

School Profile

Created Monday, December 01, 2014

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School Information

System Name:	Charlton County
School or Center Name:	Bethune Middle School
System ID	0624
School ID	0112

Level of School

Other (please specify): Elementary and Middle

Principal

Name:	Nora Nettles
Position:	Principal
Phone:	912-496-2360
Email:	nnettles@charlton.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Deborah Gowen
Position:	Teacher
Phone:	912-496-2360
Email:	deborahgowen@charlton.k12.ga.us

Grades represented in the building

example pre-k to 6

4-8

Number of Teachers in School

36

FTE Enrollment

514

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

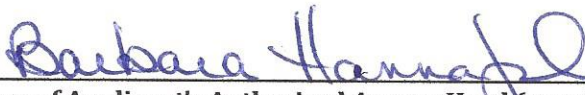
The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at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



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

John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head and Position Title

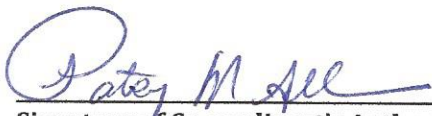
12-1-14
Date



Signature of Applicant's Authorized Agency Head (required)

Barbara L. Hannaford; Director, Curriculum & Instruction
Typed Name of Applicant's Authorized Agency Head and Position Title

12-1-14
Date



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

Patsy M. Allen; Finance Director
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

12-1-14
Date (if applicable)

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: _____ Barbara Hannaford _____


Position/Title of Fiscal Agent's Contact Person: _____ Director, Curriculum & Instruction _____

Address: _____ 1259 Third St. _____

City: _____ Folkston _____ Zip: _____ 31537 _____

Telephone: (_____ 912 _____) _____ 496-2596 _____ Fax: (_____ 912 _____) _____ 496-3019 _____

E-mail: _____ bhannaford@charlton.k12.ga.us _____



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

_____ John D. Lairsey, Superintendent _____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____ 12-1-14 _____
Date (required)

A History of Charlton County Schools:

Located on the edge of the internationally renowned natural treasure, the Okefenokee Wildlife Refuge, Charlton County School System is comprised of faculty and staff who realize that the county's most important treasure is its children. It is our job to work with students, parents, and the community to ensure their success. It is a job we do not take lightly.

To that end, the district serves 1673 students in four schools – St. George Elementary, Folkston Elementary, Bethune Middle School and Charlton County High School. Our 211 full time employees work together to provide the best possible experiences that we can for our students. Our system is accredited by the Georgia Accrediting Commission and complies with the rules, regulations and standards set by the Georgia Department of Education and by Bright from the Start: Georgia Department of Early Care and Learning.

Traditionally, the relationship between our schools and community has been a positive one. While our schools continue to be the center of some community activities, such as athletic events and band concerts, fewer people depend on the schools for social gatherings and entertainment. The community does support its schools: Each voter referendum for E-SPLOST has passed. Our most recent E-SPLOST referendum resoundingly passed in 2012. Of 1,267 voters (26% of registered voters); 939 (74%) voted YES to continue the one-cent sales tax for another five years, while 299 voted NO.

In 2013, CCSS partnered with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College to close the literacy gap in our community through Georgia's Grade-level Reading Initiative. District and school personnel serve on the Grade Level Reading Strategy Team (GLRST) which meets monthly to prioritize our needs based on current data, to develop wrap-around services to promote grade-level reading, and to monitor our 3-year implementation plan. In addition, CCSS was awarded the SCRL Grant: Birth to Five in June 2014. This invaluable grant award significantly enhances the work of our GLRST and serves as an impetus for our SCRL K-12 grant application, extending our literacy efforts to ensure all students graduate college and career ready.

There are many drawbacks about life in a small, rural school system: difficulty in funding, little awarding of grant money from state and federal programs who are seeking systems with large student enrollment and metro systems, and long distances to drive for professional development or to attend most conferences and regional meetings. However, there are also many advantages:

- When we decide to seek a project, we seldom have to form a bureaucratic committee to study the idea for 2 years
- Individual teachers are involved with reform efforts every step along the way, from writing to implementing.
- We have, by necessity, been collaborating with our community clients for years.

- Turf guarding is nonexistent when it comes to coordinating funds and resources for the good of our children.

We are committed as a system to redirect funding when necessary to achieve our system goals. Ensuring our students have life-long literacy skills and are college and career ready are district-wide goals. We are determined to make that happen.

System Demographics:

CCSS is a small, rural district serving a low wealth community. K-12 student demographics for 2014 are presented in the following table:

Student Ethnicity	Number	Percentage
Asian	10	<1
Black	464	28
Hispanic	7	<1
Indian	7	<1
Multi	85	5
White	1100	66
Total	1673	
Special Programs, F/R Lunch		
Sp Ed	133	8
Gifted	133	8
ELL	6	<1
Free	1057	64
Reduced	173	10
Paid	443	26

The following tables disaggregate our school district's certified and classified personnel:

Certified Personnel Demographics	Number	Percentage
Asian	1	<1
Black	9	7
Hispanic	1	<1
White	114	91
Multi	0	0
Total	125	
Male	29	23
Female	96	77

Classified Personnel Demographics	Number	Percentage
Asian	0	0
Black	35	40
Hispanic	0	0
White	52	60
Multi	0	0
Total	87	
Male	16	18
Female	71	82

Current Priorities:

Current District-level priorities include 6 areas of focus:

- Improve student achievement and close the achievement gap between student groups
- Consistently implement and monitor district-wide RTI protocols and interventions
- Enhance current Pre-K literacy instruction through SRCL project implementation, technical guidance, and resources
- Improve K-12 literacy instruction to ensure all students graduate college and career ready
- Implement the CCGPS with fidelity
- Implement Teacher and Leader Keys Effectiveness Systems evaluations with fidelity

Strategic Planning:

We are in Year Three of implementing our District Effectiveness Team (DET), which meets monthly for strategic planning to facilitate our district and school improvement work. DET members include our superintendent, associate superintendent, the Directors of Title I/Exceptional Programs, Human Resources, and Curriculum and Instruction, and all principals and assistant principals. In addition, our system-wide leadership meets monthly with a primary focus on professional learning; and our C & I Director represents our district at Okefenokee RESA's monthly Professional Learning Advisory Committee meetings. Our Board of Education is made aware of initiatives as needed.

Prior to the beginning of school in August 2014, our district team held its data review at OKRESA to analyze 2013-2014 student achievement data, Spring Needs Assessment results, and College and Career Readiness Performance Index (CCRPI) reports. As a result of our data review, the following district-level goals, or non-negotiables, provide the foundations for all 2014-2015 initiatives:

Goals

All teaching and learning activities begin, progress, and end with an in-depth and intense focus on state standards.

Communication with stakeholders is frequent, consistent, meaningful, and documented and includes student progress and celebrations of success.

Teacher and leader effectiveness and growth are promoted and supported with the expectation of improving student learning.

Interventions, based upon formative assessments and other student performance data, meet the needs of individual students and are developed, implemented, monitored, and documented at every Tier of Response to Intervention (RTI).

Formative and summative student achievement data are consistently collected and analyzed to guide instructional planning.

We recognize that an achievement gap exists among our earliest learners. We are aware of the research showing “high-quality preschool language and early literacy experiences are highly correlated with later academic success” (the “Why”, p. 63). Therefore, as part of our strategic planning, we sought and were awarded SRCLG Birth-5 funding. A concerted focus on early literacy instruction is providing our youngest learners with the literacy foundation critical to their success in Grades K-12. Consequently, we seek SRCLG: Grades K-12 funding to advance gains made through our early literacy initiatives, to more expediently address existing achievement gaps, and to provide all students with effective, research-based literacy instruction.

Current Management Structure:

Although our organizational chart is easily represented by a hierarchical illustration, such a diagram belies the many team levels which complement our management structure. At the district level, our superintendent reports to our Board of Education. The superintendent is assisted by an associate superintendent and a central office staff, which includes our Director of Title I/Exceptional Programs, Director of Curriculum and Instruction, Director of Human Resources, Financial Administration, school nutritionist and support staff. The Superintendent meets monthly with principals to discuss policies, procedures, instructional programs, professional development, and resources. Each school is led by a principal; the middle school and high school management structures include assistant principals. Each school has a school council, a school-level leadership team, and grade-level/content area teams. The primary responsibilities of the school-level leadership teams are to oversee implementation of the School Improvement Plans, to analyze student achievement data and to adjust instructional programs as necessary.

Past Instructional Initiatives have included the following:

- Learning Focused Schools K-12
- Thinking Maps, A Language for Learning K-8
- GPS
- CCGPS
- GELDS
- Classworks
- OdysseyWare
- Teacher Keys Effectiveness System
- Leader Keys Effectiveness System
- Student Learning Objectives
- Writing Across the Curriculum 6-8
- Math in the Fast Lane

Literacy Curriculum

- Big Day in Pre-K
- CCGPS K-12
- Constructed Response
- Literacy Design Collaborative

District Wide Literacy Assessments

- PALS
- PPVT-4
- GKIDS
- GRASP
- GA Milestones EOC
- GA Milestones EOG
- GHSGTW
- Student Learning Objectives

Need for a Striving Reader Project:

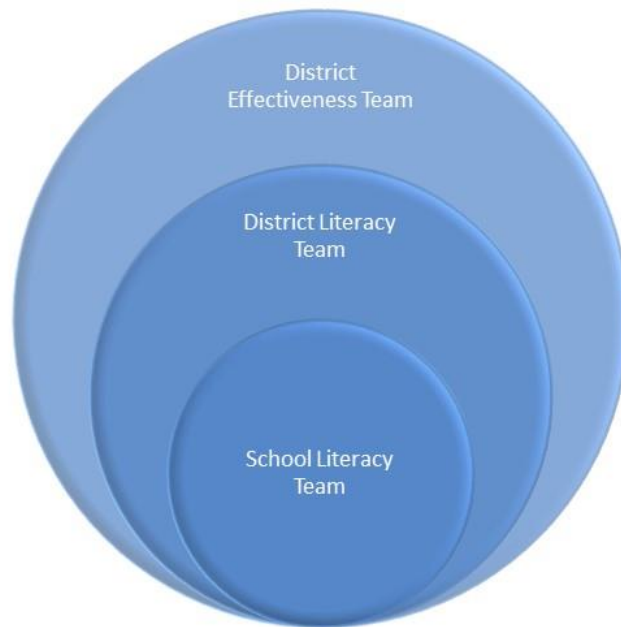
CCSS serves a rural county with low wealth, no growth, and a decreasing student enrollment: 74% of our students are eligible for free/reduced lunch. Through attrition, Calendar Adjustment Days, and class size waivers, CCSS has weathered the economic crisis that has stricken public education. However, underfunding of programs and no economic growth severely impact our district's opportunities to systematically and seamlessly improve current literacy programs and instruction; to participate in high quality professional learning; to provide adequate opportunities to collaborate between schools, across all grade bands; and to build capacity for sustained

teacher, school, and district improvement. SRCLG: K-12 funding will provide our district with the unique opportunity to do each, significantly complementing our current literacy, school improvement, and teacher effectiveness initiatives.

Charlton County School System (CCSS) is highly enthusiastic and fully committed to supporting the goals and objectives of our schools' Literacy Plans and project participation. Critical stakeholders, including the Charlton County Board of Education, district teachers and student support personnel, parent organizations, School Councils, and community leaders support our request for the SRCL Grant. We recognize project funding will not only further advance our district's early literacy initiatives but also significantly enhance our district's capacity to fully implement best practices in literacy instruction Grades K-12. Project participation will substantially enrich our current strategies and initiatives for increasing teacher effectiveness and student achievement.

We fully support project initiatives to ensure our students develop life-long literacy skills and are college and career ready. Key personnel have been identified for implementing the SRCL project at the district and school levels. Our school superintendent, Dr. John Lairsey, will remain abreast of the SRCL project progress. Our District Effectiveness Team will monitor each schools' progress in achieving their Literacy Plan goals and objectives as well as the projects' impact on district goals of improving student academic achievement, closing the achievement gap between student groups, and increasing teacher effectiveness. The following chart depicts the relationship among our school-level literacy teams, District Literacy Team, and District Effectiveness Team:

District Management Plan



Loss of local, state, and federal revenues has necessitated doing more with less and a reduction in force through attrition. As a result, this is only the second year in nearly 10 years that CCSS has a system-level Director of Curriculum and Instruction. Consequently, our district is working diligently to put into action practices that are common-place in other districts. This includes a district-level Literacy Team, comprised of key stakeholders as listed below. District Literacy Team members provided input and feedback in the development of our SRCL project goals and objectives as well as our implementation plan. Our Director of C & I, Dr. Barbara Hannaford, serves as the team leader; team members are listed in the following table:

Name	Position
Dr. Barbara Hannaford	Director, Curriculum & Instruction
Dr. Susan Allen	Director, Title I and Exceptional Programs
Dr. Sherilonda Green	Asst. Principal, Bethune Middle School
Mrs. Rachel McCullough	Lead Teacher, St. George Elementary School
Mr. Josh Popham	Asst. Principal, Charlton County High School
Mrs. Amanda Jackson	Lead Teacher, Folkston Elementary School
Dr. Sandy Slater	Media Specialist, Folkston Elementary School
Mr. Tommy Harris	Media Specialist, St. George Elementary School
Dr. Theresa Bradley	Media Specialist, Bethune Middle School
Mrs. Judy Weegar	Media Specialist, Charlton County High School
Mrs. Mary Fouraker	Grade 9-12 ELA Teacher, Dept. Chair, Charlton County High School
Mrs. Cindy Perry	Grade 5 Reading Teacher, Bethune Middle School
Mrs. Victoria Blue	Grade 3 ELA Teacher, Folkston Elementary School
Mrs. Andrea Canaday	Grade K Teacher, St. George Elementary School
Mrs. Nicole Johnson	Parent
Mrs. Anna Roberts	Parent
Mr. Luke Gowen	Parent
Officer Wesley Green	Chief of Police, Folkston Police Department
Mrs. Patricia Wiggs	Community Member, Retired Educator
Mrs. Carla Rodeffer	Director, Charlton County Family Connections
Mr. Michael Hannaford	Professor of English and German, Coastal College of Georgia
Mrs. Dorothy Edwards	Adult Education Instructor, Okefenokee Technical College

In its infancy, our district Literacy Team has been meeting as needed and working as a professional learning community to achieve our system improvement goals in literacy. Our district Literacy Team further agrees to meet monthly in order to

- develop budget and performance plans
- provide input and feedback regarding grant objectives
- remain abreast of grant progress toward specific grant objectives
- disseminate information regarding the grant and grant outcomes to the District Effectiveness Team and our stakeholders

Our Director of C & I, Dr. Barbara Hannaford, will assume the district-level responsibilities of the grant administration and work closely with each school-based Literacy Team to ensure a seamless, effective, district-wide literacy program. Principals (or designees) will assume the building-level responsibilities of the day-to-day grant administration. Roles and responsibilities of key personnel are noted in the following table:

Level	Position	Role/Responsibilities
District	Dr. Barbara Hannaford Director, Curriculum & Instruction	Meet with district and school Literacy Teams to develop budget and performance plans
		Coordinate project Professional Learning (PL)
		Evaluate PL and program effectiveness
		Report project progress to the District Effectiveness Team and other stakeholders
		Serve as the liaison with Babies Can't Wait, Head Start, Family Connections, Department of Family and Children's Services, and the Charlton County Department of Health
		Complete reports as required
District	Mrs. Patsy Allen Financial Director	Ensure financial aspects of grant implementation meet local, state, and federal requirements and regulations
		Process project purchase orders
District	Mr. Steve McQueen System Testing Coordinator	Work with principals and early learning centers to coordinate required project assessments.
Building	Mr. Mike Walker, Principal, FES Dr. Drew Sauls, Principal, SGE Mrs. Nora Nettles, Principal, BMS Dr. Josh Howard, Principal, CCHS	Meet with school Literacy Teams to develop budget and performance plans
		Determine professional learning needs of faculty to support grant implementation
		Coordinate school's required project assessments
		Report project progress to District Effectiveness Team, school Literacy Team, School Improvement Team, parents and stakeholders

District-level support for the grant includes in-kind contributions such as

- continued opportunities for collaborative planning
- participation in job-embedded professional learning as needed to further the grant objectives
- providing opportunities for vertical planning between feeder schools
- grant oversight in a timely, effective, and fiscally sound capacity to ensure success in meeting grant objectives
- maintaining our soundly established and continually upgraded system infrastructure, including wireless internet access in all buildings

CHARLTON COUNTY EXPERIENCE OF THE APPLICANT ~ 1 ~

CCSS has led significant initiatives district wide. Past and current initiatives have been supported by Title I, Title II, Title VI B, QBE, and Special Education funding as appropriate. Past and current initiatives with no outside funding support include:

- District Effectiveness Team (2012 - ongoing)
- Formative Instructional Practices (FIP) (Spring 2014 - ongoing)
- Grade-band ELA and Math Collaborative Planning for curriculum audit/alignment (K-12) (Fall 2013 – ongoing)
- Co-teaching PL for regular and special education co-teaching teams (ongoing)
- Response to Intervention: Tiered interventions provided by differentiation, computer-based programs, EIP, and tutoring (ongoing)
- Differentiated Instruction (ongoing)
- Constructed Response Writing (Grades 3-12) (Fall 2014)
- Common Core Georgia Performance Standards implementation (ongoing)
- Math in the Fast Lane (Grades 3-8) (Fall 2013 - ongoing)
- Literacy Design Collaborative (Grades 6-12) (Fall 2012 - ongoing)
- Thinking Maps: A Language for Learning (Grades K-8) (Fall 2011 – ongoing)

In addition, Grant funding has enabled our school system to enhance our educational programs. CCSS has extensive experience overseeing initiatives supported from outside funding, as outlined below:

Year	Amount	Funding Source	Grant Name	Coordinated Resources	Sustainability	Audit Results
2007	\$140,000	Governor's Office of Highway Safety (competitive grant)	Driver Education Program	QBE Funds	Sustained 2 years beyond funding	None
2008	\$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2008	\$98,500	FY08 Title II D (competitive grant)	21 st Century Learning Environments Grades 7-8 Math	Professional Learning funds	Self-sustaining with local funds	None
2008-2010	\$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
2009	\$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2010	\$64,580	FY10 Title IID (competitive grant)	Engaging AP Students Through Handheld Computing	Professional Learning funds	Self-sustaining 3 years beyond funding	None
2012	\$25,800	Title IID, Capacity Building Grant	TKES/LKES/SLO pilot	Professional Learning funds	Self-sustaining with Title IIA, Title VI B	None
2008-2010	\$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
June 2014 - 2019	\$120,000	GADOE (Competitive Grant)	Striving Readers Comprehensive Literacy Grant : Birth to 5	Pre-K Funding, Professional Learning Funds	N/A	N/A
2014	\$202,000	GADOE	Connections to Classrooms	E-rate,	N/A	N/A

Our Director of Curriculum and Instruction, Dr. Barbara Hannaford, has extensive experience in writing and overseeing the above grant implementations and will oversee the district-level implementation of the SCRL project. In addition to the above grant implementations, Dr. Hannaford's administrative and curricular experiences include:

- overseeing instructional programs at CCHS and BMS
- curriculum development at the school and system levels
- designing and delivering high-quality professional development at the school-level, system-level, and graduate school level
- working with a variety of stakeholders (GADOE, OKRESA, district directors, regional universities, administrators, teachers, consultants, and vendors) to plan and implement system and school initiatives

In addition, our superintendent, Dr. Lairsey, has general experience overseeing grant implementation, including each of the above mentioned grants.

