GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet.

Please return to: **Georgia Dept. of Education** **Attn:** **205 Jessie Hill Jr. Dr** **1758 Twin Towers East** **Atlanta, GA 30344**	**DOE Use Only** **Date and Time Received:**	**DOE Use Only:** **Received By:**	
Name of Applicant: **Jeff Davis County School System**		**Project Number:** **(DOE Assigned)**	
Total Grant Request: $2,148,297	**System Contact Information:**		
	Name: **Dr. Martha McBride**	**Position:** **Director of Instruction and Title I**	
Number of schools	**Phone:** 912-375-6705	**Fax:** 912-375-6020	
in system: 4 plus Pre-K	applying: 4 plus Pre-K inc. 0-5		
Congressional District: First	**Email:** mmcbride@jeff-davis.k12.ga.us		

Sub-grant Status

_____Large District (45,000 or more students)

_____Mid-Sized District (10,000 to 44,999 students)

__X_ Small District (0-9,999 students)

Check the <u>one</u> category that best describes your official fiscal agency:

X	School District		Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency		Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___Dr. Lula Mae Perry___

Position/Title of Fiscal Agent's Contact Person: __Superintendent, Jeff Davis County Schools

Address: __P.O. Box 1780___

City: __Hazlehurst___ Zip: _31539__

Telephone: (912) __375-6700___ Fax: (912-375-6703)___

E-mail: ___lmperry@jeff-davis.k12.ga.us___

Signature of Fiscal Agency Head (required)

__Dr. Lula Mae Perry___
Typed Name of Fiscal Agency Head (required)

___Superintendent, Jeff Davis County School System___
Typed Position Title of Fiscal Agency Head (required)

_December 15, 2011___
Date (required)

Jeff Davis County Narrative for Striving Readers Comprehensive Literacy Grant 2011

Current priorities for Jeff Davis County Schools (JDCSS) are based on the system vision to "Lead

the State in Improving Student Achievement." These priorities, based on areas of need identified by an

analysis of both system and school achievement data, are to:

- Increase the graduation rate
- Increase English/language arts and reading Georgia High School Graduation Test (GHSGT) scores
- Increase writing scores in state-assessed grades of 5, 8, and 11
- Increase the number of days of instruction for pre-K
- Implement a comprehensive reading literacy program including birth-to-five
- Increase number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests (CRCTs) in third through eighth grades in reading and English/language arts
- Increase number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition End of Course Tests (EOCTs)
- Increase number of students in the students with disabilities and black subgroups scoring in the Meets category on the CRCTs and EOCTs
- Increase the use of differentiated instruction strategies
- Continue the implementation of the Thinking Maps program in K-12 classrooms
- Implement Write from the Beginning and Beyond-Writing Across the Curriculum in grades K-8
- Update Learning-Focused units to reflect Common Core Georgia Performance Standards
- Increase reading comprehension with a focus on using Lexiles
- Increase students' ability to read non-fiction texts and access to more non-fiction materials
- Improve science/social studies instruction through the use of higher-order thinking skills
- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure. The Jeff Davis County School System operates four schools, Jeff Davis

Primary (K-2), Elementary (3-5), Middle (6-8), and High (9-12) as well as Jeff Davis Pre-K. The schools are

governed by the JDCSS Board of Education members and Superintendent and are managed on a day-to-

day basis by a principal and an assistant principal with the exception of the Pre-K led by the Pre-K

director. Each school's instructional program is supported by a school improvement specialist, the

overall program K-12 School Improvement Specialist, the Director of Instruction and Title I, Director of

Professional Learning/CTAE/ Student Records, Director of Technology, Migrant, Gifted, and Title III,

Director of Special Education, and Director of Testing and Attendance. The JDCSS financial records are

managed through the Finance Director, the Accounts Payable Director, and the Personnel/Payroll

Director. The system does not employ any Directors of Reading/ELA to manage the system's literacy

program.

Past Instructional Initiatives. The mission of the JDCSS is to "Lead the State in Improving

Student Achievement." Past initiatives of the Jeff Davis County School System include having

participated in the Reading Excellence Act (REA) that included the birth-to-five component, Enhancing

Education Through Technology, Comprehensive School Reform Demonstration (CSRD), and 21st Century

Community Learning Centers grants. Other past instructional initiatives include:

- Implementing of the Georgia Performance Standards (GPS)
- Integrating Technology into Instruction
- Implementing of Learning-Focused Strategies (Mathematics; Vocabulary; Differentiating Instruction; Reading Comprehension; Catching Kids Up; Flex Groups; Leadership & Accountability)
- Improving writing skills through implementing Thinking Maps and Six Traits of Writing
- Implementing Differentiated Instruction Strategies
- Increasing Rigor and Relevance in the Social Studies Classroom
- Increasing Literacy in the Science Classroom
- Increasing Student Literacy through Technology through Jeff Davis Primary Grant
- Implementing Six Effective Elements of Mathematics Instruction

Literacy Curriculum. The JDCSS utilizes the Learning-Focused model as well as a variety of

instructional materials to implement the Georgia Performance Standards. The literacy curriculum is

composed of Creative Curriculum, A Beca, Bright from the Start curriculum standards, basal readers,

Open Court, SRA's *Reading Mastery*, McDougal-Littell's *The Language of Literature*, trade books, novels,

literature, science, and social studies textbooks, and various other modes of text such as USA TestPrep

reading selections and UpFront Scholastic magazines.

