subgroups.
- Provide PL to all system staff on RTI procedures.

KL: AS, Directors, Principals, RTI Coordinators

Crisp County Experience of Applicant

The Crisp County Board of Education and Crisp County Leadership Team have been good financial stewards of both State and Federal monies and have never been issued a finding. The system has operated 21st Century Grants for the last 8 years and has always been compliant.

Under the direction of the Superintendent, Dr. Rhonda Hayes, this grant will be administered by the Office of Teaching and Learning. Dr. April Garner will be the SRG administrator and will work closely with Director of Finance to develop expectations, roles and responsibilities of the administration of this grant.

If awarded, the grant will be adopted by the Crisp County BOE. The grant will be administered in accordance with all applicable laws and regulations. Dr. Garner will serve as the organizational representative and point of contact for all business management aspects of the award agreement. Management controls will be established according to the Responsibilities of the Fiscal Agent (SRG Cohort 3 application packet, p 13). The system has a budget analyst that will assist with the monitoring of the budget and an accounts payable clerk that will assist with the ordering and resource management of the grant.

The district staff will work closely with the school leadership team to assist and support with the process. All appropriate staff will receive training on the grant administration. The SRG administrator will prepare necessary reports and keep the GaDOE and public aware and informed about the grant progress. Together with the Director of Finance, the district will prepare for audits, record retention, and completion reports outlined in this grant.

Past initiatives supported by community leaders include:

1. Retired teacher organizations which have provided inexpensive books for students

2. Local media reports school news, parent involvement opportunities, and does service announcements on literacy
3. Working with the recreation department and sports organizations, making sure they understand and promote literacy as well as athletics
4. Working with local businesses toward improving citywide literacy

Past Initiatives	Years of support
Learning Focused Schools	15 years
Common Benchmarks for literacy	3 years
Collaborate Planning	5 years
Better Seeking Teams	5 years
Team Maze (Career Development)	6 years
21 st Century Afterschool Programs at 3-8	8 years
High School Community Collaborative (Farm Day, Focus on Technology, etc.)	8 years

Sustainability of Past Initiatives:

The system is fortunate to have highly qualified staff working collaboratively through professional learning communities. Learning Focused practices are still redelivered and refreshed through professional learning communities and collaboratives lead by the system Academic Coaches. The hiring of the District Literacy Trainer will also ensure that we build a pipeline of leaders that understand best practices.

The teacher retention rate is very high. Thus allowing us to retain the knowledge and skills learned throughout this grant. The Assistant Superintendent of Teaching and Learning has reallocated funds and organized budgets to provide for professional learning and the purchase of limited technology. Throughout this grant process, the SRG administrator will work to identify funding sources, write grants, and allocate resources for sustainability.

LEA Initiatives implemented internally with no outside funding support include:

- 2013-2014 Hiring of the District Literacy Trainer

- 2013-2014 Hiring of Parent Engagement Specialists for each school
- Speech Language Pathologist for CCPK
- Technology upgrades outlined in this grant
- Academic Coaches at each school
- Professional learning opportunities (trade-book purchase, site-visits to schools, conferences, professional learning communities, Summer Literacy Academies)

Crisp County Middle School

Administrative and Teacher Leadership Team

Crisp County Middle School (CCMS) is the only school in the county serving grades six through eight. Mr. Brandon Williams is the principal and is currently in his first year of service in this capacity. Each grade level has a separate administrator; Mr. Bruce West is eighth-grade assistant principal, Miss Pamela Braziel is seventh-grade assistant principal, and Mrs. Lisa Goodin is sixth-grade assistant principal.

Mrs. Jennifer Abercrombie serves as academic coach. Our school utilizes strong teacher leadership teams who inform, guide, and support staff. They consist of team leaders from each grade level and department chairpersons for all academic subjects including math, science, English/language arts, social studies, special education, and connections.

CCMS is home to approximately 900 students. Our mission, “Learning for all...no matter what it takes!” reminds students and staff that perseverance and hard work will help each of us reach our full potential. Our role is to ensure students are progressing successfully from grade to grade which will impact completion rate at the high school level. Our decisions are data-driven to identify our strengths and weaknesses in curriculum and instruction. Every effort we make is driven by the need to improve the graduation rate.

Demographics

Crisp County Middle School is located in a high-poverty area with 100% of our students receiving free lunch.

	Black	White	Hispanic	Asian	Multi-racial
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Student	54%	39%	3%	2%	2%
Population					

	Students with Disabilities	LEP	Gifted
Student	11%	1%	9%
Population			

School History

The original building was erected in 1957 as a high school. Additional structures were added to the location in 1965. In 1995, construction was completed on a new high school facility, leaving the existing building vacant. During its year of vacancy, the building underwent renovations and in the fall of 1996 grades six through eight merged from two separate campuses to become one school.

Past Accomplishments

CCMS most recently earned a CCRPI of 75.8. Substantial measures were taken to address the achievement gaps of our special needs students which led to significant gains in this sub groups' scores. All staff members accepted the challenge of "doing what it takes" to ensure all students are learning.

Past Instructional Initiatives

CCMS' past instructional initiatives include, but are not limited to, the following: Learning-Focused Schools, Response to Intervention, Common Benchmark Assessments, Flexible Grouping, Technology Integration, Accelerated Reader Program, Tiered Interventions, Writing

to Win, Tutoring, 21st Century Classrooms, Extended Learning Time, After School program, Common Unit and Lesson Plans, and implementation of the Common Core Georgia Performance Standards(CCGPS).

Budget reductions have led to a reduction in staff over the past couple of years. Although test scores have increased slightly for non-minority students, subgroup scores have continued to be a concern. We have also had a reduction in personnel and a reduced calendar. We realize that a reduction in staff and an increase in number of students per class will eventually lead to a lack of the personalized attention so many students need to be successful. We believe this can be overcome, in part, by providing high-quality literacy software that screens children, differentiates instruction, and produces valid and reliable data to guide instruction.

Current Instructional Initiatives

Collaboration

CCMS staff participates in grade level, common subject area planning meetings bi-weekly to design instruction, strategies, and resources to meet students' needs. We meet once each nine-week grading period to share and discuss benchmark data in order to refine our instructional practices. During this time, the academic coach and/or other staff members will also share information gained from recent professional development trainings.

Writing

CCMS teachers implement journal writing two or three times per week in all subject areas.

Teachers of science and social studies require students to write two content-based mini-reports to assess learning of specific concepts through the writing process. ELA teachers deliver explicit direct instruction and modeling of the various types of writing as outlined in the CCGPS. Process

writing is implemented throughout each nine-week unit of CCGPS instruction. With the increased level of rigor required in CCGPS, we realize that the Writing to Win program is ineffective and have now hired a District Literacy Trainer who will help us to integrate writing into the curriculum.

Technology

In 2006, CCMS implemented its first 21st Century model classrooms. Three classrooms were initially equipped with a projector, interactive whiteboard, wireless slate, and classroom performance system. In the next several years, grants were written and awarded to help us equip additional classrooms with 21st century technology. An effort was made in 2010 to utilize school improvement funds to equip all academic classrooms with this same technology. However, the district has lacked the funds to support the classrooms and many have not been updated. The schools computer labs are equipped with computers that are over 7 years old. This grant will allow us to provide updated technology. Mini-labs need to be constructed, and additional portable labs need to be purchased to ensure our teachers have the resources needed to adequately prepare our learners for the 21st Century workplace.

One existing lab has been transformed into a NETTS lab for the purpose of teaching the state's technology standards. There is currently no lab for students to receive academic remediation with computer software to help them pass state assessments.

Instruction

While most classes are heterogeneously grouped, we do provide instruction for gifted learners grouped as a whole. Periodically, students are grouped within the classroom for instructional purposes or regrouped with a different classroom for the same reason. We are continuing to use elements from our past initiatives as we roll out the CCGPS and work to better integrate technology into our instruction.

Community and Parental Involvement

This year, Title I funds were used to hire a Parent Engagement Specialist to increase parental involvement and educate parents through a variety of mediums.

Professional Learning Needs

A recent survey revealed CCMS staff request organized, high-quality, research-based professional development opportunities in these areas:

- Foundational reading skills
- Vocabulary building
- Reading comprehension
- Content literacy instruction
- Content writing across the curriculum
- Using assessments to modify instruction

All trainings will be rolled out gradually as we seek to support teachers as they learn and practice new skills and come together to collaborate about their experiences. This gradual learning process will support teachers in building mastery of pedagogy, content, and appropriate resources. Informal observations by administration and other staff will be conducted to ensure learning is being put into practice with fidelity.

Need for a Striving Readers Project

We acknowledge reading as the foundation upon which all other learning builds. By the time a student reaches middle school, reading deficiencies from previous years are magnified with the increased rigor and text complexity of the standards which they are expected to learn. We need to ensure each child is ready to meet the demands of CCGPS in order to become college and career ready. To do this we must have every child reading on or above grade level as early as possible. The SRCL grant would afford us the structure to provide the materials and professional learning to improve both the classroom teachers' and students' literacy skills.

Through the process of applying for this grant, we have learned much about our school, our members, and our current programs. It has given us the opportunity to come together as a district and community to discuss and outline our needs, weaknesses, and strengths. We know by working together we can accomplish great things, but more importantly, we can teach our students to accomplish greater things.

Building Block 1. Engaged Leadership

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

According to the survey data our school is operational in this building block.

Existing Action:

Through the process of writing this grant, Crisp County has renewed a commitment to learn about and support evidence-based literacy instruction. We believe that administrative support is essential to ensure that teachers view new strategies and suggestions as imperative (“The Why” p 148). The administrators at CCMS worked this year to research best practices, schedule protected time for literacy and teacher collaboration (“The What” p 5). We are utilizing more technology this year with the purchase of 4 additional I-pad carts. The grant will allow us to purchase more i-pad carts to obtain a closer ratio of computers to students. The goal is to implement technology across the curriculum to improve literacy skills (“The Why” p 26, 56, 57). The administration at CCMS represents a strong, engaged team who are committed to supporting evidence-based literacy instruction (“The What” p 5). The leadership team searches for professional learning that relates directly to the needs of the teachers and the students (“The How” p 20). The professional learning selections are made as a result of informal/formal observations by administration and discussion of Benchmark test data.

The leadership team has worked this year to effectively schedule literacy instruction, protect instructional time, and increase collaboration opportunities for teachers. The administration is strategic about assigning teachers non-academic duties (“The How” p 20). They assign staff to committees based on their expertise and areas of interest. At the end of the year, committee evaluations are conducted to determine their effectiveness. Based on the evaluation results, committee assignments are adjusted for the upcoming school year.

The CCMS administrators and teachers are required to participate in state-sponsored Webinars and face-

to-face sessions to learn about the transition to CCGPS (“The What” p 5).

As a result of this grant writing, the district and school literacy teams have studied research based guidelines, strategies, and resources for literacy instruction (“The What” p 5). New teachers are provided with opportunities to receive necessary support in becoming acquainted with programs, materials and previously learned strategies (“The How” p 20). They participate in a “New Teacher Induction” where the assistant principals provide them with an orientation of school policies, classroom management guidelines, curriculum, and grading weights. They are introduced to the people who will meet their needs for supplies, technology, and media. The new teachers are also assigned a peer content mentor for support of their day to day questions.

The Plan:

The Crisp County School System has identified the need for professional development in the areas of literacy instruction throughout all content areas. After writing the SRG last year, the Crisp County Leadership Team recognized the need for literacy support. The district made the decision to hire a District Literacy Trainer as outline in (“The How” p 1). The District Literacy Trainer will work with the teachers and leaders of the district to provide professional learning opportunities for incorporating literacy across all content areas. This will ensure continued growth through professional learning and develop a pipeline of literacy leaders (“The How” p1).