There have been no audit findings over the past three years, and our Financial Director, Mrs. Patsy Allen, is committed to ensuring that SRLC project funding administration strictly adheres to all local, state, and federal rules and regulations.

In addition, Charlton County Board of Education's policies and protocols mandate controls for spending, including but not limited to:

- An established procedure for the procurement of supplies, equipment, and services for the system, which provides for the consistent and complete accountabilities of all funds.
- All purchases made through the system budget shall have the prior approval of the Superintendent or his designated representative.
- Procedures for Purchase Orders
 - The teacher or staff member requests the items to be purchased.
 - The secretary or other appointed employee types the purchase order.
 - The principal approves the purchase order.
 - The person overseeing the grant or title funds approves the purchase order.
 - The Superintendent must approve the purchase order.
 - All purchase order approvals are before the purchase is finalized.
- Bids from at least three different sources will be obtained on all items purchased for a cost of more than \$1000 per item.
- In cases where an item costing more than \$5000 is to be purchased without bids, prices from at least three sources must be requested and obtained if available.
- The Board delegates authority to the Superintendent to purchase items not in the budget, which cost less than \$5000.

CHARLTON COUNTY EXPERIENCE OF THE APPLICANT ~ 3 ~

- The Board authorizes the school principal to make purchases of items which cost less than \$1000.

School Narrative

School History

Bethune Middle School (BMS) requests consideration for funding of the SRCL Grant: Cohort 4 to advance literacy skills for all students in Grades 4-8.

BMS is one of four schools located in Charlton County. Bethune was newly built during FY09 and was fully occupied in November 2010. Before entering the new building, Folkston Elementary School housed grades 3-6 while grades 7-8 were housed at Charlton County High School.

BMS Course Offerings

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Reading	Reading	Computer Lab	ELA Enrichment	Math Support
Connections: Computer Lab, Music, PE,	Connections: Band, Computer Lab, Music, PE,	Connections: Band, Computer Lab, Music, PE,	Connections: Band, Computer Lab, Music, PE,	Connections: Band, Computer Lab, Music, PE,
Writing	Writing			

In addition, BMS students in grades 6-8 are able to participate in extracurricular activities such as football, basketball, baseball, softball, track, golf, cheerleading, choir, chess, and archery.

BMS is a Title I middle school with a current enrollment of 521 students. Our student population is 51% female, 49% male, 63% White, 32% Black, 1% Hispanic, and 4% Multiracial. Eleven percent of our students receive special education services, and 74% are eligible for free or reduced lunch. BMS currently has no Limited English Proficient students and no migrant students.

BMS has one principal, two assistant principals, a counselor, a media specialist, a school nurse, 34 certified teachers, six paraprofessionals, four custodians, and four lunchroom staff members.

BMS recognizes the need for a literacy plan to ensure that all students possess the necessary skills to be college and career ready upon graduation.

Striving Readers Leadership Team members include:

Nora Nettles, Ed. S., Building Principal

Mrs. Nettles has been an educator for 31 years. She taught second grade for 20 years at Bethune Elementary. She obtained an Ed. S. in Early Childhood and later added on a leadership certificate at VSU. Mrs. Nettles became an assistant principal in 2000. In 2006, she became the principal of FES and oversaw its transition to BMS in 2010.

Sherilonda Green, Ed. D., Assistant Principal

Dr. Green began her educational career in 2000 in Ware County. She graduated with an Ed. D. in Educational Leadership from Nova Southeastern University. Dr. Green taught second grade at BES for two years before transitioning into administration in 2008. Dr. Green has participated in the GLISI Rising Star Initiative, and she is currently one of two assistant principals at BMS.

Deborah Gowen, Ed. D., Gifted Teacher

Dr. Gowen has 22 years teaching experience and currently teaches gifted math and science in Grades 4-8. Previously, she taught 6th grade Reading/Language Arts for 15 years and was a National Board Certified Teacher in Middle Grades ELA. She earned a Doctorate in Teacher Leadership from Walden University; is certified in all content areas for Middle Grades, Gifted Education; and has a Reading Endorsement.

Susan Passieu, Ed. S., Language Arts Teacher

Mrs. Passieu has been teaching for 22 years: seven years in Pierce County and 15 years in Charlton County. She is currently working on her dissertation for her Doctorate in Education in Reading Education at Nova Southeastern University. Mrs. Passieu currently teaches 5th grade ELA and Gifted ELA resource – cluster model.

LuCinda Perry, Ed. S., NBCT, Reading Teacher

Mrs. Perry has taught fifth grade in Charlton County for 23 years. She renewed her National Board Certification as a Middle Childhood Generalist in 2010 and earned her Specialist degree in Teacher Leadership from NSU in 2014. She currently teaches reading.

Suraya Walker, Ed. S., Math Teacher

Mrs. Walker has twelve years of experience in the educational field; nine years as a science teacher and three years as a math teacher in the eighth grade. She is currently pursuing a doctoral degree in Curriculum and Instruction at VSU.

Barbara Hannaford, Ed. D., Director of Curriculum and Instruction

An educator for 24 years, Dr. Hannaford has taught junior high and high school English, Theatre Arts, and Speech. She has been employed with Charlton County Schools for 21 years, including serving as an assistant principal from 2004 - 2013. Dr. Hannaford currently serves as the district Director of Curriculum and Instruction. She earned an Ed. D. in Curriculum and Instruction at VSU and teaches graduate online research courses for VSU.

Past Instructional Initiatives

BMS has implemented the following Past Instructional Initiatives:

- After School Tutoring
- Best Practices
- Classworks
- Daily 6-Trait Writing
- HOTS
- Depth of Knowledge
- GRASP
- Formative Assessment Lessons in math
- In-School Tutoring
- Learning Focused
- Reading Plus
- Response to Intervention
- Skills Tutor
- STAR
- Study Island

- Literacy Design Collaborative
- Thinking Maps
- Writing Across the Curriculum in grades 6-8

Current Instructional Initiatives

BMS is currently implementing the following instructional initiatives:

- Best Practices
- Classworks
- Depth of Knowledge
- In-School Tutoring
- Response to Intervention
- Standards-Based Classrooms
- STAR
- Study Island
- Literacy Design Collaborative
- Thinking Maps
- Writing Across the Curriculum in grades 4-8
- Formative Instructional Practices

Professional Learning Needs

Professional Learning Needs were determined, in part, at the district level with a priority on improving student academic achievement through the implementation of the Common Core Georgia Performance Standards and the required implementation of Teacher/Leader Keys Effectiveness System evaluations, which has been piloted in our district for two years. The CCGPS drive the curriculum and instruction for all BMS students. CCGPS units, designed to target all levels of learning, are in use for reading/language arts and math. Georgia Performance Standards remain in effect for science and social studies teachers in grades 6-8 and are enhanced with CCGPS Literacy Standards. GPS also remain in effect for Grades 4-5 science and social studies, but those frameworks have been aligned to grade-level CCGPS ELA thematic units.

Student scores on the state writing assessments have declined and are below state averages. As BMS struggles to successfully establish a school-wide Writing Across the Curriculum program, effective teaching strategies in writing, providing effective feedback, developing rubrics, and establishing rater reliability are identified as professional development needs. In addition, to improve our implementation of the CCGPS Literacy Standards in Grades 6-8 science and social studies, there is a need to redeliver, consistently put into practice, and monitor the implementation of the Literacy Design Collaborative.

Differentiated instruction is another professional staff development need for all teachers at BMS. Differentiation is one of the ten standards in the new Teacher Keys Effectiveness System. This key standard targets not only students performing below grade level performing but also ensures higher performing students are challenged and engaged.

Need for a Striving Readers Project

Bethune Middle School has a vision for all students to possess life-long literacy skills and for all teachers to be proficient, comfortable and confident with literacy instruction in all grades and in all content areas. BMS recognizes the power of literacy instruction to improve our students' learning through curriculum development, the importance of providing relevant, rigorous, and meaningful learning opportunities for our students, and the need to build the capacity to design and implement program evaluations. We are aggressively committed to enhancing student learning, to developing our students' critical thinking and cooperative skills, and to enhancing our students' opportunities for success in a global society. In order to attain this vision our educators must be knowledgeable and fluent in literacy strategies and must be provided with opportunities for collaboration, professional development, and building the capacity to share gained knowledge with other educators in our school, school system, region, and state. Funding from a Striving Readers Project will enable us to attain our goals.

Needs Assessment, Concerns, and Root Cause Analysis

Description of the Process (a, b, d, e)

The faculty of BMS completed the Literacy Plan Needs Assessment for Kindergarten to Grade 12 which identified six key areas of literacy instruction including leadership, continuity, assessment, best practices, Response to Intervention, and professional learning. The results were presented to the school's Literacy Team who discussed strengths and weaknesses along with disparities in the results and implemented practices and identified potential strategies for improvement.

The teaching faculty also completed the Middle and High School Needs Assessment Survey via Survey Monkey and the administrators completed the Administrator Needs Assessment for Literacy K-12 Survey. These surveys addressed needs for professional development, materials, and specific instructional practices. The data from these surveys were disaggregated by teaching areas, grade levels to determine where specific needs for professional development and materials existed. In addition, a reading survey was administered to students which included questions about students' reading practices and preferences and questions about availability of reading materials.

In addition, the team members analyzed data from other sources including CRCT results, Grade 8 Writing Assessment, Student Lexile Data from Georgia LDS. Additional data from teacher surveys, focus groups, walk-through observation data, student achievement trend data, our school improvement plan, and collaborative meetings were gathered and analyzed.

The results of the needs Assessment were tallied, and strengths and needs were identified. The literacy Team discussed the results, determined root causes, and identified potential strategies for improvement.

Description of Surveys and Other Data Used in the Needs Assessment

Materials	Description
Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12	A paper copy of the literacy survey was provided to all certified staff.
Middle and High School Needs Assessment Survey	A paper copy of the literacy survey was provided to all 6-8 certified staff.
Elementary School Needs Assessment Survey	A paper copy of the literacy survey was provided to all 4-5 certified staff.
Administrator Needs Assessment for Literacy K-12 Survey	A paper copy of the literacy survey was provided to all three administrators.
Grade 8 Writing Assessment	Standardized writing test data
CRCT*	Criterion-Referenced test data
Student Lexile Data	Data from CRCT
TKES observation data	Gathered from a compilation of TKES data from administrators
Informal focus groups of staff including paraprofessionals and ancillary teachers	Gathered from grade-level meetings and vertical planning groups
Student Reading Surveys	Seven multiple choice questions about reading preferences, habits, instruction and availability of materials

**Concerns and Root Causes from Georgia Literacy Plan Needs Assessment for Literacy
Kindergarten to Grade 12**

Building Block	Concerns (f)	% in Emergent and Not Addressed	Root Causes (c, f)
Building Block 1: Engaged Leadership	B. A literacy leadership team organized by the administrator or other leaders in the community is active.	55%	This number should be much higher. There is no active literacy leadership team at BMS except for the purpose of writing this grant. This percentage may be due to a misunderstanding about what the role and function of a literacy team is (The What, 5 and The How, 20). There are no community or government leaders involved, nor are there parents involved in a literacy team in our school. During informal questioning to clarify teachers' responses, most teachers indicated that they thought this was one of the functions of the leadership team.
Building Block 1: Engaged Leadership	D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS.	61%	Content teachers are adjusting to their new roles as literacy teachers. Many are unsure how to proceed and lack knowledge and materials. Creating a shared vision for literacy is part of our plan (The How, 28).
Building Block 1: Engaged Leadership	E. Literacy instruction is optimized in all content areas.	82%	Content area teachers are unsure how to proceed with literacy instruction and lack knowledge and materials. They have training in their content area, but have not been trained to teach reading and writing strategies (The What, 9-10).
Building Block 1: Engaged Leadership	F. The community at large supports schools and teachers in the development of college- and-career-ready students as articulated in the CCGPS.	86%	Historically, BMS has had poor support from the community. Parent indifference and frequent scheduling conflicts contribute to this problem. We have not used social media to communicate with the community, nor have we done a good job promoting our successes or even our school to the community as suggested in The What (7).

Building Block 2: Continuity of Instruction	A. Active collaborative teams ensure a consistent literacy focus across the curriculum.	72%	BMS does have active collaborative teams, however they are just beginning, so there is not a consistent literacy focus across the curriculum. Currently, collaborative teams meet and focus more on content and to examine data. BMS has no core language arts program. The addition of a core program would be beneficial to ensuring a consistent literacy focus for language arts.
Building Block 2: Continuity of Instruction	C. Out-of-school agencies and organizations collaborate to support literacy within the community.	93%	Again, there is little support for literacy outside of our school. We are a small community with few out-of-school organizations, so resources and support are spread thin. Being the middle school, we receive less attention than elementary and high schools tend to receive. This is partly due to lack of effort by BMS to recruit outside support.
Building Block 3: Ongoing Formative and Summative Assessments	A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	52%	BMS is currently in the process of revising benchmarks to include more PARCC-like questions and improving our practice of using formative and summative assessments to drive instruction. All teachers will have been trained in FIP by the end of the year. The percentage of answers may indicate that not all teachers are comfortable with using assessments to drive instruction.
Building Block 4: Best Practices in Literacy Instruction	C. Extended time is provided for literacy instruction.	73%	All students at BMS receive over 90 minutes of literacy instruction in grades 4 and 5 and two to four hours of literacy instruction including content classes in grades 6-8 as recommended in The Why document (58). In reality, not all content teachers teach literacy skills within their classes. Our content teachers have reported that they do not have the knowledge to teach literacy comfortably. Training in this area is an essential to our literacy plan.

Building Block 4: Best Practices in Literacy Instruction	D. Teachers are intentional in efforts to develop and maintain interest and engagement as <u>students progress</u> through school.	55%	Motivation is a problem with middle school students. Coupled with the fact that we lack community support for literacy initiatives, teachers report they struggle to develop and maintain the interest of the students. Teachers need new and fresh ways to teach and materials to use that will motivate the students. Lack of technology for the students is another factor that contributes to this problem. In our student survey, students said they would be more motivated to read with technology.
Building Block 5: System of Tiered Intervention (RTI) for All Students	B. Tier I Instruction based on the CCGPS in grades K-12 is provided to all students in all classrooms.	59%	On the Survey of Literacy Instruction, teachers from all areas and grade levels felt they needed help with materials and strategies to provide differentiated instruction in the classroom, so lack of materials and professional learning are root causes for this area of concern.
Building Block 5: System of Tiered Intervention (RTI) for All Students	C. Tier 2 needs-based interventions are provided for targeted students.	69%	In the Survey of Literacy Instruction, 85% of the teachers grades 6-8 said some or none of the students who needed interventions were receiving needs-based interventions. Clearly, there is a gap between those served and those the teachers feel need to be receiving interventions. This may be due to the screening process or due to a lack of funding and/or resources. A root cause may be poor student- performance in content classes that cause teachers to feel students need interventions while the need doesn't show on a screener. A third possible cause may be that data is not being used to effectively drive Tier I instruction, a problem we hope to remedy with professional learning (<i>The What</i> , 11; <i>The How</i> , 43).