Literacy Assessments. The JDCSS student assessment system is arranged in three tiers consisting

of state-mandated, district-level, and building-level assessments. Data analyses of results from

assessments are critical to the overall instructional and academic effectiveness of the JDCSS. In compliance with Georgia law, the General Assembly prescribed as part of the A+ Education Reform Act of 2000 that teacher evaluations include, "the role of the teacher in meeting school's student achievement data, including the academic gains of students assigned to that teacher." Administrators must closely examine the results of achievement tests. Careful study of this data assists teachers in establishing target goals and allows every school to set performance targets for critical areas as well as increased gains in achievement scores for high-performing students. These assessments follow a comprehensive continuum ranging from teacher-generated assessments to nationally-normed standardized assessments. The assessments within each tier serve as performance leading or lagging indicators and document changes in student performance based on comparisons to previous assessments. Through detailed analysis of these changes and benchmark assessment results, the district is able to identify achievement gaps, evaluate the effectiveness of both its curriculum and instructional program at all levels, and determine interventions to raise student achievement and close achievement gaps. Some of the assessments administered are as follows:

- Work Sampling System (portfolio system for Jeff Davis Pre-K) and Special Education Pre-School Intervention Program
- PS-4 Checklist (grade Pre-K)
- Criterion-Referenced Competency Tests (CRCTs, grades 1-8)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS, grade K)
- Assessing Comprehension and Communication in English State-to-State (ACCESS, grades K-12)
- World-Class Instructional Design and Assessment (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Georgia Alternate Assessment (GAA, grades 1-12)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS) (grades K-5)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) w/Special Education
- Cognitive Abilities Test (CogAT, grade 2)
- Iowa Test of Basic Skills (ITBS, grades 4 and 6)
- Online Assessment System (OAS benchmarking) (grades 1-12)
- JDCSS benchmark tests (grades K-12)
- Predictor tests (writing, grades 4, 6, 7, and 10; GHSGT science and social studies, grade 10)
- Georgia Writing Assessments (grades 3, 5, 8, and 11)
- Scholastic Reading Inventory (SRI, grades 3-5)

- Georgia High School Graduation Tests (GHSGT, grade 11)
- End of Course Tests (EOCT, grades 9-12)
- PSAT, SAT, ACT, AP Exams (grades 9-12)
- Georgia Work Ready Assessment (grade 12)
- STAR Reading (grades 6-8)
- STAR Math (grades 6-8)
- Measures of Academic Progress (MAP) (grades K-8)
- Georgia RESA Assessment of Student Progress (GRASP) (grades K-10)
- Informal Phonics Inventory (grades K-2)

The system is currently streamlining the assessment process. In grades 1-8, the system is changing from administering the Georgia Online Assessment for benchmarking to the Measures of Academic Progress (MAP) for diagnostic and benchmarking purposes. MAP measures growth of each student and gives a Lexile score. GRASP is used in grades K-10 for progress monitoring for RTI purposes. System directors, building-level administrators, school improvement specialists, and teachers analyze both formative and summative assessment data by subgroup and domain in order to collaboratively make appropriate instructional decisions. Jeff Davis County School System administrators and school improvement specialists meet with teachers within their buildings to guide the data analysis process.

Need for a Striving Reader Project. There is and will continue to be a need for a reading project such as the Striving Reading Comprehensive Literacy Grant until every child in the JDCSS is reading on or above grade level. As state and federal funds continue to decrease, it is imperative that our system continue to seek competitive grant funds such as the SRCL grant to provide professional learning and instructional materials and technology to improve the academic achievement of all our students. There is a need for professional learning on the most current literacy research and for the instructional materials to support the implementation of the new CCGPS. Many students do not have access to a variety of leveled texts at school. Of adults over the age of 25, 36.7% have not completed high school, compared to 21.4% statewide. Because of the high poverty (32.9%) and high unemployment rates (14.41% in Jeff Davis County) in rural southeast Georgia, many of our students do not have access to

literacy materials at home; therefore, it is imperative they be provided these materials during the school day.

Reading is the foundation upon which all learning is based. Jeff Davis High and the Jeff Davis County School System did not make Adequate Yearly Progress (AYP) in 2011 because of the high school graduation rate and the number of students failing to meet and/or exceed the English/language arts portion of the Georgia High School Graduation Test. For several years, the data has indicated a need to improve teachers' skills and strategies in how to teach writing and students' abilities to write effectively. The SRCL grant would provide the necessary professional learning and materials to improve both the classroom teachers' and students' literacy skills; thereby, impacting the graduation rate and the number of students meeting and exceeding in reading/English/language arts on the CRCT.