- Participate in professional learning in literacy leadership in order to support classroom instruction (“The How” p 20).
 - (a) Our teachers need professional development in how to teach children of poverty.
 - (b) Our content-area teachers need professional development in how to teach the components of

adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation (“The Why” p 26).

(c) Our teachers need training in how to teach writing across the curriculum.

- Have a shared literacy vision that has been agreed upon by the school and community that is aligned with the state literacy plan (“The What” p 5).
- Use multiple forms of student, school, and teacher data to analyze and develop a list of prioritized recommendations and goals for improvement (“The What” p 5).

B. Action: Organize a Literacy Leadership Team

According to the survey data our school is emergent in this building block.

Existing Action:

Our Literacy Leadership Team was developed following the recommendations found in “The What” p 5, and consists of: Principal, Assistant Principals, Academic Coach, Media Specialist, Counselor, Graduation Coach, Grade-level Teacher Representatives, Special Education Teacher Representative, Parents, and other Community Stakeholders.

The principal and assistant principals make formal and informal observations during the year. The administration uses Teacher Keys, GTOI observation, and other informal observation tools while making their teacher observations. The principal, assistant principals, and academic coach do walkthroughs several times each year. They use a checklist created by the academic coach based on Learning-Focused Schools (LFS). Most of these evaluations are done with paper/pencil. If awarded grant funding, CCMS will be able to move to a more paperless means of observation by purchasing more technology tools for observational use. Plus next year, the school will no longer use the GTOI observation instrument and will

incorporate the TKES observation tool during the walkthroughs.

The Literacy Leadership Team agrees that we need a different observational tool. The grant will allow us identify weaknesses and focus our professional learning to ensure that all students have access to quality literacy instruction in every classroom. Funding will allow the purchase of more technology

The administration and teachers use the CRCT scores, Benchmark test results, and RTI data to identify and prioritize a list of students to be targeted for intervention or support. From this information, data-driven decisions are made to determine interventions. Data is also used by administrators to determine teacher effectiveness and to provide professional learning goals. There have been times when teachers have been reassigned to different duties in order to maximize their talents. Continued efforts are made to assess results and refine literacy goals. The parents invited to be on this leadership team were selected as a result of their involvement in their child's education and their willingness to support school activities.

The community members invited to be a part of our literacy team are volunteers who have connections to our school through our school council committee or business partnerships. These individuals have shown their willingness to invest in our school by their attendance at critical meetings and their support of our school activities. They have provided us with valuable insights as they have worked with our administration and staff.

The Plan:

A Title I Consultant from the GADOE has updated our team on new guidelines for the State.

Our district has purchased Thinkgate, Lexia Reading, Reading Plus, and Ascend Math and Symphony Math to provide us with formative and summative student assessment results for ongoing data analysis.

The assessments that we have implemented are based on CCGPS. As outlined in the "The How" we have realigned our priorities to include vocabulary development and comprehension as a result of this data.

The system hired a parent engagement specialist for the middle school to assist with parent and community communication and involvement.

- Develop a shared vision to be agreed upon by the school and community that is aligned with the state literacy plan (“The What” p 5).
- Literacy Leadership Team will review and revise School Improvement Plan goals, objectives, and actions according to student achievement results (“The How” p 21).
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS (“The How” p 21).
- Utilize our literacy team to help us promote literacy in our school and community.
- Use the Literacy Instruction Checklist when making observations and doing walkthroughs to determine strengths in literacy instruction and to identify needs for improvement (“The How” p 21).

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

According to the survey data our school is operational in this building block.

Existing Action:

Based on the Georgia Literacy Plan, Crisp County is working to effectively schedule literacy instruction. As described in Section I Part A, administrators work diligently to utilize research-based guidelines, strategies, and resources for literacy instruction incorporated into all practices and instruction (“The What” p 5; “The Why” p 43, 68). The administrators have made an intentional effort to identify and eliminate inefficient use of student and faculty time within the schedule (“The How” p 24; “The Why” p 148). They have restructured the schedules and require teachers to be prepared to teach “bell to bell” in order to utilize every minute of the day. At faculty meetings, the administration has a protocol and follows it in order to keep the meeting as effective as possible.

As a result of this grant, Crisp County now has protected time for collaborative planning teams within and across content areas as part of the school-wide calendar (“The What” p 6). Currently teachers work in teams of four. The teams consist of an English/Language Arts (ELA) teacher, one Math teacher, one Science teacher, and one Social Studies teacher. Students have a 75 minute combined Reading and English Language Arts block, as well as math, science and social studies daily. At- Risk students receive an additional 45 minutes of reading/and or math connection classes each day.

Current Collaborative Planning:

Teachers from the same grade and content area meet collaboratively with the academic coach bi-weekly during teacher planning time. Teachers discuss strategies that have worked, or not worked, and identify ways to help make instruction more effective.

Teachers meet as teams to discuss Response to Intervention (RTI) weekly with RTI Coordinator.

Administrators and teachers redeliver information to staff after they have attended professional learning meetings as well as conferences. Agendas and action summaries are used at each collaborative planning meeting as well as attendance records to allow teachers the opportunity to make the best choices for instruction in order to meet the needs of the students.

The Plan:

During the writing of the Striving Readers Grant, we realize that we need to improve in this area. Our survey shows that we are operational, but we are not as strong as we desire to be. We will need to make changes in order to strengthen the requirements in this section.

Since the writing of the Striving Readers grant last year, the Crisp County School System has hired a District Literacy Trainer (DLT). The Academic Coaches from the system meet with the DLT once a month to learn and share strategies for improving literacy instruction. The Academic Coach meets twice a

month with each grade level content area to redeliver instructional strategies to the teachers and discuss pacing, instructional strategies, technology, data, Gradebook, students at risk, ESOL, etc (“The How” p 22). The Academic Coach also offers time for collaboration and training on new instruction and strategies. She also offers a technology tutoring session to teachers after school on Thursdays.

The District Literacy Trainer will consult with our staff on how to use protocols to examine student work during collaborative meetings and consultancy (“The How” p 23).

We will need to:

- Investigate and utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as:
http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.askx
 (“The How” p 23).
- Implement flexible scheduling options to include additional time for reading intervention (“The How” p 23).
- The leadership team will work with the District Literacy Trainer to provide instructional time for literacy leveraged by scheduling disciplinary literacy in all content areas (“The What” p 6; “The Why” p 68).
- Analyze formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time (“The How” p 23).
- Incorporate technology by videoing classrooms for self-evaluations, peer observations, sharing literacy expertise, etc. within and among schools (“The How” p 23).
- Provide time for teachers to collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons (“The How” p 23).

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

According to the survey data our school is emergent in this building block.

Existing Action:

At this time the ELA and Math teachers have participated in content-specific CCGPS state-sponsored webinars. Currently the ELA teachers are responsible for informational text and literary text instruction as articulated in CCGPS. ELA teachers teach the standards utilizing novels and other supplemental texts that are prescribed by the CCGPS. Science and Social Studies teachers teach the literacy standards of CCGPS through their unique content areas. Journal writing is done in all academic classes two to three times per week. In addition students demonstrate conceptual understanding through two required mini-reports in Science and Social Studies each nine week period. This grant will allow us to focus on more comprehensive approach to literacy. Currently our practices are not as effective as we could be.

Our system has created a Crisp County Facebook page in order to communicate with the public and to showcase important events happening across the school systems (“The How” p 24). Our commitment to literacy is evident on the Crisp County Facebook page. The page features athletic events as well as classroom and school events.

Communication to parents is done through phone calls, written communication in student agendas, Infinite Campus, and the extended parent conference night (“The How” p 24).

The Plan:

During the writing of the Striving Readers Grant, we find that we need to improve in several areas.

We need to:

- Plan for targeted, sustained professional learning for the staff on literacy strategies to promote deeper content knowledge (“The How” p 24; “The Why” p 46-49, 154-155).
- Monitor instruction to ensure consistent use of effective LFS instructional practices that include disciplinary literacy and active student engagement across content areas (“The How” p 25).

- Establish a work group that focuses specifically on how learning supports are used including all major resources (“The How” p 24).
- The Leadership Team needs to conduct frequent walk-throughs using Georgia’s Literacy Observational instrument to ensure consistency of effective instructional practices (“The How” p 25; “The Why” p 156, 157).

E. Action: Optimize literacy instruction across all content areas

According to the survey data, our school is emergent in this building block.

Existing Action:

Currently, all content teachers collaborate bi-weekly with the academic coach to review CCGPS lesson plans, devise instructional strategies, and create writing topics to optimize literacy instruction. Although writing is required in all classes, not all teachers are trained in the teaching and assessing of writing. By working together, teachers can share strategies and support each other in their efforts to implement the CCGPS. The school agrees upon the necessity of having a plan to integrate literacy in all subjects articulated within CCGPS (“The How” p 26; “The Why” p 44, 48).

We also utilize the resources found at the <http://www. /Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Grade-8-Resources.aspx> to make sure that we are providing clear expectations and goals for performance on the 8th grade writing test. This information is shared with all ELA teachers 6-8 to make sure they are all striving toward the same goal (“The Why” p 151).

In addition, ELA teachers administer timed reading probes to all students to monitor literacy progress, particularly for those students in the RTI process.

The school district has hired a District Literacy Trainer (DLT) who will work with the Academic Coaches and teachers to incorporate literacy throughout the content areas. Week long Literacy Academies will begin during the summer for teachers and administration followed with continuity meetings throughout

the year, classroom modeling, and feedback. The DLT will provide training on direct instruction and scaffolding of writing across all content areas including writing to learn, writing to demonstrate learning, and writing to publish. The DLT will enable us to reach our goal of integrating reading and writing across the content areas and move toward a more project-based, student-centered instruction.

The Leadership Team monitors literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, and by observing student work samples (“The How” p 26). The knowledge gained by the team is used to formulate methods for identifying needs for professional learning opportunities needed to strengthen the instruction in the classroom.

Opportunities for students to write, speak, and listen are provided through participation in contests, publishing on the Crisp County Facebook page (<https://www.facebook.com/crispcountyschools>), and debates (The How, p 26). As more instructional strategies are being delivered to the teachers, students are expanding the types of writing across the subject areas. Students are expressing themselves through songs, poetry, and personal writing.

This year, YouTube has been made available for use in the classroom. Students and teachers are able to utilize YouTube for instruction and demonstrating learning.

The principal delivers CCMS Times Newsbrief to communicate with teachers weekly and InTouch on the user drive. We communicate with parents through the agendas, infinite campus, phone calls, and parent conference extended day. Crisp County has established a Pinterest page in which teachers can share instructional ideas. <http://www.pinterest.com/crispcountyscho/>.

The Plan: During the writing of this grant, we have found that we need to:

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (“The What” p 6; “The Why” p 68; “The How” p 26). We are investigating the “Odyssey of the Mind” program to provide

opportunities for students to think more critically.

- Continue to develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>) (“The How” p 26; “The Why” p 131).
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS (“The How” p 26)
- Require writing as an integral part of every class every day (“The How” p 26; “The What” p 6; “The Why” p 87) The DLT will help the Academic Coach to redeliver strategies that work to all content area teachers. Follow up meetings during grade level meetings will allow teachers to discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards) (“The How” p26).
- Develop and host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy (“The How” p 27).

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. According to the survey data our school is emergent in this building block.

Existing Action:

Parent conferences are held after the first month of school encouraging parents to support their child and his or her teachers. Parent workshops are held quarterly focusing on literacy strategies for parents to use at home with their students. A parent resource center is established in the school media center and is available to parents throughout the school day. Media outlets are used to communicate literacy goals and incentives. Civic organizations foster support for the school’s reading goals by providing books to the school media center. Community leaders have been invited to join the school’s literacy team to discuss

and plan for improved efforts in literacy instruction.