Building Block 5: System of Tiered Intervention (RTI) for All Students	D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	83%	Other than the Leadership Team, BMS has no “official” Data Team as recommended by the GADOE (<i>The Why</i> , 96) Progress monitoring is done primarily by the staff providing the interventions. BMS does hold SST meetings where data is shared with the regular classroom teachers. Another root cause may be the lack of materials for interventions that match the specific needs of the learner. Classworks is used for most interventions, and it may not fit every problem.
Building Block 6: Improved Instruction through Professional Learning	B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	73%	Lack of training in disciplinary literacy is a problem for many of our content teachers. On the Survey of Literacy Instruction, 59% of the content area teachers in grades 6-8 said they needed help teaching struggling readers, 87% said they needed help teaching content vocabulary. With the new CCGPS came the literacy standards that content area teachers were not prepared to teach (<i>The What</i> , 13; <i>The How</i> , 48). There is also a lack of follow-through once teachers receive professional development. BMS needs to ensure that teachers share whatever professional learning they receive with appropriate staff members. BMS has no literacy coach or lead teachers who could facilitate training the trainers.

In addition to the GA Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 survey, more specific literacy data was gathered using the Survey of Literacy Instruction for Elementary Teachers, given to teachers of grades 4-5; the Survey of Literacy Instruction for Middle and High School Teachers for grades 6-8, and the Survey of Literacy Instruction for Administrators. Results were compiled, pairing questions on the different surveys where possible. Pertinent results are shown in the abbreviated table below.

Abbreviated Table of Survey of Literacy Instruction in Elementary Teachers & Survey of Literacy Instruction in Middle and High School

Results from Survey of Literacy Instruction in Elementary Teachers & Survey of Literacy Instruction in Middle and High School (Percents shown without %)														
Grades/Subject Areas	Total	Elementary School Results				Middle School Results					Subject Areas Middle School			
	School Total (% of total)	4 th Elementary (% out of grade)	5 th Elementary (% out of grade)	Multi (% of category)	Total (% out of elementary)	6 th Grade (% out of grade)	7 th Grade (% out of grade)	8 th Grade (% out of grade)	Multi Grade (% of multi-gr)	Total (% of middle school)	Reading/LA (% of category)	Science (% of category)	Social Studies (% of category)	Math (% of category)
1. Have adequate materials & lesson plans, CCGPS aligned to prepare students to read grade-level literature and information.														
Agree	33	75	80		44	33	25		67	25	50	25		25
Disagree	67	25	25		56	67	75	100	33	69	50	75	100	25
2. Areas of weakness in materials for literature and informational texts														
Text complexity of literature	42	25	25		22	50	75	100		33	50	67	100	25
Adequate #'s of informational texts	54	25	60		44	25	75	80	33	38	50	75	100	25
Adequate student copies	54	25	80		56	50	25	80	33	33		75	75	25
Scaffolded lesson plans	17	25	40		33			20		4		25	25	
3. Have adequate materials and resources for differentiation of reading skills for students at any level														
Agree	13		20		11	50			33	20	25	25		
Disagree	87	100	80		89	50	100	100	67	80	75	100	75	60
4. Areas of weakness in materials for differentiation for reading skills (most categories omitted from this abbreviated table)														
Fluency	67	100	25		50	50	100	100	33	68	50	50	67	50
Comprehension (Elementary Survey only)	60	50	80		60									
5. Have adequate materials and resources for teaching writing														
Agree	38	25			11	50		60	67	50	25	25	25	
Disagree	62	75	100	100	89	50	10	40	33	50	75	75	75	90
6. Areas of weakness in writing instruction materials (Categories omitted from abbreviated table)														
Time in class	63	25	100	25	67	50	75	40		56	50	50	67	50
PD in writing instruction	54	25	75		33		50	40	33	31	25	25	25	25

7. Have ample time to teach effectively including whole group reading, small groups for differentiated literacy instruction, writing, language skills, and content area literacy														
Agree	33	75		33	44	75	25		67	29	75		33	25
Disagree	67	25	100		66	25	75	100	33	71	25	100	67	75
8. Major area of literacy instruction for which there is insufficient time (Categories omitted from abbreviated table)														
Small group below grade-level	46	25	50		33	25	5	100		50	25	25	10	50
Writing	50	25	100		55	25	50	60		44		50	10	50
Content Area Literacy	67	25			11	25	75	40		44		25	67	25
9. Content teachers: scheduled time for explicit literacy instruction per week (Grades 6-8 only)														
Rarely	58					66	33	75	50	58		10	67	50
30 minutes per week	8							25		8				
50 minutes per week	8						33			8	33			
Daily	25						33		50	25	67		33	50
10. Need Materials for (Categories omitted from abbreviated table)														
Whole group: literature, informational texts	63	25	50		33	50	50	50	33	47	25	75	67	50
Small group below grade-level	65	100	50		55	50	50	100		60	50	75	100	75
Small group above grade-level	38	50	75		56	50	50	100	100	66	50	100	100	25
11. Need Professional Learning (Categories omitted from abbreviated table)														
Writing	17		100		44	25				7		25		

The results of the survey show that teachers say they need more materials to teach literacy skills, especially the content area teachers in grades 6-8, most notably social studies (100%) and science teachers (75%). All grades (87%) reported they do not have enough materials to differentiate for students at all levels. Teachers also reported they did not have enough materials to teach writing (62%), with 89% of grades 4-5 saying they did not have enough materials for writing instruction. Overall, teachers report needing materials. Historically, the budget for materials has been limited. Few courses have textbooks, so teachers scramble for appropriate materials at times. Literacy materials in almost all areas are a definite need at BMS.

Time was another noticeable area of concern according to this survey. Teachers reported not having enough time for writing instruction (63%). Grades 4-5 (67%) said they did not have enough time, yet they have about 2 1/2 hours scheduled for reading, language arts, and writing instruction. Out of grades 6-8, only 56% answered that they did not have enough time. A root cause for this might be all of the skills that must be taught by grades 4-5 leave teachers feeling pressed for time.

Another concern revealed by the Literacy Survey was the need for professional learning. Only 17% of all the teachers reported needing professional learning in writing on one question, but 54% reported needing professional learning in writing instruction on another question. These answers conflict with other data. Most teachers have never received any professional learning in writing instruction. Professional development is needed in many areas of literacy.

Student Reading Survey

Students were asked to complete a survey anonymously about their reading habits and preferences. The random sample of students represented 52 % of the student population. Respondents were 54% female and 46% male. Sample questions are shown with data below:

Student Reading Survey Sample Items

	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade	Boys	Girls	All
1. Do you feel you have enough science materials to read and use in your science class?								
Yes	81%	27%	26%	26%	70%	47%	45%	27%
No	19%	73%	74%	74%	30%	53%	55%	73%
2. Do you feel you have enough science materials to read and use in your social studies class?								
Yes	76%	24%	28%	24%	74%	44%	42%	42%
No	24%	76%	72%	76%	26%	56%	58%	58%
3. Which of these motivate you to read the most?								
Computer	10%	8%	5%	20%	19%	10%	13%	12%
Tablet	41%	61%	36%	47%	41%	44%	46%	48%
Hard Cover	36%	19%	38%	25%	24%	28%	28%	28%
Paper back	13%	11%	26%	7%	16%	15%	13%	14%

Student data supports the need for materials for content areas and supports the purchase of additional technology for literacy instruction.

CRCT Data

Additionally, student academic achievement from CRCT test results and the Student Longitudinal Data System were analyzed to determine strengths and areas in need. Fully disaggregated CRCT data is presented in the Student and Teacher Data Analysis which shows critical needs in 4, math in grades 4, 6, and 8; science and social studies in grades 4-8; and writing in grades 5 and 8. The Literacy Team determined a root cause for students not meeting standards on CRCT in math, science, and social studies is the lack for literacy proficiency vital for mastering increasingly more rigorous and difficult concepts in those contents.

2014 CRCT Scores for Grades 4-8 Science and Social Studies % Did Not Meet

Grade	Science	Social Studies
4	33%	26%
5	17%	20%
6	34%	31%
7	11%	31%
8	30%	34%

Our Needs Assessment and root cause analysis determined a consistent, school-wide literacy program is critically needed at Bethune Middle School. Our Needs Assessment identified our strengths and specific areas needing improvement. A fully functioning literacy team is needed at BMS (*The What*, 5). This team would need to examine scheduling and make recommendations about both scheduling and additional collaborative planning time for teachers. We further determined our teachers need professional development in the areas noted above (*The Why*, 155-156), along with support, and adequate resources in order to successfully implement a literacy program to improve academic achievement for all students in all subject areas as well as ensure our students are college and career ready.

Scientific, Evidence-Based Literacy Plan (a)

Bethune Middle School has a vision for all students to possess life-long literacy skills and for all teachers to be effective, proficient, comfortable and confident with literacy instruction in all grades and in all content areas. In order to attain this vision, our educators must be knowledgeable and fluent in literacy strategies and must be provided with opportunities for collaboration, job-embedded professional development, and building the capacity to share gained knowledge with other educators in our school, our system, our region, and our state. In addition, enhancement of our current literacy resources, both print and technological, is crucial in helping us to attain our vision.

BMS recognizes the need for a literacy plan to ensure that students possess the necessary skills to be college and career ready upon graduation. Building on the foundation of increased rigor in our standards-based curriculum, including significant increases in text complexity, our work in creating a viable literacy plan was guided by “Necessary Building Blocks of Literacy Plan Birth to 12th Grade in Georgia” (*The What*, 5-13):

- Building Block 1: Engaged Leadership
- Building Block 2: Continuity of Instruction
- Building Block 3: Ongoing Formative and Summative
- Building Block 4: Best Practices in Literacy Instruction
- Building Block 5: System of Tiered Intervention for ALL Students
- Building Block 6: Improved Instruction through Professional Learning

In order to determine our strengths, areas for improvement, and resources needed to successfully implement a high quality and highly effective Literacy Plan, we a) conducted a Needs Assessment; b) surveyed certified teachers regarding professional learning, print resource, and technology resource needs; c) analyzed and disaggregated student achievement data; and d) determined root causes. The results of each led our decision making and goal-setting. Our plan specifically targets each Building Block.

Furthermore, the GA Literacy Task Force indicates several key components need to be in place in order to increase and improve our students’ life- long literacy skills. The Task Force acknowledges strategic literacy instruction integrated into all curriculum areas is critical for the development of students’ ability to use language (*The Why*, 31). The Task Force further reports that a continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners (*The Why*, 31). In addition, the Task Force found that open, direct articulation and recursive literacy professional learning opportunities among PreK-12 teachers are central to developing the language capacity of each student (*The*

Why, 32). The research findings of the GA Literacy Task Force shape our selection of action steps in attaining a highly effective Literacy Program

<p>Building Block 1. Engaged Leadership</p> <p>All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively (<i>The Why</i>, 31). Our Literacy Plan is created with the basic premise that our BMS administrative team is a key component (<i>The Why</i>, 8) and ultimately sets the framework for the successful achievement of our goals and objectives as described on page 156 of <i>The Why</i> document. Accordingly, as described on pages 20-23 of <i>The How</i> document, our plan specifies and our administrative team is committed to continuing best practices already in place and implementing new best practices.</p>	
<p>A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her/school.</p>	
<p style="text-align: center;">Best Practices in Place</p>	<p style="text-align: center;">Best Practices to Be Implemented</p>
<ul style="list-style-type: none"> ▪ Regular walk-throughs and observations ▪ Participating in professional learning in literacy including state-sponsored Webinars and sessions to learn about transitions to CCGPS ▪ Scheduling protected time for literacy and teacher collaboration within and across grade levels and content areas 	<ul style="list-style-type: none"> ▪ Participating in professional learning in literacy leadership to support classroom instruction ▪ Participating in professional learning in literacy best practices ▪ Participating in professional learning in literacy leadership to support classroom instruction ▪ Conducting regular walk-throughs and observations, beyond TKES requirements, to support and monitor effective literacy instruction ▪ Ensuring that teams meet to analyze student data, to examine student work, to create common rubrics, and to establish inter-rater reliability ▪ Creating an infrastructure for peer-to-peer coaching, modeling, peer observations, co-teaching, and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas ▪ Ensuring all students increased access to our media center ▪ Creating and monitoring the expectation that reading and writing will be incorporated into every lesson, every day

The Literacy Leadership Team will serve an important function in literacy instruction at BMS. Not only do they help create a shared literacy vision, but they help facilitate the realization of that vision (*The How*, 5)

B. Action: Organize a Literacy Leadership Team

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> ▪ Have a Literacy Leadership Team which includes an administrator and four faculty members. 	<ul style="list-style-type: none"> • Increase membership of Literacy Leadership Team to include guidance counselor, media specialist, other faculty representatives, Parent Involvement Coordinator, a School Council representative, a BMS Leadership Team member, parent members, community leader members, and members representing our feeder schools, FES and SGE as delineated on page 5 of <i>The What</i> document • Create a school-wide shared literacy vision (<i>The How</i>, 24) that states our students are college and career ready when they graduate from the Charlton County School District • Our Literacy Leadership Team will meet regularly • Coordinate with community to establish reading incentive program • Coordinate and monitor systematic identification of targeted students and appropriate interventions and support • Study a variety of student data in order to monitor and evaluate the implementation and effectiveness of our Literacy Plan and to inform program development and improvement • Establish a system of communication for sharing information with all partners and stakeholders. • Include all “stakeholders” in evaluating the success of implementing the Literacy Plan and any literacy initiatives undertaken

Research shows the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction (*The Why*, 58). *The How* document (6) suggests two-four hours of literacy instruction for middle grades with time built in for interventions and collaborative planning.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • BMS strives to effectively leverage time and personnel through scheduling and collaborative planning (<i>The What</i>, 6) • BMS has a dedicated amount of time each day for literacy instruction for Grades 4-8 students • Our administration ensures that time and personnel are maximized by working with grade-level and special education teachers to organize the following year's schedules. • Each grade receives approximately 90-120 minutes of direct, explicit instruction in literacy as suggested in <i>The What</i>, <i>The How</i>, and <i>The Why</i> documents • Our administration ensures that time and personnel are maximized by working with grade-level and special education teachers to organize the following year's schedules • Regular planning time is built into the schedule for instructional planning across the curriculum; all grade levels have common planning time (<i>The What</i>, 6). • Time for intervention is built into our school day (<i>The What</i>, 6). Students receive intervention before/after school or as a pull- out from their Connections class. 	<ul style="list-style-type: none"> • A collaborative schedule has been used on for additional content-specific planning; however, loss of funding has severely limited our ability to offer content area planning this year

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Results from formative and summative assessments are reviewed by classroom teachers in all content areas, administrators, and our guidance counselor to plan for and provide for interventions based on the result of the data • Writing Across the Curriculum is in place and used in all content areas 	<ul style="list-style-type: none"> • Provide PL opportunities to enrich Disciplinary Literacy • Provide PL in writing across the curriculum and literacy instruction for all areas

<ul style="list-style-type: none"> • Identify and prioritize a list of students targeted for literacy intervention or support 	
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As more rigorous curriculum has been put in place through the implementation of CCGPS, it has become increasingly apparent that our teachers lack knowledge and expertise in literacy instruction in all content areas (*The What*, 6). Professional learning opportunities have been minimal and there has been a lack of consistency with follow up and redelivery. Anticipated SCRL funds will be dedicated to providing PL opportunities to enrich Disciplinary Literacy.

E. Action: Optimize literacy instruction across all content areas.

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Implemented Writing Across the Curriculum in all content areas • Established grade-level common rubrics for writing 	<ul style="list-style-type: none"> • Provide PL opportunities to enrich Disciplinary Literacy • Provide PL in writing across the curriculum and literacy instruction for all areas • Develop a procedure for teaching academic vocabulary in all content areas • Provide PL in vocabulary instruction • Provide teachers with resources to provide a variety of choice in reading materials and writing topics • Provide collaborative learning opportunities to create common rubrics, establish inter-rater reliability, and examine student work samples • Provide professional learning on writing instruction in all subject areas and text complexity adjusted to the needs of individual learners • Ensure that professional learning is shared • Provide stipends and/or release time for professional learning

The Georgia Literacy Task Force stated that all stakeholders are responsible for promoting literacy (*The Why*, 31). Community support is needed to help with our efforts in literacy in order to maximize literacy education. The community is vital to helping students understand the importance of literacy to their future (*The Why*, 26).

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.

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Have a school council that includes members of the community 	<ul style="list-style-type: none"> • Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; rewards for improvement in literacy) • Extend book fair after school hours for parent access • Identify and contact learning supports in the community that target student improvement (E.G., tutoring, mentoring, after school programming) • Attempt to expand community involvement to partner with outside stakeholders to serve as mentors to our struggling students and thereby enhance our efforts in meeting their individual needs

Building Block 2: Continuity of Instruction

Results of the Needs Assessment pertaining to Building Block 2: Continuity of Instruction indicated that BMS is at emergent levels of active collaboration to ensure a consistent literacy focus across the curriculum, providing literacy instruction across the curriculum, and collaborating with outside agencies to support literacy within the community. Consequently, to address this lack of continuity of instruction, our literacy plan focuses on collaboration, professional development, and literacy coaches (*The Why*, 145-146).

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections 1. D., E.

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • To ensure a consistent literacy focus across all disciplines, regularly scheduled opportunities for teacher collaboration will be continued. (<i>The How</i>, 29). • Vertical teams and grade-level teams meet to collaborate on literacy instruction • analyze student achievement data consistently 	<p>Using guidelines from “The What” document on page 7, our goals and objectives for teacher collaboration will become more literacy focused in order to</p> <ul style="list-style-type: none"> • Establish cross-disciplinary teams for literacy instruction • Examine student work consistently by grade level and subject areas • Identify, address, and monitor specific, measurable student goals • Plan, implement, and monitor lessons that address the literacy needs of students using a core program • Grade-levels and content areas will establish common rubrics and will examine student work samples in order to ensure inter-rater reliability as well as to monitor student growth. • Collaborate with feeder schools for consistent and continuous literacy instruction • Participate in the OKRESA Literacy Design Collaborative for science and social studies teachers.