Eligibility of Schools and Centers - 2011 Data

	% F/R	AYP Status	N DNM Mock CRCT Reading Grade 1	% DNM Mock CRCT Reading Grade 1	N DNM Mock CRCT Reading Grade 2	% DNM Mock CRCT Reading Grade 2
Jeff Davis Primary School	70.16%	Met AYP	43	17%	44	20%

	% F/R	AYP Status	N DNM Mock CRCT ELA Grade 1	% DNM Mock CRCT ELA Grade 1	N DNM Mock CRCT ELA Grade 2	% DNM Mock CRCT ELA Grade 2
Jeff Davis Primary School	70.16%	Met AYP	58	24%	52	25%

	% F/R	AYP Status	N DNM CRCT Reading Grade 3	% DNM CRCT Reading Grade 3	N DNM CRCT Reading Grade 4	% DNM CRCT Reading Grade 4	N DNM CRCT Reading Grade 5	% DNM CRCT Reading Grade 5
Jeff Davis Elementary School	59.8%	Met AYP	15	7%	31	14%	18	8%

		AYP	N DNM CRCT	% DNM CRCT	N DNM CRCT ELA	% DNM CRCT ELA	N DNM CRCT	% DNM CRCT

	% F/R	Status	ELA Grade 3	ELA Grade 3	Grade 4	Grade 4	ELA Grade 5	ELA Grade 5
Jeff Davis Elementary School	59.8%	Met AYP	15	7%	30	13%	14	6%

	% F/R	AYP Status	N DNM CRCT Reading Grade 6	% DNM CRCT Reading Grade 6	N DNM CRCT Reading Grade 7	% DNM CRCT Reading Grade 7	N DNM CRCT Grade 8	% DNM CRCT Reading Grade 8
Jeff Davis Middle School	62.0%	Met AYP	23	9%	18	9%	8	4%

	% F/R	AYP Status	N DNM CRCT ELA Grade 6	% DNM CRCT ELA Grade 6	N DNM CRCT ELA Grade 7	% DNM CRCT ELA Grade 7	N DNM CRCT ELA Grade 8	% DNM CRCT ELA Grade 8
Jeff Davis Middle School	62.0%	Met AYP	28	11%	12	6%	12	6%

	% F/R	AYP Status	Graduation Rate	GHSGT ELA N DNM	% DNM GHSGT ELA
Jeff Davis High School	59.92%	Did not make AYP	72.2%	21	13.3%

	N DNM Grade 5	% DNM Grade 5	N DNM Grade 8	% DNM Grade 8	N DNM Grade 11	% DNM Grade 11
Georgia Writing Test Scores	67	30%	49	25%	38	24%

LEA Process for Selecting Schools. JDCSS only operates one school per grade span; therefore, to be a birth-to-grade 12 grant, no selection of schools was necessary. All Jeff Davis County Schools (Jeff Davis Primary School K-2; Jeff Davis Elementary School 3-5; Jeff Davis Middle School 6-8; Jeff Davis High School 9-12) as well as Jeff Davis Pre-K, Head Start, Mt. Zion Learning Center, and Jeff Davis Learning Center are all eligible and decided to participate.

The director of instruction invited the academic leadership team to the SRCL overview webinar November 1. Administrators presented the grant opportunity to their leadership teams and staffs. Needs assessments were conducted in each building, including the 0-5 centers, and this data was the

determining factor in all schools in the system pursuing the grant. The director of instruction and several

school improvement specialists attended the Striving Readers' Grant Technical Assistance Workshop

held at Heart of Georgia RESA on November 4, 2011. System administrators and school representatives

were invited to a meeting on November 8 to review the grant requirements. The director of instruction

and the K-12 school improvement specialist also met with interested birth-to-five representatives on

November 10 to review grant requirements.

Assurances (Required): See preliminary grant pages before the LEA Cover Page.

EXPERIENCE OF THE APPLICANT

The Georgia Department of Audits conducts a financial audit of the Jeff Davis County School

System's financial records each year. Programs receiving more than $300,000 a year may be selected for

a Federal Compliance Audit. No findings were found with state and federal funds for the years 2006-

2010 with the exception of FY06. The finding was "fiscal requirements of schoolwide program not fully

implemented for not fully consolidating funds." This was a Title IA nonmaterial noncompliance item and

was not substantial enough to be required to be reported by OMB Circular-A133. The financial records

for FY11 are currently being audited by the Georgia Department of Audits. See Appendices A and B for

individual programs and amounts.

a)   Jeff Davis County Funded Initiatives and Integration with SRCL
Writing is a major area of concern that is being addressed through Write from the Beginning and Beyond. It is a writing program that encompasses K-8 and teaches basic structure as well as strategies for teaching various genres of writing. The teachers will be incorporating mini lessons and focused modeled writing lessons from this program into integrated units that being devised using the Common Core Georgia Performance Standards (CCGPS).
Critical thinking and writing are focused on through Thinking Maps. Thinking Maps is a language of eight visual patterns used in all content areas K-12. Thinking Maps incorporates teaching students how to think critically by drawing and using thinking maps to help them visualize, organize, and think about their

thought processes. Students are able to form links to their own emotional frames of reference and ownership of their thinking processes and learning by using the maps. Thinking Maps will be used in conjunction with reading materials purchased through the Striving Reader Grant in order to help students to process, understand, and write about information they are reading.

Best practices are addressed through the Learning-Focused model. Learning-Focused is a planning model for balanced instruction used to develop engaging lessons to assist students with transferring their learning to new information. The model is based on best teaching practices and effective teaching strategies. The Striving Reader grant may provide professional learning to update units and lessons based on CCGPS as well as the purchase of instructional materials and technology.