The Plan:

- Continue partnerships with local businesses and develop an active network of learning supports within the community that targets student improvement (“The Why” p 57).
- Continue to celebrate academic successes publicly through traditional and online media (“The How” p 28).
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities (“The How” p 28).
- Identify and contact learning supports in the community that target student improvement by providing mentors for students who are participating in the “Odyssey of the Mind” program <http://www.odysseyofthemind.com/> (“The Why” p 57).

Building Block 2: Continuity of Instruction

- A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I., D., E.)

According to the survey data our school is emergent in this building block.

Existing Action:

Currently, there is collaboration among departments and same subject, same grade-level teachers.

Collaborative groups meet bi-weekly to discuss and plan for instruction to ensure continuity among all teachers. Resources are developed and shared across the collaborative groups as well. This grant will allow us to add much needed resources, tools, and technology to support our work. The academic coaches’ work with teachers to develop benchmarks based on the CCGPS and that data from the benchmarks is discussed and used to drive changes in instruction.

A District Literacy Trainer has been hired to assist the district literacy and writing initiatives. The District Literacy Trainer will work with the Leadership Team, Academic Coach, and teachers to integrate new

literacy standards into all content areas (“The Why” p 48). This team will also develop an infrastructure for shared responsibility for the development of literacy across the curriculum needs to be designed and implemented in our school. This team will share strategies for increasing vocabulary and comprehension at the collaborative meetings and teachers are encouraged to implement one new strategy in their classes. At this time, writing is limited to and segmented in the areas of Science and Social Studies. Although we have received literacy training via the state CCGPS webinars in Science and Social Studies, the level of “shared responsibility” among these teachers for literacy instruction is not at the level we need it to be. We are now utilizing social media Facebook (<https://www.facebook.com/crispcountyschools>) as well as the Pinterest <http://www.pinterest.com/crispcountyscho/> to communicate and promote literacy throughout the community at large (“The How” p 28; “The Why” p 57). Teachers are encouraged to post ideas and share within our school as well as with other schools outside of our district.

The Plan:

- Proponents of a professional learning community model need to be implemented and professional learning provided to increase the effectiveness of The Planning time. (“The Why” p 154-155).
- Design an infrastructure for shared responsibility for development of literacy across the curriculum (“The Why” p 46-49).
- Devise a writing plan to require writing as an integral part of every class every day. (“The How” p 26).
- Use protocols to examine student work (e.g. Collaborative Assessment conference, Consultancy, Tuning Protocol) from Looking at Student Work website <http://www.lasw.org/protocols.html> (“The How” p 29).

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

According to the survey data our school is operational in this building block.

Existing Action:

Through regular collaborative meetings, teachers get support for classroom instruction and awareness sessions for the entire faculty are provided in order for all to learn about CCGPS for literacy in history/social studies, science, and technical subjects. By sharing research-based strategies and resources, teachers are able to gradually integrate the literacy skills from the CCGPS into their content-based instruction. The Academic Coach is meeting with teachers to integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS (“The How” p 30).

Administrators and the academic coach monitor instruction through formal and informal observations and adjustments are made as needed by individual teachers.

The District Literacy Trainer has observed in many classrooms and has identified literacy needs. She is also planning explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area <http://www.myread.org/explicit.htm> (“The How” p 31).

The DLT is also meeting with teachers to discuss exemplary samples of student writing and demonstrating how to model features of quality writing by using samples resources from the Georgia Department of Education website (“The How” p 30).

This year, we participated in the National Day of Writing and posted student work on our Crisp County Facebook page.

After writing this grant, we have begun to take teams of teachers to visit other schools that demonstrate the use of best practices along with conferences for teachers in each content area.

The district has hired a Family Engagement Specialist who will help celebrate and publish good student writing in a variety of formats, host family nights that engage parents in activities that demonstrate the importance of literacy proficiency and plan a literacy celebration for the entire school (“The How” p 31).

The Plan:

- The District Literacy Trainer will work with the Academic Coach to provide professional learning opportunities for teachers on research-based instructional strategies including: research based strategies, using rubrics to improve instruction, coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media (Pinterest <http://www.pinterest.com/crispcountyscho/>) (“The How” p 30).
- Monitor the use of instructional strategies to improve literacy through formal and informal observations (“The How” p 30).
- Create a plan to integrate literacy in all subjects as articulated within CCGPS (“The How” p 26; “The Why” p 57).
- Continue to stay abreast of effective strategies for literacy instruction (“The How” p 30) by allowing teachers to go to conferences and professional learning opportunities.
- Develop a plan for highlighting student work on the local TV station and in the local newspaper (“The How” p 31).
- Strengthen the family literacy support through the Parent Engagement Specialist (“The How” p 31).

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community
According to the survey data our school is operational in this building block.

Existing Action:

CCMS is working to develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders (“The Why” p 51). The leadership team is working to develop supports through a variety of mediums including the 21st Century Afterschool program. This program provides students with academic support. This grant will allow us the opportunity to strengthen

this connection with the addition of professional learning, curriculum, resources and pre and post testing as well as progress monitoring systems to address our achievement in the area of literacy (“The How” p 32). A summer school program is available for students who do not meet academic proficiency at the end of the year. During summer school, students work in small groups to identify and focus on individual strengths and weaknesses as identified by literacy as well as tutoring, mentoring, and modeling. We are in the process of establishing a means of continual communication with out of school providers, parents, teachers, and students. The county also participates with the Community Council which is a very strong support program collaborating with community agencies focused on the guidance and support of students and families (i.e., Family and Children Services, Department of Juvenile Justice, etc). We currently have a work group that includes school counselors, psychologists, nurses, social workers, special education staff, ELL staff, migrant and homeless staff, Safe and Drug Free School staff, classroom teachers, parents, and other community members that focus specifically on how learning supports are used. With the addition of our Parent Engagement Specialist and this grant will allow us to strengthen this team.

The Plan:

- Include extended learning opportunities such as summer programs and after school programs to enhance literacy learning (“The How” p 32).
- Evaluate the effectiveness of after-school tutoring programs using pre-post testing as well as progress monitoring assessments (“The How” p 32).
- Continue to foster relationships/networks among schools, families, and communities (“The How” p 33).
- This grant will allow us to increase parent and community involvement by incorporating technologies more creatively and effectively to support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters (“The How” p 33)).

Building Block 3. Ongoing formative and summative assessments

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

According to the survey data our school is operational in this building block.

Existing Action:

We realize that the correct approach to formative and summative assessment is important at the middle school level. We currently utilize multiple formative assessments such as unit tests, timed reading probes, tasks, and benchmarks to identify individual student's strengths and weaknesses. This data is analyzed to determine which interventions are necessary and which instructional strategies are most effective. Teachers work collaboratively to develop common assessments and administer them throughout a nine week period. Benchmarks are also used as a summative assessment to measure achievement on specific standards taught during a unit of instruction. The CRCT is administered at the end of the year to determine weaknesses in the curriculum. Adjustments are made accordingly.

After writing this grant last year, the district leadership team determined that literacy instruction needs to be strengthened. We realize that many of our current practices are not best-practice instruction. Our District Literacy Trainer had observed in classrooms and is beginning to make suggestions for improving literacy instruction. The DLT along with the Academic Coach and teachers will research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students ("The How" p 34; "The Why" p 105).

The Plan:

- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments including effective screening, progress monitoring, and diagnostic tools (formal and informal, and performance-based) ("The How" p

34; “The What” p 8).

- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one (“The How” p 34).
- Continue a data collection plan for storing, analyzing student data to develop and adjust instructional plans (“The How” p 34; “The Why” p 96).
- Use technology to share relevant student progress data in multiple formats including the alternative opportunities for remediation, exploration, and communication of student achievement.
- Utilize technology to include virtual school and online training options to train staff and or students to meet the challenges of College and Career in the 21st Century.

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

According to the survey data our school is emergent in this building block.

Existing Action:

Students currently in the RTI process are given screeners to identify specific weaknesses and gaps in learning. All students are given timed reading probes three times per nine weeks to monitor ongoing progress. Particular attention is given to those students identified as “At Risk”. Benchmark data is analyzed quarterly to provide more focused attention to individual students’ progress. The goal is to provide universal screening, progress monitoring, and curriculum-based assessments that are used to determine instructional decisions regarding flexible 4-tier service options for Response to Interventions (“The What” p 8). Academic action plans are developed by teachers to address the interventions needed and when a reassessment will be made. After writing this grant, the leadership team of Crisp County made a commitment to improve the RTI process. The district has invested in progress monitoring tools

for reading and math.

Professional learning has been implemented to train teachers to utilize screening tools, analyze data, and develop plans to assist students. Students are offered “Focus” classes during two of the connection periods to offer additional time. Students also have an opportunity to attend extended day and or the 21st Century Afterschool program for more focused instructional support. This year the district hired a graduation coach to assist students and parents for the goal of graduation. The district also researched and selected an effective universal screener to measure literacy competencies for students across the curriculum. We have developed an assessment calendar along with dates for formative and summative assessments to be administered (“The How” p 35).

The Plan:

- The District Literacy Trainer will continue to identify literacy skills needed to master CCGPS in each content area and provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording (“The How” p 36).
- The team will identify intervention materials aligned with students’ needs and provide professional development for teachers (“The How” p 35).
- Make data-driven budget decisions aligned to literacy priority (“The How” p 36).

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

According to the survey data our school is emergent in this building block.

Existing Action

CCMS teachers use data to identify students with gaps and weaknesses in academic success through Thinkgate, Lexia SOS, Reading Plus, Symphony and Ascend Math. During teacher team meetings and

collaborative meetings with the Academic Coach, data from assessments is analyzed and areas of weaknesses are identified. Teachers make plans for remediation, and they are responsible for providing interventions for their own students. Literacy is mainly addressed with Reading and Language Arts teachers. In order to avoid a one-size fits all approach, the team has identified interventions which include diagnostic assessments and multiple-entry points (“The What” p 9).

The Plan

- All students at CCMS who have been identified as having weaknesses in academics will receive remediation/intervention through a “Focus” reading support class. Student data errors will be analyzed and skill remediation will be focused accordingly, (“The How” p 37).
- Students will be progress monitored three times a year with the opportunity to join extended learning and/or Afterschool programs.
- Focus classes will be reassigned at each semester.
- CCMS will use differentiated learning within content areas with technology (The How p 37).
- Provide enough computers and personnel to continue with Thinkgate, Lexia SOS, Reading Plus, Symphony and Ascend Math.
- Professional development for teachers in differentiation within a classroom.

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

According to the survey data our school is operational in this building block.

Existing Action:

Currently we analyze CRCT results by subject, teacher, and grade to identify strengths and weaknesses

in curriculum and instruction, pedagogical practices, and the need for personalized professional development. We further assess individual student data to monitor student achievement. After writing and researching for this grant, we realize that we need to focus a great deal of our work in this area. Data shows that our economically disadvantaged students really start to fall well below the CRCT minimum cut score of 51%. Student achievement gaps are evident but it can be difficult to identify decisions that would increase achievement. The district needs to spend some time evaluating and analyzing data to adjust curriculum alignment to eliminate the gaps. We have invested in Thinkgate to allow us to disaggregate data to help us ensure the progress of subgroups.

The Plan:

- Collect, analyze, and utilize data to align and adjust instructional decisions (“The Why” p 94-95).
- Develop and apply protocols for how to look at student assessments and evaluate student progress (“The Why” p 94-95).
- Analyze and adjust curriculum to eliminate gaps.
- Analyze assessment data to identify teachers who need support (“The How” p 38).
- Provide professional learning using online training options and strategies to address specific skills identified as school wide or subject area weaknesses.
- Train teachers to use Thinkgate.