Currently, BMS has no literacy coach, lead teacher, or personnel focused solely on curriculum and instruction. The GA Literacy Task Force noted:

Often, teachers receive professional learning that lacks continuity because of limited time frames and disconnects to actual classroom instruction. Consequently, instruction is rarely impacted because there is little or no follow-up training or assessment (Wei et al., 2009). The primary role of a literacy coach is to provide continuous, embedded professional learning by implementing school-based opportunities. They are then available to provide follow-up, to promote in-class modeling, and to foster professional learning communities (Bean & Isler, 2008).

Such positions are essential in meeting the goals and objectives of our Literacy Plan. Our goals and objectives for the positions of literacy coaches are to facilitate a consistent literacy focus across all disciplines as well as to support teachers in providing literacy instruction across the curriculum (*The How*, 30).

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Continue to provide staff development in areas of need • Continue “Writing Across the Curriculum” initiative • Continue to meet in collaborative content teams at least once a grading period • Monitor progress of reading skills with Classworks 	<p>Our goals and objectives for professional development are to systematically, seamlessly, and effectively:</p> <ul style="list-style-type: none"> • Provide for staff development for training teachers to serve as literacy coaches. • Provide staff development in effective literacy instruction • Implement research-based strategies in literacy instruction • Integrate technology in literacy instruction • Provide registration and travel funds for teachers to participate in state and national conferences • Provide stipends to teachers to work beyond the school day and week to effectively incorporate literacy instruction into their CCGPS units • Channel available funding into providing additional technology and accompanying PL to enhance literacy instruction in all classrooms • Provide teachers time to implement new practices and use peer observations to monitor the use of instructional strategies learned to improve literacy. • As teachers become proficient in these strategies, they will coach other teachers and model lessons (using videos, social media,

	<p>and face-to-face meetings) in disciplinary literacy</p> <ul style="list-style-type: none">• Provide professional development to enhance “Writing Across the Curriculum” initiative• Purchase a variety of resources to be used for literacy instruction• Utilize formal and informal observations to monitor the use of instructional strategies to improve literacy• As funding permits, enhance our current technology infrastructure with the purchase of laptops, e-books, tablets and charging carts to be used as portable computer labs
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The Why document (51, 67, & 125), quoting *Reading News* includes suggestions about coordinating reading assignments with out-of-school organizations to provide students with consistency, coordinating the literacy plan with the community, securing support through community libraries and businesses.

This has been a weak area for BMS. This literacy plan includes efforts by BMS to reach out and try to develop more community support.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Continue to work with Okefenokee RESA • Participate in writing contests sponsored by community groups such as Charlton County Sheriff's Office and Charlton County Chamber of Commerce • Participate in Read Across America by having Charlton County Retired Teachers Association members be volunteer readers • Continue to work with GEO group and local churches in providing school supplies for our students 	<ul style="list-style-type: none"> • Invite representatives from local churches to participate in staff development in literacy strategies • Increase communication with the public library about activities and author visits • Utilize middle and high school students as mentors to struggling readers • Seek business sponsorship of reading incentive programs

We recognize we have significant room for improvement in our use of ongoing formative and summative assessments contrary to the results from our Needs Assessment. Walkthrough and formal observation data indicate that a) clearly articulated strategy for using data to improve teaching and learning needs improvement, b) problems found in screenings are not further analyzed with diagnostic assessment and timely intervention, and c) an infrastructure for ongoing formative and summative assessments is not in place to determine the need for interventions and evaluate the effectiveness of those interventions.

Additionally, current benchmark assessments are assigned at the district level in Georgia OAS that teachers have begun using four times per school year; however, they are inconsistently used by our teachers to drive instruction. Teachers are responsible for creating all formative assessments used in their classrooms. We lack of resources and professional development available to create assessments and appropriate interventions for both high and low achieving students (*The How*, p. 34). We have the need to identify and purchase assessment and intervention materials aligned with our students’ individual needs. We further have a need for professional development to train all staff who administers assessments and interventions to ensure standardized practices and accurate data recording. SCRL funding will positively and significantly impact our teachers’ use of assessment and appropriately aligned intervention materials.

We are aware that our current use of benchmark assessment does not consistently or effectively drive classroom instruction in a timely manner. We must have a school-wide focus and non-negotiable expectation that every teacher will become proficient in using assessments for learning.

In order to achieve our expectation of consistent, timely, and effective use of ongoing and formative assessments (*The How*, 34), school-wide collaboration is critical. Our School Leadership Team, Literacy Team, and Technology Committee will collaborate with our Director of Curriculum and Instruction, our grade level and content areas, and our GADOE School Improvement Specialist to implement our Literacy Plan protocols (*The Why*, 96).

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.

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Our school system is currently working with a GADOE School Improvement Specialist and our Director of Curriculum and Instruction to implement Formative Instructional Practices (FIP) in each school. • Use Classworks for screening and progress monitoring • Utilize Study Island as a limited intervention strategy • One-to-one instruction as needed during intervention sessions in computer lab • Administer benchmark tests in all academic subjects 3 times a year 	<ul style="list-style-type: none"> • analyze student achievement data • examine student work consistently • identify, address, and monitor specific, measurable student goals • develop infrastructure for ongoing formative and summative assessments • Develop a protocol for analyzing problems found in screenings and further analyzing problems with diagnostic assessments • Develop a clearly articulated strategy for using data to improve teaching and learning

<ul style="list-style-type: none">• Continue to administer SLO assessments <p>Provide opportunities for teachers and data team members to analyze formative and summative assessment data to improve instruction</p> <ul style="list-style-type: none">• Analyze assessment data to identify teachers who need additional support• Provide consistent expectations across classrooms and teachers by collaboratively developing curriculum-based assessments and by monitoring the use of formative assessments, universal screening, and progress monitoring• Provide professional development in using data to identify student instructional needs and using flexible grouping determined by instructional commonalities	<ul style="list-style-type: none">• Continue to implement and revise SLO assessments as needed• Ensure teachers understand the purpose/use of formative and summative assessments• Develop benchmark assessments with an emphasis on constructed response• Provide timely feedback to students with opportunities to assess their own learning and graph their progress towards skill mastery• Select and use interventions that are differentiated according to student needs as indicated in the student data analysis, including technology (i.e., glossary option on e-books to provide definitions for unknown words, use of Lexile scores to match student to leveled tests, and/or provide practice opportunities to strengthen areas of weakness)• Evaluate the capacity of our technology infrastructure to support test administration and disseminate results
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Our current data collection plan allows for sufficient time for data analysis and collaborative decision-making to occur regarding literacy instruction (*The Why*, 96). Georgia’s SLDS program and Classworks are currently used for storing, analyzing, and disseminating assessment results. Teachers will continue to use Georgia’s SLDS program along with universal screener data that is stored in Classworks. In addition, our Literacy Plan calls for establishing a solid infrastructure for ongoing formative assessment; consequently, our school Technology Committee will

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Use current universal screening to measure literacy competencies three times per school term for all students 	<ul style="list-style-type: none"> • Ensure students who are identified by screenings receive additional diagnostic assessment and appropriate intervention • Purchase SRI for a universal screener and progress monitoring

Having the right diagnostic tools in place will help the teacher or interventionist adjust instruction appropriately. (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007) as cited in *The Why*, 96. Teachers need appropriate data in order to drive their decision-making about students. Isolating reading problems through appropriate tools is essential to this process.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Provide research-based interventions to students not meeting grade level standards • Identify diagnostic assessments that isolate component skills needed for mastery of literacy standards 	<ul style="list-style-type: none"> • Identify diagnostic assessments that isolate component skills needed for mastery of literacy standards (partially implemented)

Summative assessments are part of an on-going cycle of assessment. They play an important part not only for assigning grades, but also for providing valuable information for teachers so that the teachers can make instructional adjustments as needed (*The Why*, 97).

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> Teachers use summative data on a regular basis to monitor student progress 	<ul style="list-style-type: none"> Establish an assessment calendar based on local and state guidelines to include universal screening, progress monitoring, and classroom-based formative and summative assessments Review assessment results to identify program and instructional adjustments as needed

We need to develop a clear strategy for using data to improve teaching and learning. Currently, we do not consistently use data to drive our instruction or have much continuity between grades other than the CCGPS frameworks. According to *The Why*, (133) we need common formative assessments and a common protocol for analyzing and recording student progress.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> Meeting regularly in collaborative teams to develop strategies to improve teaching and learning. 	<ul style="list-style-type: none"> Research and procure a core program to provide continuity based on a carefully articulated scope and sequence of skills for both literary and informational text as recommended on pg 9 of <i>The What</i> document Provide PL on using data to drive instruction Analyze the data from school-wide teams consistently and make adjustments for curricular needs Develop and use common literacy tools vertically and in content areas Make a commitment to use more technology in lessons, especially for differentiation of individuals or small groups

The Georgia Literacy Task Force listed ten beliefs about literacy in *The Why* (31-32). Among these are that literacy skills are embedded in all content areas; literacy ability is the basis for academic performance, and a direct relationship exists among reading, writing, listening, and speaking; and a rigorous curriculum is the basis for student’s later success. Improving literacy instruction at BMS is the purpose of this Literacy Plan.

Results of our Needs Assessment indicted students in Grades 4-5 receive direct reading instruction; however, 6th, 7th and 8th grade students receive instruction in literature. ensure all students receive direct, explicit literacy instruction as well as effective writing instruction across the curriculum (*The Why*, 66; *The How*, 40),

Building Block 4: Best Practices in Literacy Instruction

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Examine student data to identify areas of instruction with greatest needs (e.g. vocabulary, word identification, fluency, and comprehension) • Professional learning in formative and summative assessment • All students receive direct, explicit literacy instruction as recommended in <i>The Why</i>, 66 and <i>The How</i>, 40 	<ul style="list-style-type: none"> • Examine student data to identify areas of instruction with greatest needs (e.g. vocabulary, word identification, fluency, and comprehension) and provide professional learning in those areas • Provide professional development in direct, explicit literacy instructional strategies • Plan and provide professional learning on differentiated instructional options for literacy assignments • Provide professional learning in differentiation and direct vocabulary instruction for all content areas. • Expand e-book resources, digital and print materials for content areas • Provide professional development in writing instruction

According to findings by Graham & Hebert (2010) and Biancorosa & Snow (2006), writing has a direct effect on reading comprehension. Three recommendations made about writing were to have students write about what they read, teach students about the writing process and increase the amount of time they write (as cited in *The Why*, 46.) Giving students opportunities to write and the skills to write with are important to our overall literacy goals.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Writing Across the Curriculum has been implemented school wide • Grade-level common rubrics for writing 	<ul style="list-style-type: none"> • Provide professional learning on best practices in writing instruction in all subject areas • Enhance our coordinated plan for writing instruction across all subject areas to include <ul style="list-style-type: none"> ○ Explicit instruction ○ Guided practice ○ Independent practice • Enhance our technology infrastructure through the procurement of tablets or laptops for production, publishing, and communication across the curriculum • Provide more opportunities to write including increasing frequency of both short and extended responses to questions

Students are more motivated to read when they have some autonomy in what they do, have reading goals, have interesting material to read, and can interact with others as they read (*The Why*, 51). Increasing teacher awareness of what motivates students to read and providing these practices are part of our Literacy Plan.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Media specialist encourages reading through book club • Accelerated Reader (AR) goals in some grades • Literature groups used in some classrooms 	<ul style="list-style-type: none"> • Our Literacy Team will work with the community members to establish incentive programs to encourage reading for pleasure. • Our Media Specialist will extend book clubs to additional grades and gender. • Teachers will provide students with opportunities to choose topics for research and to self-select reading materials. • Teachers will make assignments relevant to real world experiences. • Teachers will use technology to promote engagement and relevance. • Teachers will use scaffolding strategies to ensure student confidence and self-efficacy. • Teachers will implement opportunities for peer collaboration (e.g., literature circles, cross-age peer tutoring) • Experiment with a more flexible library schedule

Just as room for improvement exists in our current use of formative and summative assessments, we recognize we also have significant room for improvement in our implementation of RTI. Results from our Literacy Resource and Professional Learning survey indicated that a) the use of information from data teams to inform the RTI process is neither consistent nor systemic, b) Tier 2 needs-based interventions are not provided consistently or universally, and c) data teams inconsistently monitor progress jointly. A root cause analysis determined a failure to consistently follow through with remediation and differentiation for students identified as at risk or not mastering standards. We recognize that our current use of formative assessments negatively impacts our ability to effectively implement RTI.

We further recognize that to move to full implementation of a system of tiered interventions for all students, we must have a school-wide focus and nonnegotiable expectation that every teacher will become proficient in using assessments for learning (*The Why*, 124; *The What*, 11-14).

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

A. Action: Use information developed from the school-based teams to inform RTI process.

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Use Classworks for screening and progress monitoring • Screening and monitoring done according to an identified test window determined by administrators and RTI coordinator • Analyze data to identify students in need of intervention using school protocol 	<ul style="list-style-type: none"> • Provide professional learning on GADOE resources for Formative Instructional Practices, RTI, and a selected core program • Provide further professional learning on RTI • Provide opportunities for communication between all stakeholders • Ensure intervention effectiveness by building sufficient blocks of time into the daily schedule and ensuring interventions are provided by effective, well trained teachers • Set building goals/objectives based on identified grade-level and building needs as well as system needs • Budget for recurring costs of data collection, intervention materials, and technology used for implementation to ensure sustainability • Further expand training in screening and progress monitoring

All students are considered to be Tier I. Therefore, providing instruction based on best practices in literacy instruction are part of our practice at BMS. There is always room for improvement, therefore a continued effort to provide differentiated instruction and standards-based instruction for all students is crucial. In addition, our practices of screening and progress monitoring will continue and be constantly evaluated for effectiveness. These four practices have been recommended in *The Why*, 132.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Monitor results of formative assessments to ensure students are progressing • Administer Classworks (universal screener) 3 times a year • Professional learning in differentiated instruction has been provided 	<ul style="list-style-type: none"> • Use student achievement data to determine instructional areas of greatest need (<i>The What</i> 11) • Use data from our universal screening process to identify general weaknesses in Tier I instruction (<i>The Why</i>, 133) • Participate in on-going professional learning to develop and implement strategies to strengthen Tier I in literacy instruction (<i>The Why</i>, 126) and direct, explicit instructional strategies the build students’ word identification, fluency, vocabulary, comprehension, and writing skills (<i>The What</i>, 11) • Identify and provide professional development for selected staff on appropriate use of supplemental and intervention materials, diagnosis of reading difficulties, and instructional strategies to address difficulties • Investigate and implement interventions aligned to the core curriculum • Provide options with tutoring schedule: before, during, and/or after school

<p>Movement between Tiers 1, 2, and 3 is based on constant evaluation of data collected in both the regular classroom and from evaluations from the needs-based interventions. Students should be able to move between Tiers 1 and 2 as needed following school-based procedures (<i>The Why</i>, 133) .</p>	
<p>C. Action: Implement Tier 2 needs-based interventions for targeted students.</p>	
Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Monitor results of formative assessments to ensure students are progressing • Ensure intervention effectiveness by building sufficient blocks of time into the daily schedule and ensuring interventions are provided by effective, well trained teachers • Administer Classworks (universal screener) three times a year • Progress monitoring is done biweekly 	<ul style="list-style-type: none"> • Participate in on-going professional learning on Student Support Team process and procedures and maintaining fidelity of intervention protocol prior to referral to SST (<i>The What</i>, 12; <i>The How</i>, 46). • Investigate and implement interventions aligned to the core curriculum • Improve progress monitoring to a program (such as SRI) that provides data on specific literacy skills needed and/or includes interventions

<p>Students should be monitored during Tier 2 interventions to determine if additional interventions are needed (<i>The Why</i>, 134)</p>	
<p>D. Action: In Tier 3, ensure that Students Support Team (SST) and Data Team monitor progress jointly.</p>	
Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Monitor results of formative assessments to ensure students are progressing • Ensure intervention effectiveness by building sufficient blocks of time into the daily schedule and ensuring interventions are provided by effective, well trained teachers • Administer Classworks (universal screener) three times a year • Progress monitoring is done biweekly 	<ul style="list-style-type: none"> • Investigate and implement interventions aligned to the core curriculum • Improve progress monitoring to a program (such as SRI) that provides data on specific literacy skills needed and/or includes interventions

Tier 4 is designed for students who need to participate in special programs. For a student to be placed in Tier 4 requires extensive evaluation. BMS has excellent services for our Tier 4 students.	
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.	
Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • GRASP used for Special Education students for progress monitoring • Monitor results of formative assessments to ensure students are progressing • Administer Classworks (universal screener) three times a year 	<ul style="list-style-type: none"> • Improve progress monitoring to a program (such as SRI) that provides data on specific literacy skills needed and/or includes interventions

We have a vision for all students to possess life-long literacy skills and for all teachers to be effective, proficient, comfortable and confident with literacy instruction in all grades and in all content areas. Professional Learning is the foundation for this vision (<i>The Why</i> , 155-156).	
Building Block 6:	
A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom.	
Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Ensure that new teachers are highly-qualified according to the GA DOE 	<ul style="list-style-type: none"> • Revise interview process so content-area literacy is included in the questioning • Ensure that new teachers are assigned a mentor with a minimum of five years of successful teaching experience

The ultimate goal of professional learning is to increase student achievement (*The Why*, 131). To do this, a teacher needs to understand learning as well as teaching. Effective professional learning enhances teaching and improves learning.