Decreasing gaps in academic achievement of subgroups is done through Georgia RESA Assessment of Student Progress (GRASP). GRASP is a universal screening/progress monitoring tool designed to identify and track students who are in need of reading and/or math intervention. It is a formative assessment that provides the teacher with a collection of curriculum-based measurements on an individual student's progress and provides probes for progress monitoring. GRASP may be used to identify students who are struggling; whereas, the SRCL grant funds will provide materials to assist in individualizing instruction based on tiered needs.

Decreasing gaps in academic achievement of subgroups is also done through Measures of Academic Progress (MAP). MAP is an adaptive testing tool that measures growth, indicates the precise instructional level of each student, and suggests areas of strengths and weaknesses for all students. Striving Reader Grant materials will enable us to achieve this goal and to purchase books at varying Lexile levels and interests to increase student motivation.

Another focus on improving the gaps in academic achievement of subgroups is addressed through the Jeff Davis 21st Century Community Learning Centers program. This program provides a seamless transition between the regular program and the afterschool and summer school programs. This transition will be enhanced as teachers in the CCLC programs will be trained in the most recent reading strategies through the SRCL grant. This is crucial since FY12 is the final year of the current CCLC grant.

Increasing rigor of units is imperative. This process has occurred through the Georgia Performance Standards and will continue as units are developed based on the Common Core Georgia Performance Standards (CCGPS). CCGPS are standards for K-12 in English/language arts and mathematics that will provide a consistent framework to prepare students for success in college and/or the 21st Century workplace. The CCGPS is aligned to the CRCT for grades 1-8 and the End of Course Tests (EOCTs) for grades 9-12. Striving Reader will allow us more flexibility in acquiring materials needed to improve instruction in reading and writing.

Increasing rigor into the social studies classroom has been concentrated on by giving teachers reading and other strategies to enhance the rigor of the social studies classroom. These strategies would be used in conjunction with strategies in the Striving Reader Grant (such as making predictions, making inferences, visualizing, synthesizing, etc.) to increase the student's ability to read complex text independently and to

increase student writing in the social studies classroom.
Increasing literacy in the science classroom is another area of concern. Integrating Reading into Science is an initiative where reading strategies are incorporated into the science curriculum and will be used in conjunction with strategies (such as making predictions, making inferences, visualizing, synthesizing, etc.) in the Striving Reader Grant to increase the students' abilities to read complex text independently and to increase student writing in the science classroom. SRCL will provide access to more science print materials.
Increasing literacy through technology has been focused on through the Increasing Student Literacy Technology Grant that was awarded to Jeff Davis Primary School. The grant builds capacity for using technology to improve literacy and technology as students are immersed in the CCGPS. The grant seeks to leverage the Lexile Framework to improve student reading and writing scores and improve professional learning opportunities for teachers.

b) **Non-funded Initiatives.** The LEA implemented Differentiated Instruction internally with no outside funding support. The differentiated instruction professional learning was developed by the K-12 school improvement specialist and redelivered in each building by the school improvement specialist. The focus of the differentiated instruction has been on the tiered model and the use of the menu strategy. Using materials purchased through the Striving Reader Grant will enable the teachers to plan more tiered activities and give students more choice when using the menu strategy.

c) **LEA Capacity.** All the personnel who have agreed to assist with the implementation are uniquely qualified to ensure that the grant funds are expended as budgeted. Previously, system and school personnel have been involved in grant management and in the designing and delivering of high-quality professional development through numerous grant projects:

- Comprehensive School Reform Demonstration Grant (CSRD) for all four schools - $200,000.00
- K-12 Professional Development Enhancement Grant - $25,000
- Technology Literacy Challenge Funds for four schools - $600,000
- Reading Excellence Act Grant for two schools - $1.5 million
- FY04-FY08, FY11 Title IID Technology Grants - $772,334
- 21st Century Community Learning Centers Grant for four schools - $3.15 million
- American Recovery and Reinvestment Act of 2009 (ARRA) - $1.13 million

State and federal funds have been coordinated to ensure that both the regular day-to-day instructional programs and competitive grant monies are used to enhance student achievement. These funds include Title I Part A Disadvantaged Children, Title II A Improving Teacher Quality, Title III English to Speakers of Other Languages (ESOL), Title I C Migrant Education Program, 21st Century Community Learning Centers, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, American Recovery and Reinvestment Act of 2009 (ARRA), Early Intervention Program (EIP), Remedial Education Program (REP), and donations.

d) S**ustainability.** Through a coordination of all of the local, state, and federal funds mentioned above, any programs implemented through the receipt of grants have been sustained, as appropriate. The system will continue to seek outside funding to implement system initiatives.

RESOURCES

a) Alignment Plan for SRCL and Other Funding. No schools in the JDCSS are in needs improvement; therefore, they have not been eligible to receive any School Improvement Grants (SIG). Furthermore, the JDCSS is not a participant in Race to the Top and does not directly receive funds from this program. Jeff Davis Primary, Jeff Davis Elementary, and Jeff Davis Middle School are all Title I Distinguished Schools and should be receiving a minimal amount ($742 per school in FY11) during FY12. JDCSS is fortunate to be the recipient of a 21st Century Community Learning Centers grant that provides afterschool and summer school learning that will be coordinated with the SRCL grant. A new CCLC application will be submitted for FY13.

b)		Alignment of FY12 Federal and State Funds By Building						
	Title I A	**Title I C**	**Title II A**	**Title III A**	**Title VI Part B**	**Professional Learning**	**21st CCLC**	**IDEA**
LEA	$85,226	$55	$700	$333	$68	$30,000	$69,334	$100,000