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

According to the survey data our school is emergent in this building block.

Existing Actions:

In addition to the strategies previously noted, CCMS uses data to drive the RTI process for outlining

interventions specific to students' needs. Common subject and grade level teachers comprise data teams that meet bi-weekly during collaborative planning to disaggregate benchmark and other data to better address the instructional needs of our students. During these meetings, special education teachers actively contribute to the dialogue outlining strategies specific to students' individual needs.

The Plan:

- Follow the protocol that has been developed and needs to be followed for making decisions to identify the instructional needs of students (“The How” p 39).
- A data storage and retrieval system is adequate, understood, and used by all appropriate staff members (“The How” p 39).
- Develop the process to provide training for teachers to use the decision-making protocol to not only identify student instructional needs but to group students by instructional commonalities and to implement the protocol with fidelity (“The How” p 39).
- Align lesson plans to the CCGPS to ensure continuity of instruction based on data from formative and summative assessments.

Building Block 4. Best Practices in Literacy Instruction

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

According to the survey data our school is operational in this building block.

Existing Action:

Currently students receive 75 minutes of literacy instruction in the ELA classroom including vocabulary development, comprehension strategies, fluency skills, and phonemic awareness. Teachers utilize a variety of instructional practices including the integration of limited technology resources. Students read available informational and literary texts as outlined in the CCGPS and participate in

multiple writing assignments involving different genres. However, our current selection is somewhat limited and outdated. All teachers are encouraged to integrate the literacy standards throughout their instruction. After the writing of this grant last year, the district selected two core literacy programs that evaluates student progress and identifies skill remediation. Lexia SOS focuses on skills and Reading Plus focuses on reading fluency and vocabulary. Teachers are receiving professional development this year on the use of these programs. The District Literacy Trainer is working to develop a comprehensive plan to address the literacy instruction in the classroom. The district leadership team has done some extensive work analyzing data from the CRCT and other tests and has determined that literacy is still taught in isolation and needs to be integrated across the curriculum. At this point, we are developing a plan to provide direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area ("The How" p 40).

The Plan:

- Upgrade the media center so that students will have access to more informational text ("The Why" p 59).
- Provide professional learning to all pertinent staff on the use of explicit instruction to include: use of data to inform instructional decisions, selection of appropriate text for strategy instruction, student-specific strategies to be learned and why, modeling of how strategy is used, guided and independent practice and feedback, discussion of when and where strategies are applied ("The How" p 40).
- Develop an extended learning time for literacy remediation and differentiation ("The How" p 40).
- Expand and use technology more effectively in literacy instruction to motivate and engage all learners ("The How" p 40).

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

According to the survey data our school is operational in this building block.

Existing Action:

Most teachers have received training in Learning Focused Schools, a research based implementation model for best instructional practices. These instructional strategies increase students' opportunities for academic success; therefore, students develop the foundational skills needed to become college and career ready upon graduation. Based upon data, teachers develop individualized plans for academic success for struggling students. These plans are reviewed and revised quarterly to monitor academic progress. Teachers utilize technological resources to introduce, teach, remediate, review, and accelerate CCGPS. These strategies work together to stimulate student interest and actively engage students in the learning process. We have determined the need to integrate more strategies to engage students. We have identified two concerns with engagement: 1. Students often lack background knowledge and vocabulary to successfully navigate difficult text. 2. We lack engaging resources to support student interest.

We have ordered technology tools and software supports to interest and engage students in the area of literacy. However, our resources are still very limited. If awarded this grant, we will be able to increase our digital resources including e-books, tools, and texts which will be used with students who are unmotivated to read rather than those who are already excited about reading ("The How" p 41).

Another addition to The Plan is to increase teacher knowledge of critical thinking skills through the use of motivating and engaging resource. We are exploring the "Odyssey of the Mind" program which offers exciting curriculum, professional learning, and performance opportunities for students. This program also offers opportunities for collaborating with peers for both teachers and students. ("The

How” p 41).

The Plan:

- Purchase technology tools, e-books, and texts to be used for production, publishing, and communication across the curriculum (“The Why” p 151).
- Leverage the use of technology more effectively in literacy instruction to motivate and engage all learners (“The How” p 41).
- Develop a plan for instruction in writing consistent with CCGPS that is articulated vertically and horizontally (“The Why” p 151).
- Purchase updated hardware necessary for successful implementation of grant objectives.
- Professional learning will be provided on scaffolding students’ background knowledge and competency in navigating content area test to ensure confidence and self-efficacy (“The Why” p 151).
- Provide professional learning for teachers using “Odyssey of the Mind” and ensure that incentive programs are not required not tied to grades (“The Why” p 151; “The How” p 41).

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

According to the survey data our school is operational in this building block.

Existing Action:

The district believes that we need to strengthen this area. We currently have a plan for writing in all academic classes; however, it is not fully aligned to the CCGPS. All academic classes are required to participate in journal writing two to three times per week. In addition, Science and Social Studies classes allow for two extended writing pieces pertaining to specific content. ELA classes follow the CCGPS unit frameworks and require multiple formal writing assignments exposing students to a variety of genres and requiring students to cite textual evidence to support their writing. The district

leaders realize that we need to provide students with a more comprehensive writing plan across content in every class. We have hired a District Literacy Trainer who will help to develop a writing plan for the system as well as each school. This plan will be designed vertically and horizontally and consistent with the CCGPS (“The How” p 42). This plan will also develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level (“The How” p 42). The DLT will help teachers create a plan that describes how technology will be used for production, publishing, and communication across the curriculum (“The How” p 42).

The Plan:

- Develop a plan for making writing an integral part of every class every day.
- Direct, explicit comprehension instruction which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices (“The Why” p 66).
- Provide intensive writing including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond (“The Why” p 67).
- Create a plan that will incorporate technology into the writing curriculum.
- Provide professional learning that is both long term and on-going (“The Why” p 67).

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

According to the survey data our school is operational in this building block.

The District is currently working to develop a comprehensive RTI process that will meet the needs of children birth-to-12th grade. The award of this grant will allow us to fully implement a more comprehensive approach that is both horizontally and vertically aligned and provides all students the opportunity to become College and Career Ready.

The District Plan: (“The How” p 43-47)

- Aligning all school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring plans to ensure fidelity of implementation and progress of student subgroups.
- Ensure that communication between the district, administration, and teachers is ongoing and effective.
- Develop process monitoring the implementation of research-based interventions Birth-to-12th Grade.
- Develop schedules to ensure that students have intervention time built into the school day. Develop opportunities for students to receive instruction through extended learning, extended day, afterschool and/or summer school.
- Monitor the planning, delivery and assessment for students with special learning needs.
- Use technology to track and ensure the movement of students between tiers of intervention.

- Provide opportunities for professional learning to all system staff on new procedures, assessments, and protocols for RTI.

Existing Action for School:

The district has determined RTI as a critical need. The district and school have developed a process. However, Educators and instructional support personnel must have sufficient time to sort, aggregate, and/or scan data for analysis and collaborative decision making to occur (“The Why” p 96).

A protocol has been developed and is followed for making decisions to identify the instructional needs of students. Data is stored in Infinite Campus through the RTI data storage and retrieval system, and is understood and used by most staff members.

Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.

The Plan:

- Implement the developed standardized protocols (“The How” p 43).
- Monitor to ensure that interventions are occurring regularly and with fidelity (“The How” p 43; “The Why” p 133).
- Monitor results of formative assessment to ensure students are progressing (“The How” p 43).

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

According to the survey data our school is emergent in this building block.

All students receive Tier 1 interventions which include the general education core curriculum using learning-focused strategies such as activation, vocabulary development, summarizing, extending, refining, acceleration and cooperative learning. In order to clearly monitor every child's progress in critical areas of reading fluency, reading comprehension, and writing, reading probes using a curriculum based measurement (CBM) are given to all students every 3 weeks. With this data, teachers are better able to identify specific areas of need in which to focus, implement new strategies, and differentiate the learning for the students to reach the expectation. Students continuing to struggle as evidenced by daily assignments and assessments are referred to Tier 2 for supplemental intervention in addition to the core instruction.

Currently fewer than 80% of students are successful. We believe that this is due to our student demographics. However, we have hired personnel to help build the capacity of our Tier 1 instruction to increase student success rates.

The Plan:

- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension and writing skills (See Section IV.A.) ("The How" p 44).

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

According to the survey data our school is operational in this building block.

Tier 2 is data-driven, small group supplemental instruction provided during regular classroom time, before school, after school, or during a designated intervention period.

Teachers use a specific scientific researched based intervention to address the reading

needs of the group while keeping in line with CCGPS. In order to determine the student's response to the intervention, progress monitoring using a curriculum-based measure is administered a minimum of every two weeks. Each grade level team of teachers meets with the RTI School Coordinator once a week to discuss the progress monitoring data. Based on this data, the team decides how to proceed. The teacher may continue with the current intervention, change the intervention, or move the student to Tier 1. Students not making sufficient progress in Tier 2 after a minimum of nine weeks of Tier 2 interventions may be considered for Tier 3.

The Plan:

- Monitor effectiveness of standard intervention protocols in place for students (“The How” p 45).
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year (“The How” p 45).
- School level leaders will ensure effectiveness of interventions by: building sufficient blocks of time into the daily schedule, providing adequate space conducive to learning, ensuring that they are provided by competent well-trained teachers (“The How” p 46).
- Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions (“The How” p 45).

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

According to the survey data our school is operational in this building block.

Students who are not responding to Tier 2 are placed in Tier 3 to receive more intense and individualized interventions. Students in Tier 3 are scheduled into a forty-five minute, five day a week, supplemental reading or math intervention program which is scheduled during the connection period. Students are instructed using a scientific researched based program based on the individual needs of the student. The RTI team develops a specific plan of action and meets once a month to discuss the student's response to the intervention with regard to progress demonstrated in the general education classroom. Students who continue to make minimal progress after receiving twelve weeks of intense intervention may be referred to Tier 4 for a Special Education Evaluation.

The Plan:

- Implement consistent SST/Data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points (“The How” p 46).
- Continue Tier 3 SST/data teams to follow protocols to determine students with specific issues including EL, migrant, and homeless status are not interfering with the learning process (The How” p 46).

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way

According to the survey data our school is operational in this building block.

Existing Plan:

Students who qualify for an IEP receive instruction in the least restrictive environment.

Their individual needs are assessed to enable tailoring of services, accommodations, and interventions. After writing this grant, the district has made a concerted effort to increase the rigor and relevance of instruction to ensure that all students have the opportunity to be successful. We have reviewed schedules to ensure that students are served in the least restrictive environment while receiving necessary support to succeed. Students with IEPs also receive an additional 45 minute instructional period where they are taught reading and math skills. This instruction is aligned with the instruction being taught in the regular education classroom.

The Education Director is a part of both our district literacy team and our school literacy team. The success of our special education students is of primary concern and the team is committed to continue to collaborate to ensure that students and teachers have the necessary support.

The Plan:

- The district and school will develop a system of checks and balances to ensure fidelity of implementation and progress of students identified as special education (“The How” p 47).
- All special education teachers will be provided all professional learning opportunities outline in this grant (“The How” p 47).

Building Block 6. Improved Instruction through Professional Learning

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

According to the survey data our school has not addressed this building block.

Existing Action:

Currently, we collaborate with local colleges and universities to provide field experiences for prospective education majors. These students observe classroom teachers, prepare mini lessons, and assist teachers in simple classroom duties (“The Why” p 150-151, 156). We also require teachers to demonstrate competency in theory and application ensuring a quality teacher in every classroom (“The Why” p 150-151).