To support teachers in providing literacy instruction across the curriculum, professional development will be the cornerstone of our Literacy Plan. According to *The Why* document (73), “High quality teacher professional development is considered a key factor in effective instruction and student success.” Professional development in research-based, effective literacy strategies will build faculty consensus on the standards of acceptable literacy across the curriculum (*The How*, 30). Professional development to study a variety of strategies for incorporating writing and enabling students to practice writing as a process in all content areas as well as making writing a required part of every class, every day (*The How*, 31) will positively enhance our Writing across the Curriculum initiative.

Our administration is committed to providing the staff with ongoing professional learning in all aspects of literacy instruction. During our content area collaborative sessions, teachers are able to study the CCGPS and reflect on professional practices and strategies in an effort to best meet the needs of students. As deemed necessary, the principal finds time for other collaborative planning opportunities as needed. Funding for extended professional learning time during the summer and throughout the year is needed by teachers, as well as by resource personnel, for studying the standards and planning quality literacy learning experiences for student success.

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

Best Practices in Place	Best Practices to Be Implemented
<ul style="list-style-type: none"> • Current school schedule affords each grade-level 60 minutes of collaborative planning time. • Current school calendar includes six planning days for teachers to plan lessons, create units, and analyze student data • School calendar includes protected time for teachers to collaboratively evaluate and analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice (<i>The What</i>, p. 13) 	<ul style="list-style-type: none"> • Our administration is committed to providing the staff with ongoing professional learning in all aspects of literacy instruction. • Continue to schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (<i>The How</i>, 31, and <i>The How</i>, 48) • Require every teacher to develop a professional growth plan based on a self-assessment of professional learning needs regarding literacy instruction • Provide professional learning opportunities for paraprofessionals, support staff, interventionists, substitute teachers and pre-service teachers • Provide opportunities for teachers to practice techniques in non-threatening situations • Provide professional learning opportunities to include differentiation, technology as a student learning tool, flexible grouping,

	<p>writing across the curriculum, Tier I strategies, and reading in the content areas</p> <ul style="list-style-type: none">• Provide stipends for participating in professional learning
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Student Data Analysis

Continuous student data analysis, as part of our school improvement process, identified the following areas of critical academic need for BMS:

- Grade 4 Reading and ELA
- Grades 4, 6, and 8 Math
- Grades 4-8 Science
- Grades 4-8 Social Studies
- Grades 5 and 8 Writing

Three-year trend data on the Georgia CRCT was analyzed and indicated the need for strategic interventions schoolwide. The percentage of students who Did Not Meet (DNM) standards in reading has slightly decreased for grades 4-8 from 2012 to 2014. Of greater concern are the percentages of students who DNM grade level standards in Grade 4 reading: 16% of students DNM in 2012, 13% in 2013, and 9% in 2014. Our reading DNM rates were consistently and significantly higher than the state averages of 10% in 2012, 7% in 2013, and 6% in 2014.

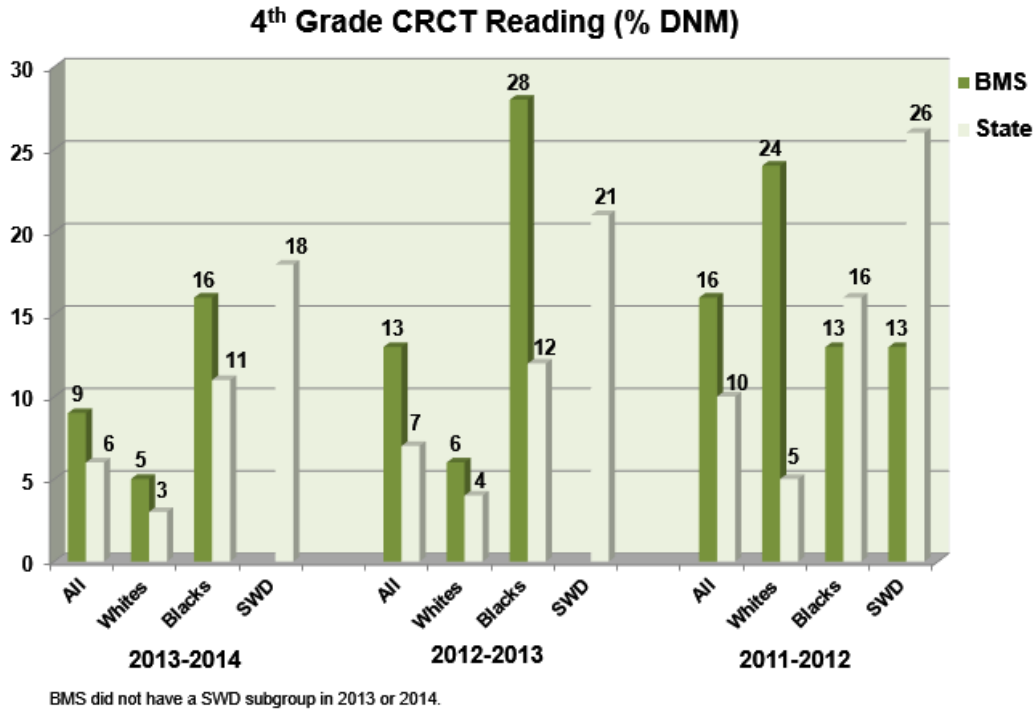
CRCT Reading Scores – Grades 4-8

READING	4 th Grade			5 th Grade			6 th Grade			7 th Grade			8 th Grade		
	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012
% Exceeds	31	30	30	33	29	23	46	35	31	29	22	14	40	42	42
% Meets	59	57	54	63	60	68	54	64	64	65	75	77	58	55	55
% Does Not Meet	9	13	16	4	11	10	0	2	5	6	4	9	2	3	3
Number Tested	96	87	81	84	82	115	81	127	114	132	138	131	128	112	124
Number DNM	9	11	13	3	9	12	0	3	6	8	6	12	3	3	4
% Blacks DNM	16	28	13	9	19	20	0	4	13	12	8	15	3	10	0
% Whites DNM	5	6	24	2	4	3	0	0	2	4	2	8	2	0	5
% SWD DNM	(1)	(1)	13	(1)	30	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)

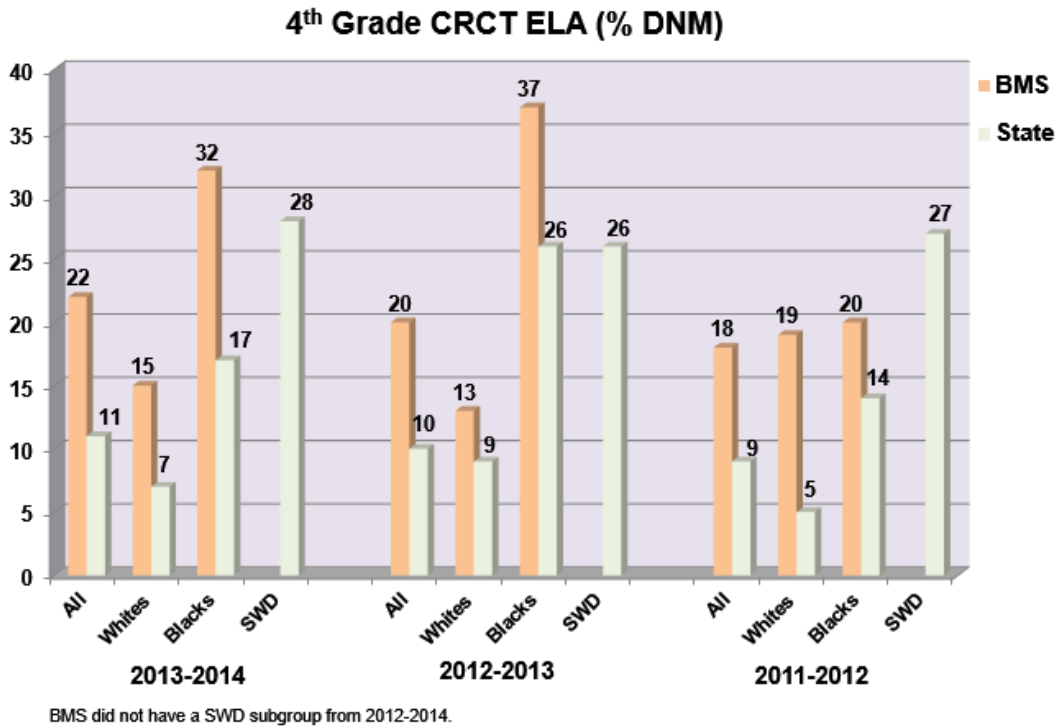
(1) Not a subgroup. ED data not available.

Disaggregated student group data on the Grade 4 reading CRCT further indicated 13% of Black students DNM grade-level standards in 2012, 28% in 2013, and 16% in 2014. DNM scores from 2012 were below the state average of 16%; however, 2013 and 2014 scores were significantly higher than the state averages of 12% in 2013 and 11% in 2014 for the same student group. Trend data for all students in 4th grade shows a decrease in the percentage of students who

DNM level standards from 2012 to 2014; however, the percentage of Black students who DNM standards remains an area of concern.



ELA scores for this grade are even more disturbing. The percentage of students who



Students who DNM standards in grade 4 ELA has increased steadily from 2012 to 2014: 18% in 2012, 20% in 2013, and 22% in 2014. Disaggregated data by student population in Grade 4 is a major concern: 20% of Black students DNM ELA standards in 2012, 37% DNM in 2013, and 32% in 2014. From 2012 to 2013, the percentage of Black students who DNM meet ELA standards increased an alarming 17%.

Additionally, the percentage of our students exceeding grade-level standards in Grade 4 reading and ELA is well below state averages for the period of 2012 through 2014. In reading, 30% of 4th grade students exceeded in 2012 (compared to the state average of 44%), 30% exceeded in 2013 (state average 49%), and 31% exceeded in 2014 (state average 52%). In ELA, the percentage of students exceeding standards is even lower than in reading, with 10% exceeding in 2012, 20% in 2013, and 14% in 2014. These scores are considerably lower than the state averages of 35% in 2012, 38% in 2013, and 35% in 2014.

CRCT ELA Scores – Grades 4-8

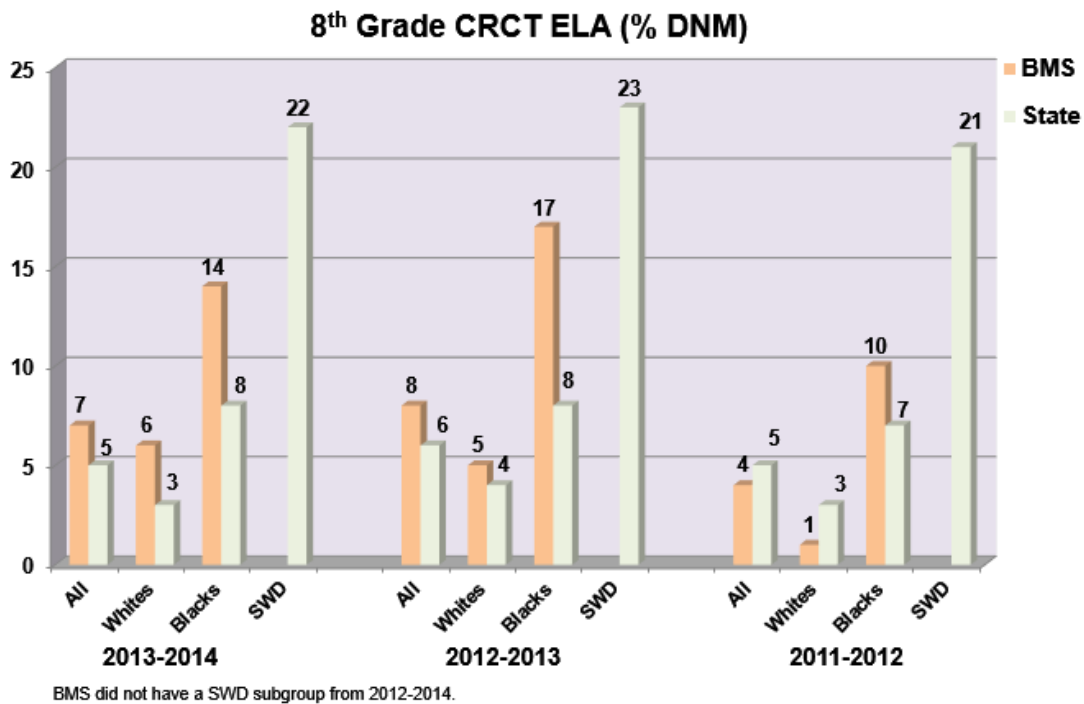
ELA	4 th Grade			5 th Grade			6 th Grade			7 th Grade			8 th Grade		
	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012	2013-2014	2012-2013	2011-2012
% Exceeds	14	20	10	20	18	25	18	17	18	36	29	32	29	33	32
% Meets	65	59	72	80	75	69	77	76	73	61	64	57	64	59	64
% Does Not Meet	22	20	18	0	8	6	5	7	10	3	7	11	7	8	4
Number Tested	96	88	82	84	79	114	79	127	113	132	137	130	127	111	123
Number DNM	21	18	15	0	6	7	4	9	11	4	10	14	9	9	5
% Blacks DNM	32	37	20	0	15	10	11	13	15	7	5	18	14	17	10
% Whites DNM	15	13	19	0	4	3	2	4	8	1	8	9	6	5	1
% SWD DNM	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)

⁽¹⁾ Not a subgroup. ED data not available.

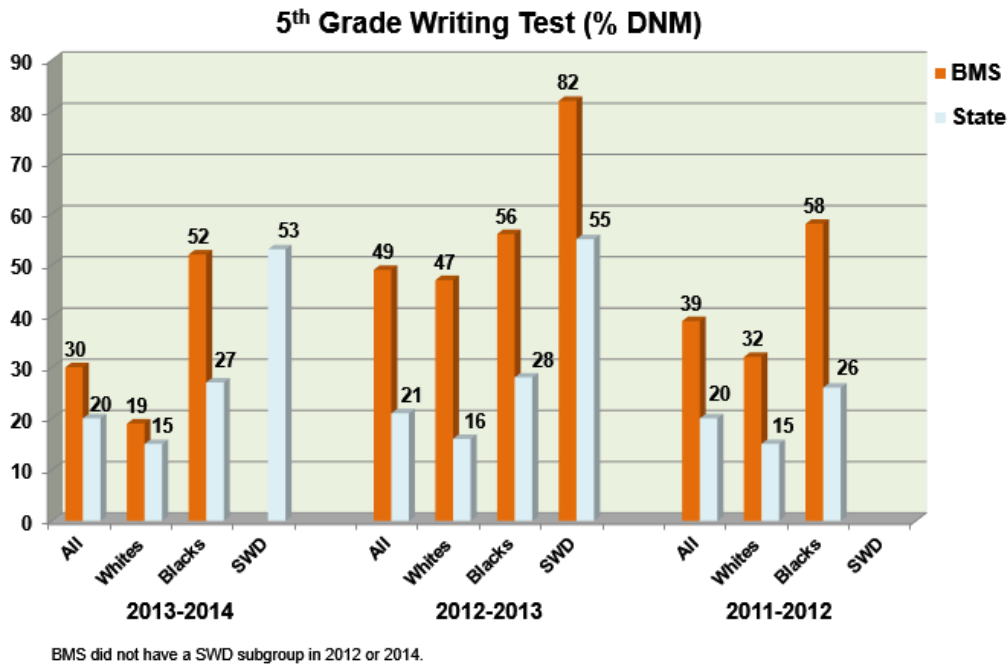
In reading, grades 6 and 8 had the lowest percentage of students not meeting standards. Only 2% of students in Grade 8 did not meet reading standards in 2014 compared to the state average of 3%. Grade 6 reading had a 100% passing rate in 2014. Grade 5 reading scores improved significantly from 11% not meeting standards in 2013 to 4% in 2014. However, reading scores in Grade 7 remained stagnant: 9% DNM in 2012, 4% DNM in 2013, and 6%

DNM in 2014. Moreover, the percentage of Black students who did meet reading standards increased from 8% in 2013 to 12% in 2014, compared to the state average of 8% DNM in 2014.