JDPS	$270,878	$2,172	$35,897	$11,542	$13,000	$1,800	$88,787	$625,000
JDES	$285,927	$2,172	$35,897	$11,500	$12,000	$ 2,100	$86,264	$625,000
JDMS	$268,494	$2,172	$31,000	$9,500	$20,000	$ 1,700	$52,150	$625,000
JDHS	$56,525	$2,172	$20,800	$4,500	$23,000	$1,900	$53,465	$625,000
Pre-K	$790.000 is received from Bright from the Start Georgia Department of Early Care and Learning.							

c) **A plan to ensure that no supplanting takes place**. Not applicable per GaDOE.

d) **SRCL will add value to the existing resources in the schools by increasing**: access to non-fiction texts; professional learning based on the most current literacy research; access to 21st Century technology, software and digital content; access to print materials to include social studies and science; the knowledge base of how to use Lexile scores to enhance reading instruction; access to materials in media centers; and the pre-k days of instruction. The SRCL funds may provide for the upgrade and the professional learning of current software and/or web-based software aligned to the CCGPS and to the school literacy plans.

LEA Use of Federal and State Funds, including Title I and Title II Resources. Over $760,000 in the Title I funding is allocated to personnel, mainly at the school level. Title I,

Title I C, Title III, Title VI Part B, and Title VI B provide supplemental instructional materials, parent involvement activities, equipment, trade books, technology, and software to assist program-specific learners in meeting annual measureable goals. CCLC funds can only provide these same services for use in afterschool and summer programs. Title I has provided Riverdeep's Destination Reading and Compass Reading/ELA, but no professional learning has been provided on either of these programs in six years. Title II A and state professional learning funds are devoted to professional learning including stipends for off-contract training and may supplement the SRCL funds, when necessary.

MANAGEMENT PLAN AND KEY PERSONNEL

a) In addition to monthly school literacy team meetings, the Jeff Davis SRCL grant will be managed system-wide through the monthly leadership team meetings that include all program directors and the superintendent. Grant implementation will also be monitored through the monthly Academic Leadership Team Professional Learning Community (PLC) and the monthly School Improvement Specialist PLC coordinated by the SRCL system contact Dr. Martha McBride, Director of Instruction & Title I. Periodic meetings will be held between the Finance Director and Dr. McBride to review the budget and expenditures and submit the state-required reports. a), b), and c) are in the management plan below.

a), b), & c)	**MANAGEMENT PLAN AND KEY PERSONNEL**
	for Day-to-Day Jeff Davis SRCL Program Implementation

Area of Responsibility	Individual Responsible	Supervisor
Purchasing – originate & process purchase orders	Saralyn Stapleton, Pre-K Director Cathy Varnadoe, Marcia Hillsman, Natalie Hayes, Debbie Hobbs, Denise Darley, Letta Cox, Deneta Lightsey, Janellda Cain	Dr. Martha McBride, Director of Instruction and Title I; SRCL System Contact
Finance Director – approve SRCL budgets & submit completion reports & SRCL state-required reports	Betty Corbitt	Dr. Lula Mae Perry, Superintendent
Accounts Payable Clerk – match invoices with packing slips & resolve, if necessary; process SRCL payments on time	Debbie Montford	Dr. Lula Mae Perry
SRCL Site-Level Coordinators –	School Improvement Specialists (SISs):	Principals: K-2 Sandy Layman, 3-5

manage SRCL grant activities in their buildings;	K-2 Cathy Varnadoe; 3-5 Marcia Hillsman, 6-8 Natalie Hayes, 9-12 Debbie Hobbs	Chuck Crosby, 6-8 Richard Stone, 9-12 Dr. Cecelia McLoon
Director of Pre-K & CCLC – manage the birth-to-five SRCL & CCLC, parent activities, & professional learning; approve & purchase orders; budgets	Saralyn Stapleton (SRCL 0-5 Coordinator over: Denise Darley, Family Connection Director; Letta Cox, Head Start Resource Specialist; Deneta Lightsey, Mt. Zion Learning Center Director)	Dr. Martha McBride
Dir. of Instruction & Title I; SRCL System Contact; approve & process SRCL purchase orders; budget; coordinate implementation of SRCL activities & professional learning	Dr. Martha McBride	Dr. Lula Mae Perry
K-12 School Improvement Specialist – manage SRCL professional learning & assist SISs with SRCL grant	Janellda Cain	Dr. Martha McBride
Director of Professional Learning/CTAE/Student Records – approve & process professional learning purchase orders, registration, & travel	Joyce Davis	Dr. Lula Mae Perry
Dir. of Technology/Title IC & Title III/Gifted – obtain bids; approve technology purchase orders; coordinate installation & maintenance of technology & infrastructure	Keith Osburn	Dr. Lula Mae Perry
Director of Special Education; manage RTI	Kaye Hudgens	Dr. Lula Mae Perry
Director of Assessment – coordinate required SRCL	Gail Jump	Dr. Lula Mae Perry

assessments		

d) All of the system and school administrators and birth-to-five center directors are excited

about the opportunities the SRCL grant will afford our teachers and students. Each is aware of the

expectations of the SRCL, is willing to be responsible for their portion of the grant implementation, and

will provide the system-level support necessary to successfully implement the SRCL goals and objectives

in each of the Jeff Davis County Schools and in the birth-to-five community. See Appendix C for Letter of

Support.