The Plan:

- Continue existing collaboration with local colleges and universities (“The How” p 48).
- Include representatives from local colleges on the school’s Literacy Leadership Team.
- Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice (“The What” p 13).

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

According to the survey data our school is emergent in this building block.

Existing Action:

Teachers and staff have received training on the new standards, school improvement initiatives, and content related CCGPS literacy training and continue to participate in ongoing professional learning opportunities in literacy skills.

We have a protected time for teachers to meet collaboratively to plan lessons, analyze data, and reflect on literacy issues. The academic coach provides training during collaborative planning on research-based instructional strategies and methods for improving student achievement. Anyone working with students are provided program-

specific training in intervention programs before the beginning of the year to prepare for implementation (“The How” p 49). Each year substitute teachers are provided training on instructional expectations. Teachers and paraprofessionals work together to plan lessons and to ensure differentiation during classroom instruction. Our school is in the process of developing a professional library that includes print text and on-line sources that teachers and staff can access (“The How” p 49).

Teachers are required to redeliver information after attending staff development or conferences. This provides opportunities for all teachers and staff to practice specific techniques in non-threatening situations (“The How” p 49). The administration insists that teachers and staff be aware of how comments might be perceived by the community at large and keep to “professional talk”.

The Plan:

- Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice (“The What” p 13).
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs (“The How” p 49).
- The leadership team will use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning (“The How” p 49).
- Continue to encourage “professional talk” among staff and provide time for discussions (“The How” p 49).

Crisp County Middle School Needs Assessment:

Individuals involved in the Needs Assessment Process:

- All Teachers (including CTAE, special education, EL)
- Administrators
- Paraprofessionals
- Media Specialist/Clerks
- Counselor
- Graduation coach
- Academic coach

The needs assessment was distributed to all teachers and school personnel of CCMS through the use of the Survey Monkey format.

The assessments were distributed through multiple formats including online and paper/pencil. The surveys were analyzed by school leadership and System Literacy Team. 100% of academic classroom teachers and 100% of special education teachers, connections teachers, and support personnel participated in the survey.

Needs assessment process and tools:

Crisp County Middle School's needs-assessment process involved compiling and examining assessment data, AYP results, assessment of technology budgets and needs, TITLE I parent survey, Survey questionnaire, Georgia Literacy Plan Needs Assessment for Literacy

K-12, and a form for ranking professional learning needs. Data was collected and analyzed by literacy team members to align and adjust instructional decisions.

Based upon analysis of data and survey responses, the Literacy Team identified the following needs:

Identified Need	Evidenced By	WHAT
More focused professional learning in the area of literacy	Survey shows 50% of faculty/staff needs more professional learning in the area of literacy	Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations. Teachers participate in ongoing professional learning on the use of the core program (“What”, p. 13). Implement Georgia’s Literacy Plan for CCMS.
Improve student reading comprehension	More than 50% of faculty/staff believe only 25% of CCMS students read on grade level	Student data is examined regularly to identify areas of instruction with greatest needs (e.g. comprehension) (“What” p. 9)
Community support for students and	Faculty/staff survey results	A shared literacy vision has been agreed upon by the

teachers in the development of students who are college and career ready as articulated in the CCGPS	show only 25% of CCMS students live in literacy rich home environments	school and community that is aligned with the state literacy plan (“What”, p. 5)
Extended time for literacy instruction	Less than 5% of CCMS students currently receive extended time for literacy instruction	Instructional time for literacy has been leveraged by instruction in disciplinary literacy in all content areas (“What”, p. 10)
For students to develop a love for reading	Only 33% of faculty/staff believe CCMS’s reading initiatives develop the students’ love of reading	Student data is examined regularly to identify areas of instruction with greatest needs (e.g. motivation and engagement) (“What” p. 9)
Increase technology use for teachers, students and parents.	Although CCMS has wireless access through out the campus,	Leveraging the creative use of technology within the learning process to promote engagement and relevance

	it is not a seamless wireless network.	(“What”, p. 11)
Materials necessary to teach reading across all content areas	Faculty/staff survey shows 25% of teachers believe they always have necessary materials to teach reading across all content areas	Literacy instruction is optimized in all content areas (“What”, p. 6)

The needs assessment process included responses from 56 of the 80 faculty and staff. Our needs assessment was a 48 question survey developed by the Georgia Department of Education. Responses were received from content and ancillary teachers including: CTAE, special education, EL, media and paraprofessionals.

Concerns:

Due to our high level of poverty, many students enter our school reading significantly below grade level. Many of our students also lack other literacy skills such as comprehension, phonemic awareness, fluency, vocabulary, and phonics. Students show weaknesses in writing to communicate. Associated with this is the challenge of involving reluctant parents. A strong literacy foundation paves the way for college and career readiness. We must provide our faculty/staff with resources and skills to bridge existing gaps.

We must provide our teachers with hardware, software, and training that will put data at their fingertips, making it feasible for them to readily use pertinent information to make critical instructional decisions despite limited resources.

Data Analysis:

As the data shows in the Analysis and Identification of Student and Teacher Data section, CCMS struggles with equipping economically disadvantaged students with the necessary literacy tools to be successful in Science and Social Studies. In the 2012-2013 school year, 30.4% of the economically disadvantaged student population did not meet Science CRCT standards. In the same year 21.3% of the economically disadvantaged student population failed to meet Social Studies CRCT standards. Only 25% of our student population exceeded standards in the area of Reading. This is a major concern because Georgia has a very low cut score for the CRCT.

High-quality, research-based professional development must provide our teachers with the skills and knowledge necessary to help our children develop the various complex cognitive skills needed to master the CCGPS. In addition, our instruction and assessments must be adjusted to guide students in using reflective thought, analysis, problem solving, and evaluation. When combined with core knowledge and skills, our students will be on the path to college and career readiness.

Root Cause Analysis:

Budget cuts and changes in state requirements for professional learning units have inadvertently led to a learning lull. Teachers no longer attend literacy conferences or receive training that provides them with skills and knowledge to meet the needs of all learners. We have identified and prioritized staff needs, but to ensure success, we must first provide the training, then ensure implementation of

the training, and finally hold everyone accountable for integrating the new skills and knowledge in a way that enhances instruction for every child. Walkthroughs and/or observation checklists will ensure consistency of effective instructional practices (“What”, p. 6). In preparing this grant, we have come to realize that our lack of organized data has crippled our efforts to improve instruction. This year we have implemented universal screeners and normed formative assessments, however, this grant will allow us to fully implement best practices identified in Georgia’s Literacy Plan. We also need to put into place a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results, but we must also create and train data teams to support teachers in using data to guide instruction and drive the RTI process (“What”, p. 8).

Action Steps:

After the writing of this grant, the district has made some changes including hired a District Literacy Trainer, hired a parent engagement specialist, invested in universal screening tools, reallocated funds to support professional development in the area of literacy, allocated funding for technology. The district and schools have developed literacy leadership team that have begun to study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the Georgia Literacy Plan.

Crisp County Middle School Analysis and Identification of Student and Teacher Data

Crisp County Middle School Student CRCT data (6-8)

CRCT Results by Grade level

	Grade	Did not meet (level 1)		Meets (level 2)		Exceeds (level 3)	
		2011/12	2012/13	2011/12	2012/13	2011/12	2012/13
LANGUAGE	6	5	8	67	67	28	25
	7	7	5	57	48	36	47
	8	5	7	60	57	34	37
MATH	6	22	13	63	65	16	22
	7	8	8	59	62	32	30
	8	18	30	62	55	20	15
READING	6	4	4	57	58	39	38
	7	8	4	73	65	19	31
	8	5	6	65	59	31	35
SCIENCE	6	26	30	56	49	19	21
	7	17	14	48	46	35	40
	8	30	30	52	56	17	14
SOCIAL STUDIES	6	21	17	37	37	42	46
	7	16	12	40	40	44	48
	8	22	24	48	51	30	25

This data supports the need for literacy across the curriculum and materials that are aligned to the CCGPS. The Vocabulary domain of reading was a key weakness across all grade levels at Crisp Middle. Science and Social Studies content literacy is weak and can mainly be attributed to the higher level texts found in these classes and the lack of non-fiction supplemental reading materials available. In addition, teachers in the content subjects are not trained in the teaching of literacy standards. This gives evidence to the needs for non-fiction text aligned to Science and Social Studies and professional learning.

Goals:

- Develop a systematic procedure for teaching academic vocabulary for all subjects.
- Expand media center resources to include non-fiction texts that support content specific literacy of CCGPS.

Benchmark Tests: The benchmark tests are developed at the local level and are not nationally normed. Data is collected quarterly and analyzed for strengths and weaknesses in student performance as well as curriculum instruction. Adjustments are made to lesson plans and instruction as dictated by the data.

Goals:

- Research/develop summative assessments that will provide performance predictor based on nationally normed data correlated to CCGPS.

- Implement the Assessment Chart for the SRCL Grant.

CCMS 8th Grade Writing Assessment

Regular Program Students

Test Year	Number students tested	Percent "Not on Target"	Percent "On Target"	Percent "Exceeds Target"
2011	256	32%	66%	2%
2012	248	25%	73%	2%
2013	288	25%	74%	1%

Special Program Students

Test Year	Number students tested	Percent "Not on Target"	Percent "On Target"	Percent "Exceeds Target"
2011	20	75%	25%	n/a
2012	31	77%	23%	n/a
2013	27	67%	33%	n/a

Writing Assessment Summary: The writing assessment for 8th grade consists of an evaluation of a topic from the persuasive or explanatory genre. Topics are assigned at random and students are given approximately 100 minutes to write in the main administration. Trained state raters evaluate each paper independently using a state designed rubric. Although eighth grade scores

have improved slightly over the past few years, there is still a need for focused literacy development through explicit, direct writing instruction.

Goals:

- Teach writing across the curriculum
- Develop a plan for making writing an integral part of every class every day.

Disaggregation of data in subgroups

		CRCT Results by ED				CRCT Results by ELL				CRCT Results by Migrant				CRCT Results by SWD				CRCT Results by Retained			
		ED		Non-ED		ELL		Non-ELL		Migrant		Non-Migrant		SWD		Non-SWD		Retained		Non-Retained	
		2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
LANGUAGE	Did not Meet	6.5	7.8	1.8	3	0	0	5.4	6.6	0	0	5.3	6.5	30.2	32.8	3.4	4.5	19.1	18.7	3.7	5.4
	Meets	68.2	64.7	38.6	36.5	100	90	60.6	56.8	50	100	60.9	57.1	61.9	54.1	60.8	57.4	80.9	74.7	58.4	55.5
	Exceeds	25.3	27.6	59.5	60.5	0	10	34.1	36.6	50	0	33.8	36.4	7.9	13.1	35.8	38.1	0	6.7	37.9	39.1
MATH	Did not Meet	21.8	21	5	9.5	16.7	0	18.2	14.9	0	0	18.2	14.8	54.5	42.4	14.8	16.2	56.8	50.5	13.1	14.3
	Meets	63.6	65.2	45.5	46.9	66.7	70	58.1	62.2	100	100	58	62.2	39.4	51.5	60.7	61.2	43.2	49.5	61.1	61.8
	Exceeds	14.5	13.7	49.5	43.6	16.7	30	23.8	22.9	0	0	23.8	23	6.1	6.1	24.5	22.5	0	0	25.8	23.9
READING	Did not Meet	6.6	5.4	1.4	2.1	0	0	5.4	3.9	0	0	5.3	3.9	25	24.7	3.7	2.8	22.1	17.3	3.3	3.3
	Meets	70.9	68.7	44.8	37.4	83.3	80	64.1	60.5	100	100	64.2	60.7	67.6	60.3	64.1	60.5	73.7	80.2	63.1	58.5
	Exceeds	22.5	25.9	53.8	60.4	16.7	20	30.5	35.6	0	0	30.5	35.5	7.4	15.1	32.2	36.7	4.2	2.5	33.6	38.2
SCIENCE	Did not Meet	30.4	30.4	4.9	9.7	0	0	24.3	25.3	0	0	24.2	25.1	70.3	58	19	21.5	65.3	57	19	21.7
	Meets	55	51.1	42.6	48.3	100	100	51.7	49.8	50	100	52	50.3	22	38.6	55.3	51.7	33.7	41.9	54.3	51.3
	Exceeds	14.6	18.4	52.5	41.9	0	0	24.1	24.9	50	0	23.8	24.6	7.7	3.4	25.7	26.9	1	1.2	26.8	27.1
SOCIAL ST	Did not Meet	24.7	21.3	5.8	8.5	0	10	20.2	18	0	50	20.1	17.9	64.8	55.2	15.1	14	52.5	48.8	16	14.7
	Meets	46.4	46.8	25.6	31.4	33.3	50	41.4	42.7	100	50	41.2	42.8	25.3	29.9	43.1	44.2	43.6	47.7	41	42.3
	Exceeds	28.9	31.8	68.6	60.2	66.7	40	38.5	39.2	0	0	38.7	39.3	9.9	14.9	41.9	41.8	4	3.5	43	43

CRCT Results by ED: The data suggests students in poverty are more likely not to meet standards than students not in poverty.