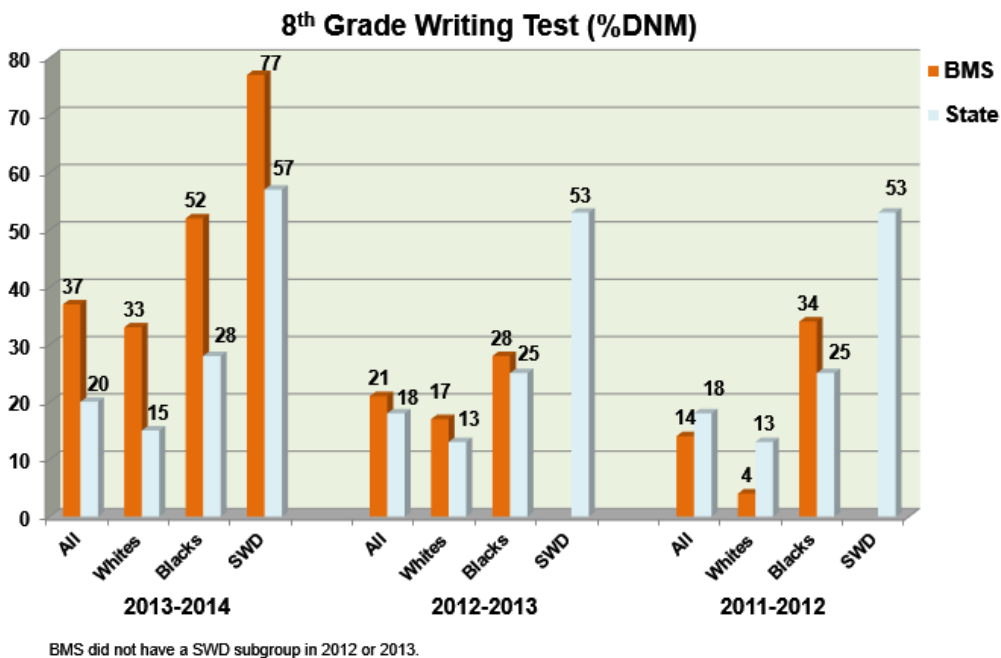
In ELA, grades 5 and 7 showed the most gains in 2014, whereas the scores for grades 6 and 8 slightly improved. Our Black students continue to be a concern in grades 6 and 8. In Grade 6, 15% DNM ELA standards in 2012, 13% in 2013, and 11% in 2014. In Grade 8, the percentages are equally disconcerting for the same subgroup: 10% DNM ELA standards in 2012, 17% in 2013, and 14% in 2014; considerably higher than the state averages of 7%, 8%, and 8% respectively. Reading and ELA scores for all students in grades 5-8 are higher than are those in Grade 4. However, BMS is committed to increasing the number of students exceeding reading and ELA standards in *all* grades.



As outlined in our SIP, writing is another area needing improvement. Thirty-nine percent of Grade 5 students DNM standards in 2012, 50% DNM in 2013, and 30% DNM in 2014. Although progress has been made, these percentages indicate that our fifth grade students lack adequate writing skills, a problem that parallels 4th grade performance in reading and ELA.



In Grade 8, writing scores have steadily declined from 2012 to 2014: 14% DNM in 2012 (state average of 18%), 21% DNM in 2013 (state average of 18%), and 37% DNM in 2014 (state average of 20%). These percentages underscore the need for BMS to emphasize writing across the curriculum throughout grades 4-8, especially with the adoption of the Georgia Milestones, which will include constructed and extended response items in Reading, ELA, and Mathematics.



Additional 2014 data obtained through universal screeners in reading in grades 4-8 further support the need for addressing our students' literacy deficiencies.

**Universal Screener – Grades 4-8 Reading
(Fall 2014)**

	% Below Target
Grade 4	37
Grade 5	39
Grade 6	22
Grade 7	42
Grade 8	39

Test scores in other academic areas are equally disturbing. These subjects are closely tied to reading; therefore, the need for an increased focus on content literacy instruction is apparent.

4th Grade CRCT (% Does Not Meet)

	SCIENCE		
	2013-2014	2012-2013	2011-2012
All	33	32	38
Blacks	51	58	67
Whites	20	17	24
SWD	58	n/a	50

	SOCIAL STUDIES		
	2013-2014	2012-2013	2011-2012
All	26	35	53
Blacks	41	55	67
Whites	15	23	47
SWD	67	n/a	80

5th Grade CRCT (% Does Not Meet)

	SCIENCE		
	2013-2014	2012-2013	2011-2012
All	17	21	21
Blacks	31	37	41
Whites	11	11	11
SWD	n/a	38	n/a

	SOCIAL STUDIES		
	2013-2014	2012-2013	2011-2012
All	20	20	20
Blacks	42	33	39
Whites	11	13	9
SWD	n/a	25	n/a

6th Grade CRCT (% Does Not Meet)

	SCIENCE		
	2013-2014	2012-2013	2011-2012
All	34	39	31
Blacks	62	69	52
Whites	19	19	20
SWD	30	n/a	n/a

	SOCIAL STUDIES		
	2013-2014	2012-2013	2011-2012
All	31	46	36
Blacks	48	69	50
Whites	21	34	28
SWD	40	n/a	n/a

7th Grade CRCT (% Does Not Meet)

	SCIENCE		
	2013-2014	2012-2013	2011-2012
All	11	17	17
Blacks	26	33	26
Whites	5	12	13
SWD	n/a	n/a	n/a

	SOCIAL STUDIES		
	2013-2014	2012-2013	2011-2012
All	31	25	34
Blacks	58	36	59
Whites	20	22	27
SWD	n/a	n/a	n/a

8th Grade CRCT (% Does Not Meet)

	SCIENCE		
	2013-2014	2012-2013	2011-2012
All	30	31	32
Blacks	53	63	63
Whites	24	19	16
SWD	n/a	n/a	n/a

	SOCIAL STUDIES		
	2013-2014	2012-2013	2011-2012
All	34	32	46
Blacks	60	50	78
Whites	29	24	33
SWD	n/a	n/a	n/a

Furthermore, the 2015 implementation of more rigorous cut scores in ELA (including reading and writing) and math is also problematic. Although the CRCT will be replaced by the Georgia Milestones, these readiness indicators will help guide classroom based instructional decisions. The table below details the increase from 800 for each grade level in reading, ELA and math.

CRCT Readiness Indicators for 2015 (Cut Scores)

	Reading		ELA		Math	
	On Track (Meets)	Commendable (Exceeds)	On Track (Meets)	Commendable (Exceeds)	On Track (Meets)	Commendable (Exceeds)
Grade 4	830	875	825	870	812	895
Grade 5	825	864	826	866	813	895
Grade 6	828	870	819	860	807	878
Grade 7	821	854	827	874	820	903
Grade 8	827	860	824	865	808	884

Current CRCT Readiness Indicators provided by GADOE reveal our students will not be prepared for this increase in rigor in 2015, as indicated in the table below. The percentage of students who “*Need Support*” is alarming across grade levels and student groups, especially for our Black and SWD groups.

Reading and ELA Percentages of Students Needing Support*
(Based on 2015 CRCT Cut Scores)

Reading	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	(% Needs Support)		(% Needs Support)		(% Needs Support)		(% Needs Support)		(% Needs Support)	
	BMS	State	BMS	State	BMS	State	BMS	State	BMS	State
All Students	46.9	29.7	29.8	31.7	30.9	24.4	33.3	24.1	32	23.9
SWD	---	57.3	---	59.4	---	56.9	---	58.4	---	59.1
Black	64.9	42.7	52.2	45.4	51.7	35.5	53.5	34.7	51.7	34.5
White	34.5	18.7	21.4	19.4	18	14.6	23.8	15	25.8	14.9
ELA	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	(% Needs Support)		(% Needs Support)		(% Needs Support)		(% Needs Support)		(% Needs Support)	
	BMS	State	BMS	State	BMS	State	BMS	State	BMS	State
All Students	51	37.8	33.3	28.5	40.5	28.5	30.3	25.5	27.6	25
SWD	---	66.3	---	60.8	---	64.3	---	62.8	---	62.5
Black	62.2	51.8	47.8	40.1	57.1	39.2	55.8	34.4	55.2	35.2
White	41.8	26	28.6	18.9	30.6	19.8	17.5	18.2	19.3	16.1

* Percentages were calculated using 2014 CRCT data to obtain the predicted scores above.

One indicator of our students' ability to read and understand increasingly more complex college and career ready text is Lexile scores. BMS Lexile scores for 2014 in all grades indicate a significant percentage of our students are not reading at text complexity levels which will ensure they are college and career ready. Nearly half of students in grades 4-6 are reading below grade level according to Lexile scores. The need for addressing literacy skill deficiencies of our students is urgent and requires methodical and monitored implementation of our literacy plan.

Bethune Middle 2014 Lexile Scores*

Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
< 740	740-1010	>1010	< 740	740-1010	>1010	<925	925-1185	>1185	<925	925-1185	>1185	<925	925-1185	>1185
60%	40%	---	47%	53%	---	51%	49%	---	28%	72%	---	25%	46%	28%

Lexile ranges were obtained from the Lexile Framework for Reading under the College and Career Ready "Stretch" Lexile Band for grade bands 4-5 and 6-8. Retrieved from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>

Our plan will involve progress monitoring through the administration of universal screeners and benchmark assessments followed by analyses of the results by subgroup. Based on these formative/summative assessments, our goals and objectives are to decrease the percentage

of students who do not meet standards by 10% in each student group in every content area by providing additional instructional support during Connections.

Teacher Data Analysis

Since opening in 2010, BMS has experienced some personnel turn-over due to teachers transferring, retiring, or leaving the profession. BMS personnel include 34 highly qualified teachers, three administrators, one media specialist, one counselor, and six paraprofessionals. Of the four special education teachers, one is shared between BMS and Folkston Elementary.

Teacher and staff data are presented below:

BMS Teacher and Staff Data

Annual Retention Rate	
2011-2012	95%
2012-2013	84%
2013-2014	86%
Years of Experience	
> 20	34%
15-20	29%
9-14	18%
< 9	18%
Certification Levels	
Level 4 (Bachelor)	16%
Level 5 (Master)	47%
Level 6 (Specialist)	21%
Level 7 (Doctorate)	16%

Highly Qualified Teachers	100%
Number of Teachers per Discipline	
ELA	10
Math	7
Science	6
Social Studies	6
Instructional Specialists (PE, Music, Band)	4
Special Education	3.3
Other Staff	
Administrators	3
Counselor	1
Media Specialist	1
Paraprofessionals	6

Twenty-two of our 34 teachers (65%) are certified in reading/ELA and/or possess a reading endorsement. Current PL communities include grade-level collaborative planning, student data analysis, content area planning, and common assessment development. Although BMS has qualified personnel to implement a school-wide quality literacy plan, job-embedded PL, with an emphasis on training-the-trainers, is critical for sustaining our Literacy Plan and improving teacher effectiveness in literacy instruction. The Professional Learning Strategies section provides a detailed list.

Project Plan and Procedures (f)

Bethune Middle School will put into action our tiered proposal for the Striving Reader Project, with an implementation focus of five years. We anticipate spending the money in three years, but we will fully implement the literacy plan for the 5-year grant period and beyond. Our Literacy Plan is informed by our Needs Assessment (NA) and Root Cause Analysis. Guided by the 6 Building Blocks and GADOE Literacy Task Force documents, our Literacy Plan identifies our current strategies and programs, aligns our action steps to best practices, and directly addresses literacy needs of all our students and the professional development and resource needs of all our teachers and leaders. Each year goals and objectives will be measured through feedback from teachers and administrators and adjustments made as needed.

Current Strategies (g)	Year 1	Year 2	Year 3
Writing Across the Curriculum	Literacy Team	Professional Development	Professional Development
Literacy Design Collaborative	Professional Development	Print/Technology Resources	Release Time for Literacy Coaches
During/after school tutoring	Core curriculum	Identification & training of Literacy Coaches	Print/technology Resources
RTI	Print/technology Resources	Literacy Summer Program	Community Incentive Program
Print/technology Resources			Community Literacy Mentor Program

Goals and Objectives (a, b, c)

Goals and Objectives	
Goal 1: Expand the role of our Literacy Team to oversee our Literacy Plan (a) (“The What,” 5) (j)	
Objectives (b)	<ul style="list-style-type: none"> • Identify Stakeholders and partners to be part of the Literacy Leadership Team • Ensure a member of the Literacy Leadership Team also serves on the BMS Leadership Team in order to serve as a liaison between teams and to maintain open lines of communication • Train selected personnel as literacy coaches • Schedule and protect time for the Literacy Leadership Team to meet and plan • Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents
Evidence (c)	<ul style="list-style-type: none"> • Sign-in sheets, agendas, and minutes from meetings
Goal 2: Provide professional development and release time for collaborative teams to ensure consistent literacy focus across the curriculum (a) (“The Why,” 38, 67)	
Objectives (b)	<ul style="list-style-type: none"> • Continue to schedule time for collaborative planning teams within and across the curriculum • Ensure that teams meet for collaborative planning and examining student data and work during scheduled times • Provide professional development in literacy instruction focusing on areas of demonstrated need according to our Needs Assessment • Provide professional learning in writing to enhance our Writing Across the Curriculum initiative already in place (G) • Continue professional development initiative in using assessment to drive instruction • Send teachers to conferences and workshops and then redeliver PL to remaining staff
Evidence (c)	<ul style="list-style-type: none"> • Sign-in sheets, agendas, minutes (where applicable) • Records of professional development including sign-in sheets, hand-outs • Redelivery to remaining staff when someone attends a conference or workshop • Feedback from faculty and staff about literacy initiatives including professional development

Goal 3: Create and monitor an infrastructure that systematically and consistently uses a core curriculum and formative and summative assessments to monitor individual student progress and to improve teaching and learning (a) ("The Why," 98, 131) (j)	
Objectives (b)	<ul style="list-style-type: none"> • Ensure that teachers understand the purpose for and use of formative assessment • Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments • Locate or develop benchmark assessments with an emphasis on constructed response • Identify and purchase assessment and intervention materials (core program) aligned with students' needs including SRI • Establish an assessment calendar based on local and state guidelines to include universal screening, progress monitoring, and classroom-based • formative and summative assessments • Create and maintain a Literacy Summer Program • Work with the community to implement Literacy Mentor Program • Work with the community to implement a Reading Incentive Program
Evidence (c)	<ul style="list-style-type: none"> • Evidence of use of assessments including scores • Assessment calendar • Evidence from the pacing guides of teachers as to the use of assessments and best practices in literacy instruction • Data from <u>walk-throughs</u> and observations regarding the use of the core program and the use of the core program during intervention • Data from <u>walk-throughs</u> and observations by administrators (and literacy coaches) showing use of assessment to drive instruction • Data from observations showing tiered instruction • Feedback from faculty and staff about literacy initiatives (f) • Attendance records from Literacy Summer Program • Records of participation and artifacts from the Literacy Mentor Program • Records of participation and artifacts from the Reading Incentive Program
Goal 4: Enhance existing print and technology resources (a) ("The Why," 56-58, 68, 111-112) (j)	
Objectives (b)	<ul style="list-style-type: none"> • Enhance current technology infrastructure with the purchase of laptops and charging carts to be used as portable computer labs • Provide teachers with print and digital materials to be used for tiered instruction in literacy
Evidence (c)	<ul style="list-style-type: none"> • Purchase records • Observations of materials being used • Increased evidence of differentiated instruction according to teacher Pacing Guides and observations by administrators and/or Literacy coach

Goal 5: Enhance Tier I and Tier II needs-based intervention by providing professional development for teachers and paraprofessionals in literacy instruction (a) (“They Why,” 131-134) (j)	
Objectives (b)	<ul style="list-style-type: none"> • Create systematic monitoring of Tier I interventions • Provide opportunities for collaborative planning for Regular and Special Education co-teachers
Evidence (c)	<ul style="list-style-type: none"> • Pacing guides • Data from observations and walk-throughs showing tiered instruction • Sign-in sheets, agendas, and hand-outs from collaborative planning
Goal 6: Increase opportunities for in-service personnel to participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas (a) (“The Why ,” 140-154) (j)	
Objectives (b)	<ul style="list-style-type: none"> • Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice • Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs • Provide professional learning opportunities for paraprofessionals, support staff, interventionists, substitute teachers and pre-service teachers (f) • Provide opportunities for teachers to practice techniques in non-threatening situations
Evidence (c)	<ul style="list-style-type: none"> • Sign-in sheets, agendas, hand-outs from professional learning and collaboration • Professional growth plans and self-assessments (available on TLE platform)
Funding: (h)	
	<ul style="list-style-type: none"> • BMS is a Title I school. Title I, along with local and state funds, has provided funds for our current universal screener, our existing technology, and any software and print materials we currently have. We expect to use these same funding sources for some of the professional development, collaborative planning sessions, and some technology resources.

Year 1

Our first priority will be more fully expanding the role of our Literacy Team to oversee our Literacy Plan. Year 1 will focus on professional development; researching, identifying, and implementing a core curriculum; and enhancing existing print and technology resources for our classrooms and media center. From our NA and Root Cause Analysis, we have identified four significant issues shown in the table below.

Significant Issues Identified from Needs Analysis and Root Cause Analysis
<ul style="list-style-type: none">• the lack of a Literacy Team
<ul style="list-style-type: none">• the lack of trained personnel to serve as literacy coaches
<ul style="list-style-type: none">• the lack of expertise, proficiency, and confidence with best practices in literacy instruction
<ul style="list-style-type: none">• the lack of materials needed for effective literacy instruction

Our root cause analysis determined that our staff needs on-going professional development in effective, research-based literacy instruction. The 2009 Georgia Literacy Task Force (as discussed in *The What*, 31) recommended that districts “provide professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking.” Experts in literacy will provide the professional development needed for all faculty and staff members, providing on-site staff development and registration/travel for teachers to participate in state and national conferences.

Year 1 will continue to address our lack of consistent and school-wide use of formative and summative data to drive instruction. We acknowledge “the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning” (Stiggins, 2007). Working with our GADOE School Improvement Specialist and our Director of Curriculum and Instruction, we have formed professional learning communities and received professional development. Administrators will monitor the development and the effective use of formative and summative assessments, and how teachers adjust instruction accordingly. BMS plans to continue vertical and horizontal planning (Objective 2 and *The What*, 7). Stakeholders

will revise existing benchmarks in all content areas and to include a higher percentage of constructed response items (Objective 3 and *The What*, 8).