SUSTAINABILITY PLAN

a) **Lessons** learned through the SRCL project will be **shared** with new staff members each fall. This

training will be provided by the K-12 school improvement specialist and/or the building school

improvement specialists. Information may be shared with other schools through regional, state, and

RESA meetings and conferences. Lessons will be shared within the LEA through the collaborative

professional learning communities that are presently in place.

b) The JDCSS will dedicate the necessary funds to **extend the assessments** beyond the grant

period. Title I A, Title III, Title VI Part B, CTAE, and Title VI B funds, as well as local and QBE funds, will be

coordinated, as necessary, to continue the assessment of our students.

c) **Professional learning will be extended** beyond the grant period by school improvement

specialists attending state-sponsored professional learning opportunities and redelivering to the staffs

during professional learning days or during their weekly collaborative meetings. Each certified new hire

will receive SRCL training completed during the grant by attending professional learning sessions

scheduled by the building school improvement specialists or by the K-12 school improvement specialist.

Funding may be provided by Title I A, Title II A, Title I C, Title III, Title VI Part B, Title VI B, CTAE, local, QBE, and/or state staff development funds.

d) The technology and site licenses acquired and maintained through the SRCL funds will be sustained through coordinating Title I A, Title I C, Title III, Title II D, Title VI Part B, Title VI B, local, CTAE, SPLOST, and QBE funds. Grant monies such as Title II D will be sought when the system is eligible. Professional learning to continue integrating technology into instruction may be provided through coordinating Title I A, Title I Part C, Title II A, Title III, Title VI Part B, Title VI B, CTAE, and/or state professional learning funds. eRate funds will be sought to continue infrastructure upgrades and development. The system will supply the necessary technology personnel to sustain the technology beyond the grant period.

BUDGET SUMMARY

The overarching need of the SRCL grant is to improve the reading and writing achievement of the Jeff Davis County students. This will be achieved through increasing pre-k instructional days; professional learning; increasing access to print materials, especially in science and social studies, in the classroom and in the media centers; unit writing to reflect the CCGPS in all subject areas; access to technology and software; additional wireless access points to access digital content and web-based literacy programs; digital content; interactive white boards; laptops; mobile devices (exp. eReaders, iPads, Kindle Fire); classroom libraries; non-fiction texts; Lexiled libraries and stipend funds to Lexile media center and classroom books; textbooks/supplemental trade books; supplemental reading programs; school pads; and instructional materials; and administrative costs.

APPENDIX A

a) Experience of the Applicant - LEA Audit Chart			
LEA-Project Title	**Funded Amount**	**Is there audit?**	**Audit results**
National School Lunch Program	$6,732,287.36	Yes	** No findings were found with our state and federal funds for the years 2006-2010 with the exception of FY06 as described above.
ARRA 2009 Child Nutrition	$32,398.63	Yes	
Education Technology State Grant	$7,313.51	Yes	
GDOE Food Donation	$232,136.51	Yes	
Special Education	$2,967,083.63	Yes	
ARRA Stabilization Funds	$1,934,811.00	Yes	
English Language Acquisition Grants	$120,726.19	Yes	
Enhancing Education through Technology	$379,844.395	Yes	
Improving Teacher Quality State Grant	$729,094.88	Yes	
Rural Education	$405,844.85	Yes	
State Grants for Innovative Programs	$18,882.21	Yes	
Title I Grants	$4,088,793.68	Yes	
Title I ARRA	$183,502.49	Yes	
American Recovery and Reinvestment 2009 (ARRA) Child Care and Development Block Grant	$3,200.00	Yes	
21st Century Community Learning Centers	$2,513,083.18	Yes	
Vocational Education/ Career and Technical Education	$208,006.37	Yes	
Migrant Education	$324,068.38	Yes	
R.O.T.C. Program	$190,688.92	Yes	

Total of State Grants including Pre-K	$81,599,398.52	Yes	

APPENDIX B

a) Experience of the Applicant – School Audit Chart							
Schools	**FY06**	**FY07**	**FY08**	**FY09**	**FY11**	**Funded Amount**	**Is there audit?**	**Audit results**
	Project Title	**Project Title**	**Project Title**	**Project Title**	**Project Title**			
JDPS					Title IID ARRA Student Literacy Competitive Grant	$93,538	Yes	Presently being audited
JDES		Title IID eMath Grant				$40,356	Yes	No findings
	Title IID eMath Grant					$124,369	Yes	No findings
JDMS			Teachers, Teamwork and Technology			$93,952	Yes	No findings
JDHS					Title IIA Advanced Placement Grant	$1400	Yes	Presently being audited
		Title IID ITEE				$92,250	Yes	No findings
	Title IID Competitive Wireless Grant					$75,000	Yes	No findings

APPENDIX C

To Whom It May Concern:

We are pleased to pledge our support for the Jeff Davis County Birth-to-Five Striving Readers Comprehensive Literacy (SRCL) grant program. Funding acquired through the SRCL grant will afford the most current scientifically-researched reading instruction for our staffs, as well as provide professional learning, instructional materials, books, media materials, equipment, technology, and extended pre-K days. We are aware of the grant expectations and will work collaboratively to ensure all grant requirements are met.