CRCT Results by ELL: ELL students at CCMS actually were more likely to meet standards.

CRCT Results by Migrant: Migrant students had 100% “meet” standards.

CRCT Results by SWD: Overall the SWD students had the most difficulty meeting standards at CCMS.

CRCT Results by Retained: Data reveals that students that have been retained have success on the CRCT.

This data shows the significant achievement gaps between subgroups and supports the need for literacy strategies specific to subgroup populations. The special education subgroup shows substantial weaknesses in the areas of Science and Social Studies. Again, this is most likely attributed to the complexity of texts found in these content classrooms, the need for content specific vocabulary, background knowledge, and the lack of appropriate training in literacy. Additional literacy differentiation strategies are needed across the contents to support delivery of instruction and requirements for student expectations.

Goals:

- Professional learning in research-based practices in teaching children who live in poverty.
- Professional learning in research-based practices in teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation.
- Effectively use data to differentiate instruction.
- Develop an extended learning time for literacy remediation and differentiation.

Teacher Data (including Spec. Ed and Media Specialist)

Staff Count with Professional Certification

T 4 certificate	T 5 certificate	T 6 certificate	T-7 certificate
14	24	26	2

Teacher Retention Data

Teachers working 0-5 yrs	Teachers working 6-15 yrs	Teachers working 16-30 yrs	Teachers working 30+ yrs
3%	41%	50%	6%

The teacher data suggests a knowledgeable faculty with a record of long term service and commitment not only to the students but to the school as well. The CCMS culture of collaboration, high morale, and dedication to student success can be attributed to the high teacher retention rate.

Teacher participation in professional learning communities or on-going professional learning at Crisp County Middle School

Grade level Collaborative Meetings	Twice monthly	All CCMS Academic Teachers
Academic Coach Collaborative Meetings	Monthly	System-wide Academic Coaches
Administrative Collaborative Meetings	Monthly	System-wide Principals

District Prescribed Assessment

While our district does currently have an assessment calendar, we do not have any district prescribed data. Data has only been compiled at the school level. Once again, this reiterates our need to implement a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results (“What”, p. 8).

Crisp County Middle School Project Plan-Procedures, Goals, Objectives, and Support

Goal 1: Provide current, meaningful, research-based professional development to all staff

LLT – Literacy Leadership Team

DT – Data Team

PL – Professional Learning

Objectives	Who?	What?	How?	Why? The PL will:
Provide training in: Research-based practices in teaching children living in poverty.	Administrators LLT Teachers	Identify training models	Determine training dates/trainers	Prepare educators to understand and to hold high expectations for academic achievement (“Why” p143)
Research-based practices in teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation.	Administrators LLT Teachers	Identify training models	Determine training dates/ trainers Plan/provide PL	Deepen educators’ content knowledge, provide research-based instructional strategies to assist students in meeting academic standards (“Why”p143).
Collection, analysis, and utilization of data to align and adjust instructional decisions.	Administrators LLT Teachers	Identify training models	Determine training dates/ trainers	Train teachers in how to administer screeners, interpret data and determine best course of instructional action

How to teach writing across the curriculum.	Administrators LLT Teachers	Identify training models Incorporating writing instruction (narrative, argument, and informational) in all subject areas	Determine training dates/ trainers Plan/provide PL on direct, explicit instructional strategies in writing across the curriculum.	(“Why” p. 24). Deepen educators’ content knowledge, provide research-based instructional strategies to assist students in meeting rigorous academic standards (“Why”, p.143).
How to use technology more effectively in literacy instruction to motivate and engage all learners.	Administrators LLT Teachers Instructional Technology Specialist	Identify training models	Determine training dates/ trainers	Train teachers in how to prepare students to live in a technology/media-driven environment (“Why”, p.56).

2: Institute data-driven practices

Objectives	Who?	What?	How?	Why?
Use universal screening and progress monitoring for ongoing formative assessments.	Administrators LLT Teachers	Implement formative assessments outlined in SRCL Grant Assessment Chart Insert an infrastructure for ongoing assessments, determine need for and intensity of interventions (“What” p8)	Develop school-wide, classroom-based formative assessments to determine efficacy of classroom instruction (“How” p36)	Train teachers to administer screeners and interpret data to plan instruction (“Why” p24).

Research/develop a summative assessment that will provide performance predictor based on nationally normed data correlated to CCGPS	Administrators LLT	To evaluate effective instruction (“What” p9)	Develop school-wide, classroom based formative assessments to access efficacy of classroom instruction(“How” p.36)	Promote the use of ongoing, frequent, and multiple measures in the Georgia Literacy Plan that will be used as diagnostic and monitoring planning tools for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment(“Why”, p.95)
Develop/ train DT in how to drive the RTI process	Administrators LLT DT	Develop Data Trainers who frequently analyze results of formative assessments and ensure students are progressing or adjust instruction to match their needs(“What” p.11)	Monthly DT meetings Identify/train staff administering assessments ensuring standardized procedures & accurate data recording(“How”p.5)	Provide teachers with intense PL on administering screeners & how to both interpret data & determine best course of instructional action(“Why”, p.24)
Develop data protocols and meeting schedules	Administrators DT	Publish data protocols and meeting schedule. Develop and analyze data to improve teaching and learning(“What”, p.9)	Determine training dates (Initial in-service, meetings) Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions	Set protocols for a systematic process for monitoring fidelity of selected instructional strategies & interventions, monitor student progress, & fine tune strategies based on student progress

			regarding flexible-4-tier service options for RTI(“How”, p.34)	(rtinetwork.org)
Use data to effectively differentiate instruction	DT Teachers	DT will meet with grade levels monthly Ongoing formative assessments will be used to determine need for and intensity of interventions to evaluate effectiveness of instruction(“What”, p.8)	Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals(“How”, p.37)	Provide an understanding of data by school personnel to drive instruction(“Why”, p.96)
Align core content lesson plans to CCGPS across the disciplines to ensure continuity of instruction	Teachers Academic Coach	The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS(“What”, p. 6)	Summer Curriculum Team Meetings Create a plan to integrate literacy in all subjects as articulated within CCGPS (“How”, p.26)	Provide a seamless continuum of Common Core standards leading to College and Career Readiness at the end of grade twelve(“Why”, p. 93)
Develop a plan for making writing an integral part of every class every day	Administrators Academic Coach Teachers	Develop a plan for making writing an integral part of every class every day(“What”, p6)	Require writing as an integral part of every class every day(“How”, p26)	Meet the demands of CCGPS
Develop a plan for teaching academic vocabulary for all subjects	Administrators Academic Coach Teachers	Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects(“What”, p. 6)	Identify or develop a systematic procedure for teaching academic vocabulary in all subjects(“How”, p. 26)	Provide vocabulary instruction to children of poverty coming to school lacking academic vocabulary needed for academic success

Develop an extended learning time for literacy remediation and differentiation	Administration	Time for intervention is built into the school schedule each day (“What”, p.6)	Implement “flexible scheduling options to include additional time for reading intervention and RTI (double dosing)” re-teaching and/or acceleration (“How”, p23)	(“Why”, p. 63) Provide a rigorous, standards-based curriculum and specialized academic and /or enrichment programs are the foundations for students’ literacy successes in career and life skills (“Why”, p31)
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3: Provide up to date hardware and infrastructure for literacy instruction in classrooms

Objectives	Who?	What?	How?	Why?
Purchase updated hardware necessary for successful implementation of grant objectives.	Technology Team	Technology infrastructure will be adequate to support administration and storage of assessments and the dissemination of results (“What” p 8)	Use one tablet cart of 30 tablets for each grade level. Use technology to differentiate learning within content areas (“How”, p.37)	Engagement, motivation, and support of self-direction through digital formats. (“Why”, p. 67)
Provide updated infrastructure for new technology.	Technology Team	Technology infrastructure will be adequate to support administration and storage of assessments as well as the	Upgrade technology infrastructure to support assessment administration and dissemination of results (“How”, p. 34)	Engagement, motivation, and support of self-direction through digital formats (“Why”, p. 67)

		dissemination of results (“What”, p. 8)		
Protect the 2-4 hours of tiered instruction through content areas	Administration	Leadership calls for a plan for organizing, implementing, and sustaining a comprehensive approach to literacy (“What” p5).	Restructure schedules (“The How” p20)	Extended time for literacy, 2-4 hours, should occur in language arts and content-area classes (“Why” p 58)

4: Provide rich non-fiction literacy material aligned to the CCGPS

Objectives	Who?	What?	How?	Why?
Expand Media Center resources to include non-fiction texts that supports content specific literacy of CCGPS	Media Specialist Media Committee	Develop Media Center classroom resources aligned to Science and Social Studies GPS Teachers provide literacy instruction across the curriculum (“What” p7)	Locate high-interest, CCGPS-aligned, nonfiction texts Meet with the Academic Coach, Lead Teachers, and media committee to preview additional resources	CCMS survey reveals, students do not have home access to non-fiction literacy resources to support content literacy

Sample Schedule for CCMS by grade level:

	6th Grade	7th Grade	8th Grade
8:00-8:10	Homeroom	Homeroom	Homeroom
8:15-9:20	1st period	1st period	1st period
9:20-10:25	2nd period	2nd period	2nd period
10:25-10:55	Literacy	Literacy	Literacy
10:55-12:35	3rd period	3rd period	3rd period
12:35-1:40	4th period	4th period	4th period

RTI Model:

See Building Block 5 of CCMS Literacy Plan

Goals to be funded by other sources:

All additional literacy goals will be supported with local, state, federal, and competitive grant funds when available.