Implementation of RTI was identified as another significant weakness in our NA. BMS currently uses the Pyramid of Interventions that is structured per the guidance of the GADOE.

(e) RTI Model with Location, How the Levels are Served, Monitoring, and Schedule

RTI Level	Where	How served	Monitoring	How often
Tier 1	Classrooms	<ul style="list-style-type: none"> Classroom differentiation using best practices 	Classroom formative and summative assessments	Daily
Tier 2	Computer lab/ tutoring out of classroom	<ul style="list-style-type: none"> Computer based program <u>Classworks</u> or other research-based strategies as needed 	Monitored biweekly through <u>Classworks</u> program	Served 1-2 days weekly in computer lab (1-2 hours a week)
Tier 3	Computer lab/ tutoring out of the classroom	<ul style="list-style-type: none"> Computer based program <u>Classworks</u> or other research-based strategies as needed with more frequency than Tier 2 student Section 504 plan may be written with additional modifications after SST meeting) 	Monitored weekly through <u>Classworks</u> program	Served 2-3 days weekly in computer lab (2-3 hours a week)
Tier 4	Special Education services in the classroom & pulled out of the classroom (as needed)	<ul style="list-style-type: none"> referral to special education for a full evaluation and consideration of eligibility for special educations services for one of the exceptionalities served under the students with disabilities umbrella. Special education teacher or paraprofessional, primarily in the regular classrooms 	Monitored with classroom formative and summative assessments with modifications	Daily

Below are sample schedules that show when and how long RTI services occur. These schedules also show the length of the classroom instruction in literacy through Reading, Language Arts, and Writing classes and content literacy during Social Studies and Science classes.

(d, i) Sample Schedule for Grades 4/5

Homeroom		
1 st Period	8:00-9:00	Reading
2 nd Period	9:00-9:55	Language Arts
3 rd Period	9:55-10:50	Math
4 th Period	11:25-12:25	RTI Tier II or Tier III (1-3 days) or Band/Music/Pe
5 th Period	12:25-1:15	Science
6 th Period	1:15-2:05	Social Studies
7 th Period	2:05-2:40	Writing
	2:05-3:00	Gifted Resource (for those being served)

Sample Schedule for Grade 6

Homeroom	8:00-8:12	
1 st Period	8:12-9:27	Math
2 nd Period	9:31-10:16	Science
3 rd Period	10:20-11:20	RTI Services (1-3 days a week) or Exploratory- Band, Music, Pe
2 nd Period	11:20-11:49	Science (Continued)
3 rd Period	12:30-1:45	Social Studies
4 th Period	1:45-3:00	Language Arts

Sample Schedule for Grades 7/8

Homeroom	8:00-8:15	
1 st Period	8:15-9:15	Language Arts
2 nd Period	9:15-10:16	RTI Services (1-3 days a week) or Exploratory- Band, Music, Pe
3 rd Period	10:20-11:20	Science
4 th Period	11:20-12:20	Math
5 th Period	12:55-1:55	Enrich Language Arts Grade 7 Enrich Math Grade 8
6 th Period	2:00-3:00	Social Studies

Lewis et al. (2007) noted “interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes.” Consequently, researching, identifying, and implementing a core program to enhance our classroom instruction and Tier 1 and Tier 2 RTI Interventions will occur during Year 1.

In Year 1, enhancing our technology infrastructure will include the procurement of e-books/tablets, laptops, and charging carts to enhance literacy instruction. According to our student survey, students reported they would be more motivated to read if they had literature on tablets. A survey by Pearson stated 81% of K-12 students surveyed believed using tablets in the classroom let them learn in a way that was best for them, while 79% agreed that tablets help them do better in class. (Pearsoned.com/studies, 2014). *The Why* document (56-68) also references the importance of technology use in instruction. Teachers will use the tablets for whole class and small group instruction, differentiating electronic reading materials by student interest and Lexile levels. To support our implementation of the CCGPS, we will increase print resources available in the classrooms and media center, emphasizing informational texts. At the end each year, we will work with our feeder schools to identify incoming struggling readers for beginning of school interventions.

Year 2

Regularly scheduled collaborative planning and the development and refinement of formative and summative assessments within disciplines will continue. This action step aligns with the 2009 Georgia Literacy Task Force (as referenced in *The Why*, 32) to “promote professional collaboration among primary, secondary, and postsecondary educators in order to

develop an increased understanding of literacy instruction--with an emphasis on reading and writing--which may have significant impact on student growth in all content areas.”

To improve engagement and motivation in Grades 4-12, the 2010-2011 Literacy Task Force (*The Why*, 31) recommended that districts “incorporate technology into literacy through the use of e-readers, blogs, and social networking.” Therefore, we will purchase additional e-readers/tablets and laptops for more classrooms in Year 2 and expand their use for reading and content-area instruction. Professional development will be offered in new technologies as identified needs rise.

Teachers who excel in literacy instruction will be identified and trained to be literacy coaches as outlined in *The Why* document (144-149). These coaches will help monitor our literacy instructional effectiveness, ensure school-wide accountability, and create sustainability. Our literacy coaches will be able to provide consistent, timely feedback and professional development and thus have a greater impact on instruction (Bean & Isler, 2008). We further anticipate implementing literacy-focused summer school to provide additional remediation, acceleration and support for our struggling readers.

Year 3

In Year 3, we will complete our technology purchases. We will conduct a NA at the beginning of the year in order to determine our literacy professional learning needs. Based on those NA results, we will provide training for all pre-service and in-service teachers. In addition, working with OKRESA, our Director of Curriculum and Instruction, and Literacy Coaches, our paraprofessionals will participate in professional development for literacy instruction. In Year 3

we will continue to focus on enhancing print materials for our media center and classroom as well as release time for literacy coaching.

Also, in Year 3 we will work with community members to develop an incentive program for all students who improve their literacy skills and partner with community leaders to establish a mentor program. At the end of the school year, students will provide their suggestions for improving our Literacy Incentive Program, and changes will be made as warranted.

We anticipate that through intensive professional development in literacy instruction, enhancement of our print and technology resources, opportunities for collaboration and peer coaching, a core curriculum, as addressed in our 3-year literacy proposal, we will have an effective and sustainable research-based literacy program.

BMS Assessment Plan

Effective literacy instruction is the primary goal of our Literacy Plan, and we must ensure program effectiveness. BMS will utilize a variety of research-based assessments and data to evaluate success in implementing the SRCL goals and assess student progress in literacy achievement.

Assessments (a, b, c)	How data is presented to parents and stakeholders (f)	How data is used to guide instruction (g)	Person Responsible (h)	Professional Learning Need(s) (c)
Georgia CRCT <ul style="list-style-type: none"> Discontinued for 2014-2015 school year Last administered in Spring 2014 <i>Pencil & paper</i> <i>Computers for retest</i> 	<ul style="list-style-type: none"> Data report sent home to parents Data on display in data room Data presented at faculty meetings Data published in local paper 	<ul style="list-style-type: none"> Data is disaggregated and teachers use results to guide whole group instruction Used to differentiate instruction 	<ul style="list-style-type: none"> Test coordinator Administrators Faculty 	<ul style="list-style-type: none"> None
Georgia Writing Test grades 5 & 8 <ul style="list-style-type: none"> Discontinued 2014-2015 school year Last administered Winter 2014 <i>Pencil & paper</i> 	<ul style="list-style-type: none"> Data report sent home to parents Data presented at faculty meetings Data published in the local paper 	<ul style="list-style-type: none"> Data used to guide writing instruction 	<ul style="list-style-type: none"> Test coordinator Administrators Teachers 	<ul style="list-style-type: none"> None (test discontinued) but teachers need professional development in writing instruction (from teacher surveys)
Georgia Milestones <ul style="list-style-type: none"> New in 2014-2015 State and local funding <i>Computer/pencil and paper</i> 	<ul style="list-style-type: none"> Data report sent home to parents Data displayed in the data room Data presented at faculty meetings Data published in the local paper 	<ul style="list-style-type: none"> Disaggregated data used by teachers to guide whole group Used to differentiate instruction Determine mastery of CCGPS 	<ul style="list-style-type: none"> Test coordinator Administrators Teachers 	<ul style="list-style-type: none"> On-going training in new types of assessments including Georgia Milestones specifically (SRCL funding may be used)

Assessments (a, b, c)	How data is presented to parents and stakeholders (f)	How data is used to guide instruction (g)	Person Responsible (h)	Professional Learning Need(s) (c)
Benchmark Assessments in All Content Areas <ul style="list-style-type: none"> • <i>Computer/pencil & paper</i> • SRI (SRCL funds) may be used in the future • Other software (SRCL funded) may also be used • Administered quarterly 	<ul style="list-style-type: none"> • Results shared with parents during parent-teacher conferences • Data shared with students • Data reports sent to administrators 	<ul style="list-style-type: none"> • Used as a formative assessment • Guide classroom instruction and used for differentiation • Determine mastery using PARCC-like questioning 	<ul style="list-style-type: none"> • Teachers • Para-professionals when available 	<ul style="list-style-type: none"> • Professional Learning (PL) on using formative assessment to guide instruction (current) • PL on writing more effective assessments • PL in any software acquired with SRCL funds
Classroom Assessments <ul style="list-style-type: none"> • <i>Pencil & paper/computer</i> • Administered as needed 	<ul style="list-style-type: none"> • Students get scored assessments/ results back • Grades posted on <u>PowerSchool</u> for parents to view • Grades shared at conferences 	<ul style="list-style-type: none"> • Used formatively to guide instruction • Used as summative assessments to assign grades 	<ul style="list-style-type: none"> • Teachers • Para-professionals when available 	<ul style="list-style-type: none"> • PL in existing and enhanced methods acquired of assessment (SRCL funding)
GRASP <ul style="list-style-type: none"> • <i>Computer based</i> • Monthly • Progress monitoring for SPED students 	<ul style="list-style-type: none"> • Data shared with parents during IEP meetings • Data shared with regular education teachers as needed 	<ul style="list-style-type: none"> • Data used to guide instruction and determine interventions in Tier IV students 	<ul style="list-style-type: none"> • SPED teachers • Para-professionals 	<ul style="list-style-type: none"> • PL in strategies to help Tier IV students
GAA Current (September-March)	<ul style="list-style-type: none"> • Results shared at IEP meetings • Results shared at SPED school and district meetings 	<ul style="list-style-type: none"> • Data used to determine strengths and weaknesses for students with significant disabilities 	<ul style="list-style-type: none"> • SPED Director • SPED Teachers 	<ul style="list-style-type: none"> • As the test changes, PL may be needed (local/state funds)

Assessments (a, b, c)	How data is presented to parents and stakeholders (f)	How data is used to guide instruction (g)	Person Responsible (h)	Professional Learning Need(s) (c)
Classworks (Universal Screener) <ul style="list-style-type: none"> • State & locally funded • Administered Fall, Winter, and Spring • <i>Computer based</i> 	<ul style="list-style-type: none"> • Results available on <u>Classworks</u> • Teachers, administrators, and RTI coordinator receive printed reports • Results shared with parents at conferences • Results discussed with students at student-teacher conferences 	<ul style="list-style-type: none"> • Used to guide classroom instruction for differentiation • Help determine RTI placement in Tiers II and III 	<ul style="list-style-type: none"> • Counselor/RTI coordinator • Administrators • Teachers • Para-professionals 	<ul style="list-style-type: none"> • PL on using formative assessments to guide instruction (current training) • PL on strategies to support students in Tiers II and III
Classworks Progress Monitoring <ul style="list-style-type: none"> • Existing software • Administered bi-weekly to Tier II-IV students in grades 4-8 • SRI would be used after SRCL funding 	<ul style="list-style-type: none"> • Administrators receive reports • Data shared with parents during parent-teacher conferences • Data discussed with students • Data shared with literacy team 	<ul style="list-style-type: none"> • Monitor progress, achievement and program effectiveness • Used to determine if additional diagnostic assessments are needed for mastery 	<ul style="list-style-type: none"> • Administrators • Counselor • Teachers 	<ul style="list-style-type: none"> • Training in administering and using the SRI (SRCL funds)
SRI <ul style="list-style-type: none"> • Projected with SRCL funding • Projected Fall, Winter, Spring • <i>Computer-based</i> 	<ul style="list-style-type: none"> • Administrators/Teachers receive printed reports • Results shared with parents at conferences • Results shared at RTI meetings • Results shared with students at student/ teacher conferences 	<ul style="list-style-type: none"> • Used to guide classroom instruction for differentiation • Help determine RTI placement in Levels II and III 	<ul style="list-style-type: none"> • Counselor/RTI coordinator • Administrators • Teachers • Para-professionals 	<ul style="list-style-type: none"> • PL in administering and using the SRI (SRCL funds)

(b) The current assessment protocol and the SRCL Assessment plan include similar elements, thus the implementation of the SRCL Assessment Plan will be an easy transition. The Scholastic Reading Inventory, funded with SRCL funds, will be added, administered three times a year as required and utilized for improved literacy instruction. The CRCT has been discontinued and will be replaced by the Georgia Milestones Test.

(d) There are no assessments that we currently administer that should be discontinued due to the implementation of SRCL. Summative assessment data will be monitored to ensure program effectiveness as stated on pages 94 and 95 of *The Why* document. BMS currently uses Georgia CRCT scores and Writing Test scores as primary summative assessment tools, but these have been discontinued by the state. Data reported on the College & Career Readiness Performance Index (CCRPI) will be an additional means in determining program effectiveness in closing achievement gaps and increasing student academic achievement.

(f) Details about how data is presented to parents and stakeholders are included in the preceding table. In general, data from state-administered tests is shared with parents when individual student reports are sent home. Parents are able to access information from universal screeners on Classworks. Information about student progress is available to parents on PowerSchool, and testing, progress-monitoring, benchmark assessments and other data are available to parents during conferences. Overall school information is published in the local paper and shared with parents during parent-teacher meetings. Data is readily available to teachers and administrators at all times on line.

(g) Teachers will improve their use of formative assessment results to drive instruction and to meet the needs of their individual students as stated on page 98 of *The Why* document. Teachers will create common rubrics to examine student work and establish inter-rater reliability

to monitor student growth. In addition, teachers will include constructed response items on benchmark assessments each quarter. These assessments will provide more detailed information about students' strengths and weaknesses, support and enhance both progress monitoring and the evaluation of instructional effectiveness. Student growth as measured by such assessments will be shared with students, parents, and the Literacy Team.

The Literacy Team will continue to examine state testing data to help teachers identify appropriate instructional strategies and identify students who need additional interventions. The gap between the scores of Black students, Economically Disadvantaged students and other groups will be monitored carefully and appropriately addressed through specific interventions. Prior to the beginning of each school year, feeder schools will be contacted regarding the identification of incoming struggling readers for beginning of year literacy interventions. Teachers will continue to use data from SLDS to make suitable adjustments in instruction to include small group tutoring (targeting identified subgroups), use of manipulatives, enhanced use of technology in instruction, differentiation, and flexible grouping. The Literacy Team will examine data from state testing and benchmarks to determine where teachers might need additional training to increase their effectiveness in literacy instruction. In addition, the Literacy Team will determine needed differentiated reading materials based on data such as the results of universal screeners, benchmark assessments, and 2014 CRCT scores.

Teachers, administrators, and Central Office personnel monitor student growth using SLDS, while administrators and Central Office Personnel also employ SLDS and TKES to monitor teacher effectiveness. Currently, building administrators, our Director of Curriculum and Instruction, and our GADOE School Improvement Specialist examine lesson plans and conduct walk-throughs and observations in order to evaluate the use of best teaching practices. We

anticipate these practices will continue, with an emphasis on evaluating effective literacy instruction, the use of research-based instructional strategies, and differentiation. Additionally, literacy coaches and teachers will be involved in evaluating literacy instruction through peer observations and feedback to fellow teachers on the development of disciplinary literacy in all content areas. Teacher ratings on the TKES self-assessment, walk-throughs, and formative and summative evaluations will provide additional feedback to ensure all teachers are moving towards a proficient level of implementing best practices in literacy instruction.

Resources, Strategies, and Materials Needed to Support SRCL Plan (i)

The Literacy Plan at BMS will require resources and materials to implement planned strategies. A combination of existing and proposed resources will be utilized for the benefit of all students.

BMS literacy plan targets professional learning, print resources, and technology. Any proposed technology purchases will support RTI by upgrading intervention software programs to assist all students in the four-tiered model. Students in all tiers of RTI will have access to a device such as an e-reader or a tablet for various literary activities including reading e-books. The use of technology not only increases the access to reading materials, but also increases student engagement (*The Why*, 53, 56) and improves instructional practices in all content areas. Students will be taught a range of digital skills from keyboarding to research skills and information and digital literacy skills. This includes evaluating the reliability and validity of information found in digital materials. Teachers will receive professional learning in incorporating the new technology into their instructional practices.