We welcome the opportunity to participate in this grant opportunity in an effort to increase the literacy achievement of our students.

Dr. Lula Mae Perry, Superintendent
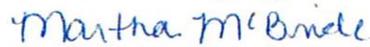
Dr. Martha McBride, Director of Instruction/Title I

Joyce Davis, Director of Professional Learning/CTAE/Student Records

Gail Jump, Director of Testing and Attendance

Keith Osburn, Director of Technology/Title IC/Title III/Gifted

Kaye Hudgens, Director of Special Education
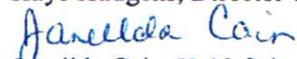
Janellda Cain, K-12 School Improvement Specialist
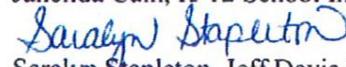
Saralyn Stapleton, Jeff Davis Pre-K and CCLC Director
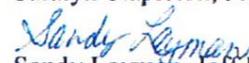
Sandy Layman, Jeff Davis Primary Principal   Chuck Crosby, Jeff Davis Elementary Principal

Richard Stone, Jeff Davis Middle Principal   Dr. Cecelia McLoon, Jeff Davis High Principal

Denise Darley, Family Connection Director & Pre-K Project Director
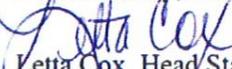
Letta Cox, Head Start Resource Specialist
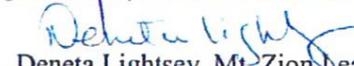
Deneta Lightsey, Mt. Zion Learning Center Director

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: **Jeff Davis Elementary School**		**Total Grant Request:** $430,000.00
System: Jeff Davis County School System	**School Contact Information:**	
	Name: **Marcia Hillsman**	**Position:** **School Improvement Specialist**
Number of Students 691	**Phone Number:** 912-375-6730	**Fax Number:** 912-375-7604
	Email Address: mhillsman@jeff-davis.k12.ga.us	
Number of Teachers 40		
Free/Reduced Lunch 73.95%		
Principal's Name: **Chuck Crosby**	**Other Reform Efforts in School:** **21 CCLC grant which ends in FY 2012**	
	Principal's Signature: *Chuck Crosby*	

School/Center Application for Striving Readers Comprehensive Literacy Grant 2012

- *School History*

Jeff Davis Elementary School is a Title I schoolwide school in Hazlehurst, GA. Our enrollment in

grades 3-5 is 691. Our demographic data consists of the following percentages of the school population:

- **Free/Reduced Lunch 73.95%**
- Black 16.1%
- White 62.4%
- Hispanic 16.5%
- Asian .7%
- American Indian .20%
- Multi-racial 3.6%
- Male 50.7%
- Female 49.3%
- Migrant 2.7%
- Special Education 15.48%
- English Language Learners 9.3%
- Gifted 4%

The make up of our staff includes:

- 27 regular/EIP classroom teachers (three of these are inclusion)
- 1 ESOL
- 1 Gifted teacher
- 4 Special Education Teachers
- 2 Speech Therapists
- 2 PE
- 1 Music Teacher
- 1 Band Teacher (two fifth grade classes)
- Administrative Staff: 1 Principal, 1 Assistant Principal, 1 School Improvement Specialist
- 1 Counselor
- 1 Media Specialist
- 5 Paraprofessionals

In addition to meeting Adequate Yearly Progress (AYP) for the past eight years, Jeff Davis Elementary

School has been named Learning- Focused School of Merit, a Learning -Focused Distinguished School,

and Learning- Focused Presidential Preferred School. The school has also earned the Title I Distinguished

School award for the past five years.

- *Administrative and Teacher Leadership Team*

    School governance is shared through the use of a school leadership team. This team includes

administrators, teachers, and paraprofessionals who represent all areas of the school. The leadership

team meets monthly to discuss needs of the school. Leadership team members seek input from other

staff members and decisions are made concerning many areas of the school, especially school

improvement. As a result, the staff members and the leadership team of Jeff Davis Elementary feel there

is a need for the resources and training that the Striving Readers Grant can provide. We feel we have a

responsibility to our students and community to ensure we provide all students with state- of- the- art

resources and research- based initiatives that will prepare our students to meet the demands of a global

society.

- *Past Instructional Initiatives*

- o   Reading Excellence Act Grant (REA) in 2002. The guiding principal of the REA Grant for third

    grade had an emphasis on reading instruction based on scientifically based reading research

    with an emphasis in the five areas of reading: phonemic awareness, phonics, vocabulary,

    fluency, and comprehension. Fourth and fifth grade teachers were also trained to utilize these

    practices. This redelivery was done through Reading First.

- o   Scholastic Reading Inventory

o DIBELS - Use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) fluency screener was begun with REA grant in 2002, but not utilized after 2009 because of GRASP and MAP. These tests are described in next section and Assessment section of application.

- *Current Instructional Initiatives*

Learning- Focused Model which includes units/lessons with the following components:

o Essential questions and enduring understandings
o Activating strategies
o Distributive summaries
o Differentiated instruction and flexible grouping
o Assessment prompts
o Culminating activities
o Vocabulary instruction and Comprehension Strategies
o Extending and refining lessons

GRASP – Georgia RESA Assessment of Student Progress

o Universal screening and progress monitoring tool used for Response to Intervention purposes.
o Given three times per year as fluency screeners in reading and computation.
o Given three times per year for comprehension.
o Replaced DIBELS.