Crisp County Middle School Assessment/Data Analysis Plan

A) Current Assessment Protocol

Assessment	Schedule	Test Administrator
Benchmarks	October, December, March, May (6 th grade-8 th grade)	Classroom teachers
Middle Grades Writing Assessment (MGWA)	January (8 th grade)	Classroom teachers
Mock Middle Grades Writing Assessment	January (7 th grade -8 th grade)	Classroom teachers
CRCT	April (6 th grade-8 th grade)	Classroom teachers
ACCESS testing for ELL's	February (6 th grade-8 th grade)	ELL lead teacher
Gifted testing (CoGat, MAT, Woodcock-Johnson, Hawthorne Rating Scale, TTCT)	September and February (6 th grade-8 th grade)	Gifted team
RTI testing	Formative assessment every 3 weeks	Classroom teachers
Probe test	Three times per nine week grading period	Classroom teachers

Curriculum and instruction are in a constant state of evolution as Crisp County Middle School (CCMS) teachers and administrators monitor student progress and adjust curriculum and instruction to address identified strengths and weaknesses. Teachers of the same grade level and discipline areas meet bi-weekly to review lesson plans, gauge student progress, and analyze data collected throughout the year. Using informal measurement tools, teachers monitor student understanding daily through classroom discussions, performance tasks, and subject content tests. Formal assessments are essential diagnostic tools. Benchmark tests are created and aligned to the Common Core Georgia Performance Standards (CCGPS) and are administered quarterly and analyzed by classroom teachers. Using the data, the academic coach facilitates the process of adjusting lesson plans to address students' academic needs which include acceleration and remediation.

In January, Georgia's 8th graders participate in the MGWA. Test scores have identified writing to be a weakness among our students. CCMS students write across the curriculum and are encouraged to write inside and outside the classroom.

CCMS administers the CRCT which evaluates students' mastery of skills and knowledge as outlined by the CCGPS in each academic subject area. Data on student achievement is provided at the student, class, school, school system, and state level to support the county's effort in raising student achievement and preparation for college and career readiness. CCMS uses the data to identify students' strengths and weaknesses along with curriculum and instruction's strengths and weaknesses.

Response to Intervention (RTI) testing currently consists of a fluency piece to monitor the progress of students in RTI. Probes are designed to determine the reading fluency and vocabulary knowledge of academically struggling students. Classroom teachers administer Probe tests to all students to support the initiative to increase reading skills in all students. These timed, formative assessments consist of grade-level fiction and nonfiction texts that evaluate a menagerie of reading skills such as comprehension, inference, prediction, and basic recall.

In 2014-2015, Georgia will administer its own state created assessment to students in grades 6-8 to measure college and career readiness. Because the assessment is not fully developed, the method of administration has yet to be determined. The district plans to pursue how we can incorporate innovative technologies to ensure the best testing environment for students. The test rigor will exceed the multiple choice questions currently employed in the CRCT to include written explanations. With the testing format changing to assess students' understanding and application of skills, instruction must also become more challenging. Educators will increase the integration of higher order thinking skills into verbal dialogue and instruction. Students will

demonstrate the application of higher order thinking skills in written responses and in performance tasks aligned to the CCGPS.

The SRG would allow CCMS to develop an RTI diagnostic plan utilizing technology that will increase student achievement, maximize teacher effectiveness, and increase instructional time. A portion of the grant monies will be allotted for purchasing additional tablets to enhance instruction and prepare the school and students for the new Georgia assessment. Other monies will be allocated to purchasing more reading literature to include a variety of genre and reading levels for the Media Center.

Implementation of new assessments

Assessment Name	Who?	What?	How/When?	Why?
Georgia Assessment Readiness of College and Careers	Classroom teachers	English/Language Arts, Mathematical, Science, and Social Studies skills and knowledge.	2014-2015	To assess college and career readiness of students in grades 3-12.

Pre- and Post-Student Learning Objectives (SLO)	Classroom teachers	Commonly shared pre- and post- assessments which include a variety of formats	Quarterly: beginning and ending of each nine-week period	The Georgia Literacy Plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment
Software assessment tool such as Lexia Reading	Literacy Assessment Team	<p>Provide immediate progress-monitoring data</p> <p>Provide data to inform instructional decisions regarding flexible, 4-tier service options for RTI</p> <p>Differentiated tier groupings will be implemented during ELT</p>	Data will be analyzed monthly during the Data Team meetings and weekly by classroom teachers	<p>To determine whether primary instruction is working for a given student</p> <p>To determine when a student can be moved between tiers, offering intervention/remediation/acceleration</p>

Scholastic Reading Inventory	Classroom teachers	Assess lexile scores to measure independent reading comprehension levels	3times per year	To measure lexile growth To identify specific reading deficiencies
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Assessments to be discontinued

The CRCT assessment will be discontinued as a result of Georgia’s initiative to increase the number of students graduating on time and prepared to successfully enter the workforce as well as complete post-secondary education. Through the process of writing this grant, we’ve determined that local benchmark tests will need to be eliminated as a result of the evaluation implementation. The SRG is crucial to CCMS’s efforts to meet the technological needs our students require to compete in an ever changing global market.

Professional learning needs as a result of new assessments

Teachers will continue to need ongoing training on effective implementation strategies for incorporating technology in the classroom. Analyzing school and district data reveals a need for training in foundational reading skills. Many students are from poverty homes with limited access to reading materials; therefore, they begin their educational career lagging in language skills, writing skills, and reading readiness skills. To address the root cause of deficient literacy skills, teachers across all disciplines and grade levels need training in teaching foundational reading skills. As teachers and students prepare for Georgia’s new assessments, additional training will be needed. Teachers will need to be aware of test purpose, test format, test goals, changes in performance descriptors, test design, and accountability to reduce anxiety and increase “buy-in” among educators. CCSS will participate in system-wide professional development to implement the new leader and teacher evaluation system. These sessions will

provide training in curriculum instruction and assessment changes that will allow us to effectively implement SLO.

Presenting data to parents and stakeholders

CCMS administrators and educators will continue to share data reports with parents at the Annual Title I meetings, school council meetings, parent/teacher conferences, and parent workshops. The local media (television and newspaper) is another resource that will be utilized to communicate with community stakeholders. A third resource is community organizations and teacher organizations.

Using data to develop instructional strategies and determine materials needed

CCMS teachers and administrators will serve on data teams to frequently analyze formative assessments data to ensure students are progressing. Lesson plans, instructional strategies and curriculum will be adjusted to address identified strengths and weaknesses. Professional learning will be provided for all staff who administers formal assessments and benchmarks to ensure standardized procedures and accurate data recording.

**Crisp County Middle School
Resources, Strategies and Materials (Existing and Proposed)
Including Technology to Support the Literacy Plan**

Resources Needed:

Professional Development:

Teacher/staff training in improving literacy outcomes by acquiring knowledge and skills for:

- Effectively teaching students of poverty
- Effectively teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
- Effectively teaching writing across the curriculum
- Aligning current writing program to CCGPS to accommodate cross-curricular writing/developing cross-curricular technology-rich lessons that offer student choice, aid in student motivation/engagement, and lend themselves to outcomes based performance projects
- Establishing effective protocols for collecting, analyzing, and sorting data
- Effective use of data analysis to drive classroom instruction horizontally and vertically

Technology:

- Provide seamless wireless access for entire campus
- Update computers/servers
- Addition of student computers to content classrooms
- Addition of tablet carts to strive for a one to one ratio for student use

This technology will:

- Engage students
- Make software/hardware readily available to teachers/students
- Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills
- Afford teachers easily accessible data to aid in driving/differentiating instruction
- Provide teachers/students with easily accessible technology tools to prepare them for 21st Century college/career success
- Allow more opportunities for utilizing digital resources

Additional Nonfiction Texts:

Additional Nonfiction Texts will be added to the media center collection to update the current collection and provide a more diverse span of interest levels for students.

Available Resources:

Media Center Resources

Media Center Technology

9	Student/teacher computers
1	Circulation desk computer
1	Media Specialist computer
1	Laptop, amplified speaker system, Smart-Board
5	Printers

Collection Analysis

Category	# of books	Average Age
General Fiction	1,233	45 yrs., 1968
Accelerated Reader	4,580	19 yrs., 1994
Biography	783	47 yrs., 1966
Reference	913	34 yrs., 1979
Non-Fiction	5,925	45 yrs., 1968
TOTALS	13, 434	35 yrs., 1978

Media Budget - \$12, 332

Classroom Resources

- 1 teacher computer
- 2 student computers
 - 6th/7th Special Ed Lab has 12 student computers and a Smart-board
 - 8th Special Ed Lab has 12 student computers and a Smart-board
- SMARTboard or Mimio
- multimedia projector
- Television
 - Some classes have wireless slates

Computer Lab Resources

- Career Awareness Computer Lab consists of 30 computers. This lab is used for Career Readiness classes, which is a connections class.
- Business Education Computer Lab consists of 30 computers. This lab, which is a connections class, is used for teaching computer applications and other processing programs.
- NETTS Computer Lab consists of 30 computers. It is a lab for instruction in technology standards. All students attend this computer lab twice a month. During this time students work with software to learn about technology tools in order to be better prepared for the technology assessment given to all eighth grade students.

- Reading Focus Lab consists of 24 computers. The Lexia and Reading Plus programs are utilized in this lab. Data from this program is used for RTI interventions.
- Math Focus Lab consists of 24 computers. The Ascend math program is utilized in this lab. Data from this program is used for RTI interventions.
- Four portable tablet labs that are shared among the grade levels.

Shared Resources

Software Licenses:

- Accelerated Reader
- Lexia Reading
- Reading Plus
- Ascend Math
- Brain Pop

Other Software Resources:

- Galileo Resources
- SIRS Discoverer
- Searchasaurus

Strategies:

Current strategies that support literacy intervention and classroom practices:

- Learning Focused School strategies
- Tiered instruction
- Small group instruction by resource teachers
- Partially implemented standards-based classroom practices
- CCGPS literacy instruction
- CCGPS writing instruction
- Data guided whole group instruction

Strategies to be implemented as a result of Striving Readers funding:

- Professional learning
 - Strategies for teaching children of poverty
 - Strategies for teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
 - Intense writing instruction in all content areas
 - Technology to improve literacy instruction
 - Analysis of data and using it to drive classroom instruction horizontally and vertically
 - Summer Literacy Academies that will provide training for teachers
- Institute data-driven practices
 - Utilize Universal screenings and progress monitoring
 - Research and develop summative assessment
 - Develop protocols and schedules for data collection

- Using data to differentiate instruction
 - Using data to drive literacy instruction and vocabulary development in all subjects
 - Using data to align core content lesson plans to CCGPS across disciplines
 - Develop a school-wide writing plan
 - Develop an extended literacy instruction time for remediation and differentiation
- Provide up to date hardware and infrastructure for literacy instruction in classrooms
 - Purchase updated hardware
 - Provide updated infrastructure for new technology
 - Provide rich non-fiction literacy material aligned to the CCGPS
 - Expand media center resources to include non-fiction texts that supports content-specific literacy of CCGPS

How proposed technology purchases will support the following:

RTI

This grant will enable CCMS to purchase additional tablets to use for literacy intervention support for all tiers of RTI process. Extended learning time will allow for additional literacy instruction to engage students, differentiate learning, and motivate more students, all of which will help close the achievement gap.

Student Engagement

Updated computers and additional tablets are desperately needed to allow consistent, seamless integration of technology-based lessons in our classrooms. Training will be provided in effectively integrating digital technology in literacy instruction to motivate/engage all learners. With the added technology we will be able to provide more opportunities for engaging students in project-based learning activities including guided and independent research projects as well as other student-focused learning activities.

Instructional Practices

Additional technology will support current instructional practices across all grade levels and content areas. Teachers will have access to the technology tools needed to provide differentiated instruction while engaging and motivating students. Teachers will be able to plan more effectively and have quicker access to a plethora of learning activities for students. It will also allow CCMS to implement an extended learning time for additional literacy instruction, all of which will benefit instructional practices.

Writing

Writing across the content areas is mandated with the CCGPS implementation. The added technology will allow students to publish work in digital formats as well as paper and pencil. Technology will allow students more opportunities for completing research projects and the importance of digital citizenship. These opportunities will help to prepare our students with 21st Century background knowledge they can use for success.