Resources, Strategies, and Materials Needed to Support SRCL Plan (a, b, e, f, h) (a) resources needed to implement literacy plan (b) activities that support literacy intervention programs (e) activities that support classroom practice (f) additional strategies to support student success	
Existing Resources Supported with Local, State, and Federal Funds	Proposed Resources Funded with SRCL
Building Block 1: Engaged Leadership	
(e) <ul style="list-style-type: none"> • Administrator walkthroughs/evaluations via Georgia’s Teacher Keys Evaluation System (TKES) • Enrichment Language Arts classes in 5th and 7th grades, extended time in 4th grade 	(a) <ul style="list-style-type: none"> • Professional development for a literacy coach (b) <ul style="list-style-type: none"> • Schedule time for training, meetings, and teacher • Create and maintain a Literacy Team • Establish a system of communication for sharing information with all partners • Evaluate personnel assignments and scheduling to ensure optimization of time and strengths • Provide collaborative learning opportunities for teachers to create common rubrics, establish inter-rater reliability and examine student work samples • Create professional learning communities to research/implement/monitor effective literacy practices • Establish an assessment calendar based on local and state guidelines • Set building goals/objectives based on identified grade-level and building needs as well as system needs (e) <ul style="list-style-type: none"> • Create the expectation that reading and writing will be incorporated into every lesson • Ensure that teachers provide meaningful opportunities for students to write, speak, and listen • Provide consistent expectations across classrooms and teachers by identifying or developing common assessments including benchmark assessments • Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

Existing Resources Supported with Local, State, and Federal Funds	Proposed Resources Funded with SRCL
Building Block 2: Continuity of Instruction	
<p>(b)</p> <ul style="list-style-type: none"> • Inclusion classes in all academic areas/grade levels <p>(e)</p> <ul style="list-style-type: none"> • Stakeholder involvement, but poor participation • Annual stakeholder surveys • Gifted Program • Monthly vertical planning • Periodic collaborative planning 	<ul style="list-style-type: none"> • (a) • Print resources for classrooms • Content literacy materials for classrooms • Stipends for participating in professional learning development activities <p>(b)</p> <ul style="list-style-type: none"> • Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts <p>(f)</p> <ul style="list-style-type: none"> • Identify, contact, and collaborate with learning supports in the community that target student improvement

Existing Resources Supported with Local, State, and Federal Funds	Proposed Resources Funded with SRCL
Building Block 3: Ongoing Formative and Summative Assessments	
<p>(b, e, f)</p> <ul style="list-style-type: none"> • All teachers will be trained in (Formative Instructional Practices) FIP by the end of this school year • Study Island subscriptions for benchmark development and student practice • Training and use of Georgia’s Longitudinal Data System (LDS) 	<p>(a)</p> <ul style="list-style-type: none"> • Professional Development and materials for implementing the Scholastic Reading Inventory <p>(b)</p> <ul style="list-style-type: none"> • Plan for and implement a data collection system to inform program development and improvement • Establish an assessment calendar based on local and state guidelines <p>(e)</p> <ul style="list-style-type: none"> • Plan time for teacher teams to review assessment results to identify program and instructional adjustments • Conference with students to set individual goals based on assessment results <p>(f)</p> <ul style="list-style-type: none"> • Provide grade level teams multiple opportunities to review assessment results

Existing Resources Supported with Local, State, and Federal Funds	Proposed Resources Funded with SRCL
Building Block 4: Best Practices in Literacy Instruction	
<p>(b, e, f)</p> <ul style="list-style-type: none"> • Classroom sets of Kindles for Grades 7 & 8 • Writing Across the Curriculum initiative started 	<p>(a)</p> <ul style="list-style-type: none"> • Professional development on integrating technology in literacy instruction • Purchase e-books and tablets • Purchase five mobile lap top carts with headphones • Enhance current classroom technology as funding permits <p>(b)</p> <ul style="list-style-type: none"> • Examine current literacy practices, develop goals for improvement, make continuous improvements • Create professional learning communities to research effective literacy practices • Books, periodical subscriptions for library • E-books • Enhance current technology infrastructure to allow for improved instructional practices, aid in writing instruction, and help promote student engagement <p>(e)</p> <ul style="list-style-type: none"> • Develop a coordinated plan for writing instruction across all subject areas • Secure resources to provide a variety and choice in reading materials and writing topics • Move towards a one-to-one computer model for all BMS students to improve instruction and instructional practices • Purchase/update software for classroom instruction <p>(f)</p> <ul style="list-style-type: none"> • Develop a plan to strengthen Tier I in literacy instruction • Keyboard training for all students

Existing Resources Supported with Local, State, and Federal Funds	Proposed Resources Funded with SRCL
Building Block 5: System of Tiered Intervention (RTI) for all Students	
<p>(b, e, f)</p> <ul style="list-style-type: none"> • Classworks program currently used for universal screening • Study Island can be used for differentiation • After school/during the day tutoring part of the year 	<p>(a)</p> <ul style="list-style-type: none"> • Purchase Core Program for Intervention Program <p>(b)</p> <ul style="list-style-type: none"> • Enhance current technology infrastructure to allow for the support of RTI <p>(f)</p> <ul style="list-style-type: none"> • Identify and purchase an assessment and intervention materials (core program) aligned with students’ needs including a universal screener • Select and use a computer-based universal screener to measure specific literacy competencies each 9 weeks for all students • Supplemental instructional resources to address student needs in Tiers I-III • Select and provide research-based, differentiated interventions for students not meeting grade level standards and for high-achieving students • Develop a protocol for making decisions to meet the instructional needs of students • Establish a data team to support the RTI process

Existing Resources Supported with Local, State, and Federal Funds	Proposed Resources Funded with SRCL
Building Block 6: Improved Instruction through Professional Learning	
<p>(b, e, f)</p> <ul style="list-style-type: none"> • Participation in professional development is ongoing • Monthly vertical planning • Some collaborative planning provided 	<p>(a)</p> <ul style="list-style-type: none"> • Professional development on research-based strategies and resources on literacy instruction • Substitutes for release time • Conference registration fees and travel costs <p>(b)</p> <ul style="list-style-type: none"> • Participate in professional learning activities to include a variety of literacy topics, differentiated instruction, using data to drive instruction, and interventions

General List of Shared Resources at BMS (c)

- Media Center
- Two Computer Labs 26-28 student computer stations in each lab
- Accelerated Reader Program
- STAR
- Classworks
- Study Island
- Brain Pop
- Out-dated textbooks for Social Studies and Science texts

General List of Media Center Resources at BMS (d)

- Books: Fiction – 7350 titles
Nonfiction – 5800 titles
- 2 student desktops (2009)
- 2 laptops (2010)
- 2 teacher look up stations (2006, 2009)
- 1 laptop (2010) connected to SmartBoard
- 1 SmartBoard

Current classroom resources for each classroom (g)

- One to two teacher desktop/laptop computers
- One to three working student computer stations
- One interactive white board with SmartBoard software
- All ELA teachers grade set novels
- 7th grade one classroom set of Kindles
- 8th grade one classroom set of Kindles
- Class sets of Test Prep materials

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Strategies

Needs Assessments to Determine Professional Learning Needs (d)	
% Rating High Need or Moderate Need	BMS
Professional development for implementing literacy skills in the content area	67%
Need for print resources in the classroom to support integration of literacy skills in the content area	85%
Need for technology resources in the classroom to support integration of literacy skills in the content area	83%
Need for print resources in the media center	92%
Need for technology resources (not including classroom resources) to support a school-wide Literacy Plan	100%

Survey results on professional development areas that would enhance teachers' ability to integrate literacy skills into all content areas:

Tier I strategies for RTI	52%
Using flexible grouping to enhance student academic achievement	52%
Technology as a student Learning Tool	74%
Differentiation	52%
Reading in the content areas	37%
Using formative assessment to drive classroom instruction	37%
Writing across the curriculum	59%
Vocabulary acquisition	26%

Based on the results of the Striving Readers' Survey of Literacy Instruction, there is a great need for professional development to aid in the implementation of literacy strategies in all content areas. The survey also indicated that there is a high need for print resources both in the classroom and in the media center. Additionally, there is a great demand for technology resources within the tradition and non-traditional classroom setting.

Seventy-four percent of our staff specified professional learning in technology as a student Learning Tool as the greatest area of need. Nearly 60% of our staff indicated that Writing Across the Curriculum would enhance their ability to integrate literacy skills in their content area. Differentiation, use of flexible grouping and Tier I strategies for RTI were also identified as areas of need with 52% rating. Thirty-seven percent of the faculty identified Reading in the Content Area and Using Formative Assessments to Drive Instruction as two key areas for

professional development. Approximately one-fourth of the staff stated that teachers perceived vocabulary acquisition to be an instructional strength as only 26% indicated the need for professional development.

The following chart presents previous professional learning initiatives and percentage of faculty participation:

Professional Development (a)	% Participation (b)
Math in the Fast Lane (math teachers)	100%
Math Design Collaborative (math teachers)	100%
Math Unit Assessment Writing (math teachers)	67%
Webinars and GPB broadcasts for the implementation of the CCGPS including literacy standards for science and social studies for grades 6-8	85%
Text Complexity workshop (ELA teachers)	100%
OK RESA Aspiring Leaders	16%
ELL training	6%
GA Science conferences	20%
Georgia Autism Training (sped teachers)	100%
GAA Consortium (sped teachers)	33%
GRASP training	12%
Teacher KEYS Evaluation System	100%
Leader KEYS Evaluation System	34%
ClassWorks training	85%
RTI Training/Webinars	85%
Motivating Unmotivated Students	15%
Depth of Knowledge (DOK) training	100%
Co-teaching Evaluation Training (administrators only)	67%
Purposeful Planning for Differentiation with the Core in Mind	18%
Economics and World Studies (middle school social studies teachers)	67%
2014 GA DOE Summer Math Academy (math teachers)	82%
2014 GA DOE Summer ELA Academy (ELA teachers)	42%
Changing the Social Studies Classroom (middle school teachers)	67%
Academic Vocabulary (middle school science teachers)	100%
Constructed Response Training for Elementary Teachers (ELA teachers)	100%
Using Assistive Technology to Differentiate for Students in General Education Settings (special education teachers)	67%
Ongoing Professional Development (c)	% Participation

Thinking Maps- enables students to organize their ideas and thoughts through visual representation	100%
GA DOE Formative Instructional Practices (FIP)	100%
GA Milestones Assessment System Training	100%
Math Standards Alignment (math teachers)	100%
ELA Standards Alignment (ELA teachers)	100%
Gifted Consortium – ensures that teachers provide differentiated instruction to advanced learners	24%
GA College 411 – students create a career portfolio (counselor)	100%
Depth of Knowledge-students are academically challenged through HOTS	100%
IEP Eligibility workshops (all sped teachers) – annual IEP review	100%
GA Longitudinal Data System	100%

A detailed professional learning plan targeted to stated goals and objectives is included in the following table:

Areas of Need	Professional Development (f)	Source
Writing in all content areas (Goal 2 & 6)	<ul style="list-style-type: none"> • Writing Across the Curriculum workshops • Increase of rigor in all content areas • Writing Constructed and Extended Responses 	In-house ELA staff, OK RESA literacy consultants, conferences
Implementation of literacy skills (Goals 2 & 6)	<ul style="list-style-type: none"> • Collaborative planning to enhance CCGPS ELA units and the implementation of the literacy standards in science and social studies grades 6-8 • Workshops on writing constructed response and extended response in all content areas • Research strategies on literacy instruction 	In-house ELA staff, OK RESA literacy consultants, conferences
Integration of literacy skills (Goals 3)	Technology training such as use of e-readers and tablets as learning and assessment tools	Vendors, technology conferences
Tier I RTI strategies (Goal 5)	GA DOE resources for RTI, universal screening, selected core program	Vendors, OK RESA consultants, DOE specialists
Use of flexible grouping to enhance student academic achievement	Training on using flexible grouping effectively	OK RESA consultants, DOE specialists, peer-to-

(Goal 3 & 5)		peer coaching
Differentiation (Goals 3- 6)	<ul style="list-style-type: none"> • Training on differentiated instructional options for literacy assignments • Writing instruction in all subject areas and text complexity adjusted to individual needs 	OK RESA consultants, DOE specialists
Reading in the content areas (Goals 2- 6)	<ul style="list-style-type: none"> • Research based reading strategies in all content areas • Increase of rigor in all content areas 	OK RESA consultants, DOE specialists
Using formative assessment to drive classroom instruction (Goals 3)	Training on analyzing and disaggregating formative assessment data to guide intervention approaches	OK RESA consultants, DOE specialists
Vocabulary acquisition (Goals 2 & 6)	Training to identify and develop a systematic procedure for teaching academic vocabulary in all subjects	OK RESA consultants, DOE specialists
Thinking Maps (Goal 6)	Train exemplary teacher leaders to be trainers	Literacy coaches

In alignment with our plan of providing professional development and collaboration among faculty and staff as stated in our second goal of this document, release time will play a critical role in affording a consistent focus in the implementation of effective literacy strategies. Additionally, we believe that the above initiatives will allow the inclusion of paraprofessionals, support staff, interventionists, substitute teachers and pre-service teachers in professional learning opportunities as indicated in the sixth goal.

To measure the effectiveness of staff professional learning (e, g), it has been our practice to seek participant feedback by electronic format, to monitor implementation via lesson plans/walk-throughs, and to analyze the impact on student achievement and student growth data. These practices will continue to ensure project goals and objectives are met. Teacher feedback and monitoring will enable administrators to plan further training and to differentiate professional learning based upon teacher's individual literacy instruction needs. For the 2014-2015 school term, the administration will continue to implement the new TKES evaluation system, which will provide a more in-depth assessment of future professional learning for all faculty and staff to assess how well BMS goals and objectives have been met as indicated in the literacy plan of this application (e,g).

Sustainability Plan

Bethune Middle School recognizes the importance in sustaining our Literacy Plan beyond project funding. The following initiatives will continue beyond project funding in order to sustain student academic achievement:

Assessment

BMS will sustain the assessment protocol by:

- Maintaining the universal screening site license with Title I and Title VI-B funding
- Continuing to assess all students with the universal screeners
- Ensuring students who are identified by screenings receive additional diagnostic assessments that isolate component skills needed for mastery
- Continuing to use formative and summative assessments, including benchmarks

Professional Learning

BMS will sustain ongoing professional learning opportunities for teachers, paraprofessionals, support staff, interventionists, substitute teachers, and pre-service teachers by:

- Utilizing Title I, Title II, and Title VI-B funding, as available and appropriate
- Using videotaping as a means of re-delivering training
- Utilizing exemplary teacher leaders to redeliver professional development to new teachers and to the other three schools in the system
- Utilizing exemplary teacher leaders and the system Director of Curriculum and Instruction to support teachers in using data to identify student instructional needs and to ensure consistent use of effective instructional practices including disciplinary literacy and active student engagement across content areas
- Assigning new teachers to the system a mentor with a minimum of 5 years of successful teaching experience to provide support for the challenges of the first year such as, but not limited to, classroom management, assessment strategies and uses, instructional strategies, differentiation, and communication with parents

Technology

Research confirms that technology increases student academic achievement. In order to sustain technology at BMS:

- All teachers will complete a spring survey to ensure that they have the necessary training, equipment, software, and core programs to enhance literacy lessons
- The technology team will meet monthly to review inventory, provide training on technology equipment to new teachers, and discuss how technology will be used for production, publishing, and communication across the curriculum
- The BMS media specialist will oversee that all equipment is repaired/replaced in a timely manner
- All purchases and repairs will be funded by BMS through local funds and fundraisers
- Warranty extensions will be purchased for sustaining technology through local funds
- The technology team will ensure that academic site licenses are purchased through Title I or other local funding

Replacing Print Resources

- An annual inventory of print materials will be conducted to ensure that all teachers have the necessary print materials to enhance their literacy lessons
- Print materials will be purchased and replaced with Title I, state and local funds, fundraisers, and donations from local businesses/organizations

Developing Community Partnerships

BMS will continue to foster relationships with local businesses and organizations to encourage fundraising opportunities, to seek sponsorships for print and technology resources, and to promote mentorships between community leaders and our struggling students. We anticipate our relationships with local businesses and organizations will have a positive impact in sustaining the goals and objectives of our Literacy Plan long after SRG funding has been expended.

Teacher Collaboration

With the implementation of CCGPS, more rigorous assessments in 2015, and our Literacy Plan initiatives, opportunities for teacher collaboration are imperative. This collaboration will enable teachers to share instructional strategies, lesson plans, performance tasks, and formative/summative assessments that will lead to an increase in student academic achievement. Teachers will be able to communicate lessons learned to other schools in the district through this collaboration. BMS anticipates the use of Professional Development Days as determined by our school calendar for such collaboration. Should Professional Development Days be reduced or eliminated by funding cuts that result in Calendar Adjustment Days, Title I, Title II, and Title VI-B funds will be used to provide teacher release time.

Budget Summary

As indicated in our Needs Assessment, there is a significantly high need for professional development for implementing literacy skills in the content areas and print resources in the classrooms and the media center. BMS faculty and staff also indicated a high need for technology, which will enable teachers to fully integrate technology into the curriculum and enhance literacy instruction across all content areas.

The Striving Readers Grant funds will be used for the following:

- On-site professional development by literacy experts
- Travel and registration for teachers and administrators to attend off-site professional development by literacy experts
- Travel and registration for teachers, administrators, and the Director of Curriculum and Instruction to attend national and regional conferences
- Funding to provide release time for collaborative planning
- Stipends for professional development held during non-school calendar days or times
- Professional development and release time for literacy coaches
- The purchase of a core literacy program
- The purchase of print resources for all classroom teachers
- The purchase of print materials for the media center
- The purchase of e-books/tablets and extended warranties
- The purchase of laptops and extended warranties
- The purchase of charging carts and extended warranties
- The purchase of interactive web-based software
- Travel for school administrators and Director of Curriculum and Instruction to attend professional development
- The purchase of Scholastic Reading Inventory Program
- The purchase of site licenses as appropriate to differentiate literacy instruction
- Stipends for before and after school tutoring

The resources listed above will be needed in order to directly address the literacy needs of our students and the professional development and resource needs of our teachers and leaders.