Clear Alignment Plan for Striving Readers and All Other Funding:

The Striving Readers grant will afford us the opportunity to provide extensive, ongoing literacy-based professional learning for all faculty and staff and purchase additional technology resources that current funding does not provide. Due to the extreme poverty level of the district, many students do not have access to adequate technology tools at home. School is the only place where these students have access to such tools. It is our responsibility to provide the best education possible for all of our students to help them overcome the distinct barriers presented by situational and generational poverty.

	Striving Readers Funding	Other Funding Sources
Professional Learning	Literacy professional learning consultant fees, conferences, workshops, stipends, trainings	Title II, Part A, Title 1 Part A, Title V1B
Technology	Technology resources including hardware and updated infrastructure	Technology – Title II, Part D; SPLOST IV
Literacy Material for Tier II, III, and IV	personalized technology-based program that includes diagnostic assessments and multiple-entry points	Title 1 Part A
Literacy Assessment	Comprehensive Literacy Assessment comprised of screener, diagnostic and progress monitoring	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B
Print Materials	Print materials: media, classroom, libraries, PL books	Title I, Part A; Title VI

Crisp County Middle School Professional Learning Strategies Identified on the Basis of Documented Needs

Overarching Goal: Improve Literacy Instruction through Professional Learning

CCMS staff members currently participate in many and varied professional learning opportunities that support both the initiatives of CCMS and the Crisp County School District. Table 1.1 shows our most recent professional learning and current or ongoing professional learning opportunities. The funding for these opportunities comes from either Title 1, Title IIA or from local school funds.

Table 1.1 CCMS Professional Learning SY2012 and SY2013

Professional Learning	Number attending	Duration	Format
Bring Your Own Technology (BYOT)	2	2 days	Site visit
Exploring Earth Science	5	2 days	RESA
54 th Annual Georgia Mathematics Conference	4	3 days	Conference
Common Core Seeds for Success			
Georgia Science Conference	4	3 days	Conference
Georgia Social Studies Conference	4	3 days	Conference
Lexia Reading	12	10 contact hours	On site
Ascend Math	4	10 contact hours	On site
RESA Media Specialist Workshop	1	3 days	Conference
Reading Plus	12	10 contact hours	On site
Technology Collaboratives	8	10 hours per month	Yearly

Approximately 50% of certified staff (academic, special education, CTAE) has attended some level of professional learning during the past year. As a result of these professional learning opportunities, staff members have become better acquainted with the Common

Core Georgia Performance Standards. Additional CCGPS trainings have assisted teachers in developing unit and lesson plans to teach the standards. Ongoing professional development through collaborative planning ensures consistent and pervasive implementation of the standards across the curriculum. Training in specific computer software programs (Lexia, Reading Plus and Ascend) has led to a system of diagnostic assessments, interventions, and progress monitoring for students classified as “At Risk”. Attendance at professional meetings has given teachers the opportunity to learn about current trends in their field of expertise and has created a renewed interest in better instructional methods to help students achieve. Administrators and teachers have engaged in ongoing data analysis to monitor the success of professional learning by measuring student progress toward academic goals.

The District Plan:

The success of the SRG will ultimately depend on our district’s ability to change teacher behavior as a result of professional learning. In order to develop the best potential for success, Crisp County District Leadership will develop a comprehensive professional learning plan focused on the recommendations of the Georgia Literacy Task Force, 2010-2011. The district leadership staff will work with the SRG team to ensure that on-going purposeful, differentiated professional learning is planned at each school and extends both horizontally and vertically across the community birth-to-12th grade by: (“The Why” p 154).

Professional Development for Literacy Leaders

- Because of a variety and complexity of issues that affect currently levels of reading proficiency among adolescents, all leaders will participate in the comprehensive effort of district-level and school level changes that may include the following: policy changes, improved assessments, more efficient school organization, more involved effective leadership, and extensive professional learning as outline in our SRG application (“The Why” p 156).

- All leaders will participate in grant sponsored learning through the Georgia Department of Education
- All leaders will participate in the District Literacy Leadership team and will have the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire expertise (“The Why” p 156).

Professional Development for Teachers

In an effort to fully implement Georgia’s Literacy Plan, the following best practices will be implemented over the course of the 5 year grant application.

- Develop mentoring programs at each school
- Providing face-to-face professional learning and literacy on-site with our DLT and consultants as well as off-site conferences and training.
- Providing direct teacher support through webinars, ETCs, and Video Conferencing
 - Implement monthly “problem/solution” series that is school and issue specific that identify obstacles to teaching and begin to build the capacity to address these through modeling or video sequence
 - Provide instruction in when to select specific strategies and how to implement those strategies effectively
- Maximize the effect of excellent instruction by
 - Establishing a model classroom and providing opportunities for teacher to visit it
 - Videotaping classrooms implementing the CCGPS modules created through the Gates Grant (see Section 8.E.)
 - Videotaping instructional sequences to be posted online
 - Schools/districts should commit to dedicating sufficient professional learning in literacy days in the school calendar

The School Plan:

Ongoing Professional Development	Participants	Duration	Format
Collaboratives	All certified academic staff	Bi-monthly	Professional learning communities
Grade Level Meetings	All certified staff	Weekly	Professional learning communities

Professional Learning Need	Trainers	Participants	What	How	Why
Provide training in research-based practices in how to teach children of poverty	Literacy Leadership Team Team Leaders Department Chairs Outside consultant	All Staff	Research based program or study such as Ruby Payne’s <u>A Framework for Understanding Poverty</u>	Small group studies during planning time Professional Learning days	Prepare educators to understand and to hold high expectations for academic achievement (“Why”, p. 143)
Provide training in research-based practices in how to teach the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation Provide training with literacy	Outside Consultant Literacy Leadership Team Curriculum Team Service providers from	All Staff Data Team	Best practices for teaching and developing literacy skills Interpreting and analyzing data from	Summer training sessions Collaboratives	Deepen educator’s content knowledge, provide research-based instructional strategies to assist students in meeting academic standards (“Why”, p. 143) Data must be understood by

research and best practices in how to effectively evaluate data in order to make informed decisions about the path to follow	hardware/software companies will train Data Team		assessments	Weekly RTI meetings	personnel in order for it to drive instruction (WHY, p. 96)
Provide training with research-based practices in how to teach writing across the curriculum	Data team will train teachers Writing Consultant Master Teachers	Teachers All Teachers	Utilizing data to drive instructional decisions Incorporating writing instruction (narrative, argument, and informational) in all subject areas	Summer training sessions or professional learning days	The Common Core provides a seamless continuum of standards leading to College and Career Readiness at the end of grade twelve (Why”, p. 93)
Provide training in how to integrate digital technology in literacy instruction effectively and efficiently in order to motivate and engage all learners	Technology Specialist	All teachers	Integrating technology in literacy instruction	Professional learning day Follow-up in Collaboratives	Train teachers in how to prepare students to live in a technology/media-driven environment (“Why”, p. 56)

Process for determining if professional development was effective:

Research shows that effective professional development evaluations require the collection and analysis of five critical levels of information. These levels include participants' reactions, participants' learning, organizational support and change, participants' use of new knowledge and skills, and student learning outcomes ("The Why" p. 140-141).

The following performance indicators will be measured to determine professional development effectiveness("The Why" p.140-141):

- School-wide formative assessments
- Cohort achievement from state longitudinal data system
- Student learning objective outcomes by grade level, classroom, and subgroups
- Individual student learning objective outcomes (SLO)

Method of measuring effectiveness of professional learning:

- Post-professional development rating scales
- Administrative walk-throughs
- Data teams will report effectiveness as measured by student achievement
- Teacher KEYS will provide detailed reporting of teacher effectiveness through a variety of methods
- Student surveys of perceived teacher effectiveness will be administered three times a year

Crisp County Middle School
Sustainability Plan

Sustainability of this grant will be our highest priority. District leaders will work with school literacy teams to ensure that resources, materials, and training is available to guarantee that Georgia’s Literacy Plan is fully implemented in all Crisp County Schools. Attention to both horizontal and vertical alignment, transition of information, understanding of assessments, and continuity of services will be a high priority. The district will work with schools to develop protocols, schedules, assessments, RTI processes, fiscal processes, and sustainability plans. To read more about our plan to expand the lessons learned please see Building Block 1C.

Extension Beyond Grant

	Striving Readers Funding	Other Funding Sources
Professional learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I, Local School, QBE
Assessments	New assessments for literacy outlined in the SRG.	State, Title I, Rural VIB
RTI Support	Technology tools and resources for Tiers 2, 3, 4	Title I, Title VIB, Local School, QBE
Instructional Technology	Professional Learning, software and hardware	RESA Collaborative
Community Outreach	SRG updates to parents/families via	Title I, Local School, QBE, and Title VIB Rural

	website, school newsletters, newspaper, social media, and Family Literacy Nights	
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Community Partnerships

We will continue to develop community partnerships as outlined in Building Block I.F. of our Literacy Plan. We will continually look for opportunities to engage the community to assist with the funding of initiatives requiring yearly cost commitment to sustain the SRG after the end of the grant period.

New Employee Induction

As new teachers enter the building, they will be paired with mentor teachers who guide, support, and encourage them as they become familiar with our literacy strategies and practices. When possible, we will videotape training sessions that model research-based practices. A warehouse of best practices including SRG resources and local training resources will be incorporated into the PL program for Crisp County teachers and staff. For more information see Building Block 6.

Sustainability of PL

Sharing ideas and data regarding curriculum, instruction, and assessment is the beginning of our becoming better educators. Redelivery will take place during grade level meetings, collaboratives, and/or faculty meetings. The principal will continually identify leaders for succession to ensure sustainability. For more information please see the Professional Learning Strategy section of our application.

Multiple opportunities are provided throughout the year for teachers to share new ideas and practices (Team Collaboratives, Summer Literacy Academies, etc). These opportunities will

continue to weave a web of collaboration and support as we work together to ensure learning for all. Our DLT will stay abreast of new strategies and redeliver to all teachers including new hires.

Sustainability of Practices:

Annual needs assessment inventories will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used to finance these trainings. Any software license renewals will be funded through the local technology budget. Replacement costs incurred from loss or damage to texts purchased for classroom libraries will come from the local media budget and supplemented, if necessary, by the PTO. Evaluation tools for ensuring sustainability will include surveys (teachers/students/parents), teacher interviews, classroom observations, and analyses of assessment data.

Sustainability of Equipment:

Our school will sustain technology purchased with SRG funds and maintain by our media specialist and technology staff and continue to provide technical assistance and maintenance. Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced using media funds, PTO contributions and/or available TITLE and SPLOST funds.

Crisp County Middle School Budget Summary

The most important need of the SRCL grant is to improve literacy instruction and literacy based outcomes at Crisp County Middle School. The CCMS Striving Readers Literacy Grant has four goals:

- Provide current, meaningful research-based professional learning to all staff
- Create and implement data-driven practices
- Provide up-to-date hardware and software for literacy instruction
- Provide new non-fiction literacy materials for the media center

Reflecting on the data studied and the literacy plan that was developed, the assistance of the Striving Reader Literacy Grant funds will move CCMS to ‘fully operational’ in literacy instruction for every student. This will ensure students who graduate from Crisp County High School will be college and career ready.

Funds requested by Crisp County Middle School

Professional Development, Training/Conferences, Stipends, Travel Expenses	\$ 292,400
Assessments	\$ 5,000
Mobile cart with 32 computers	\$ 32,000
Non-fiction literacy materials for the media center	\$ 35,000
TOTAL	\$ 364,400

This budget is based on \$403.13 per student.