Thinking Maps

o Language of visual patterns (graphic organizers) each based on the eight fundamental thinking processes.
o These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning.
o Contains a research-based component to improve writing

MAP – Measures of Academic Progress

o Normative and adaptive benchmarking tool that measures academic growth over time.
o Computerized and tests adjust the content of the test based on how students respond to items.
o Indicates precise instructional level of each student and reports a Lexile score.

Implementation of Common Core GPS

o Viewing GADOE webinars and studying standards
o Writing and revising units

- *Professional Learning Needs*

  ▪ Differentiating Instruction
  ▪ Integrating writing into all aspects of curriculum
  ▪ Creating lessons for use with technology tools (Interactive Boards, Classroom Response Systems, etc)
  ▪ Integrating literacy components of CCGPS into science and social studies

- ▪ Creating units for Common Core Georgia Performance Standards
- ▪ Additional training to implement CCGPS

- *Need for a Striving Readers Project*

On the 2011 CRCT, the percentage of students meeting and/or exceeding expectations in grades 3-5 in Reading/ELA was 91.0%. However, of this 91%, the percentage of students **exceeding** expectations in this area was only 41.4%. In addition to increasing the percentage in the number of students exceeding standards, the area of writing, particularly informational writing, is a major concern for JDES. Third grade writing scores from the Georgia Writing Assessment in 2011 for informational writing showed that **59% of the students did not meet** expectations in the area of Ideas; **66% did not meet** in the area of Organization; **55% did not meet** in the area of Style; and **49% did not meet** in the area of conventions. Of 215 fourth grade students, 73 received an informational topic on the Georgia Writing Predictor Test. Of those students, **77% did not** meet expectations for that domain. On the 5th Grade Writing Test, **30% of students did not meet** expectations.

Jeff Davis Elementary School is a high poverty school. In 2011 school year, the poverty rate for our students was 73.95%. As a result, most of our students are at a disadvantage when it comes to exposure to cultural and diverse experiences that are outside of the town of Hazlehurst. The nearest metropolitan cities are two hours and more away. Students are dependent on the school for the exposure and utilization of technology and books. They have limited experiences from which to draw when applying what they know in their writing. Our high school did not make AYP due to the graduation rate and the number of students meeting the standards on the GHSGT English/LA test. Many at-risk students who do not read well do not graduate from high school. SRCL grant activities can assist the JDES teachers as they impact the students who feed into JDHS. Many more resources are desperately needed so that we can expose our students to the world.

Budget constraints and limited resources are making it difficult to pull more students out of the "meets" category to the "exceeds" category on CRCT. In the Response to Intervention portion of this application, our process for working with struggling learners will be outlined as we continue to work to move students out of the "Does Not Meet" category. However, we feel that in order to realize our vision of "leading the state in improving student achievement," our responsibility is to focus on **all** students, not just students who are struggling. We believe that if we strive to use research-based strategies, resources, and technology that more students will exceed, and students who do not exceed will continue to improve.

We are not satisfied with our students' writing abilities. According to the National Commission on Writing (2004), people who cannot write and communicate clearly will not be hired, and those already working are unlikely to stay in the job or be promoted. The Commission stated that "writing ability could be your ticket in….or it could be your ticket out. You can't move up without writing skills." In addition, reading and writing are reciprocal processes. If students excel in reading, they will excel in writing. Beginning the 2012-2013 school year, the state of Georgia will implement the Common Core Curriculum as the adopted state curriculum. The Common Core contains a rigorous literacy component that runs across all content areas. Upon analysis of our writing data over the past few years, resources and professional learning are necessary to help our students master the rigor of the literacy requirements of the Common Core. Additional classroom libraries are necessary to provide texts that serve as models for writing. At the present time, we have limited informational texts (trade books, periodicals, etc.) and literature (books which would demonstrate the essential criteria of effective writing) in classroom libraries.

With the constant improvements and advances in technology, our system has the infrastructure to support more technology than we are able to afford at the present time. In addition, our school houses

two computer labs that classes visit once per week if benchmarks are not being administered. Of 60

computers, there is not one that is newer than five years. It is our hope through the SRLC grant that we

will be able to provide our students state-of-the-art technology (upgrading/maintaining old technology

and purchasing new technology) that will result in increased reading and writing achievement.

Analysis and Identification of student and Teacher Data Student Achievement Needs

The chart below delineates our Criterion-Referenced Competency Tests (CRCTs) scores for the last three

years **by disaggregated subgroups**. Although Jeff Davis Elementary School has made AYP for eight

years, we are very concerned that our "Exceeds" category in each sub group is not as high as our "Meets"

category. To simply "meet" is not satisfactory for our expectations of our students. A student can "meet"

CRCT expectations with a score of 800, which in reality means that the student answered about half of

the questions correctly. We are also concerned with and focusing on our sub groups, especially our SWD

(students with disabilities) and Black subgroups. Our Tiers of Intervention are designed for those students

who are struggling and we wish to heavily target those students who simply met standards to move them

ahead to the "Exceeds" category. This emphasis on all students will move us forward, but we must utilize

the SRCL resources to accomplish this feat.

CRCT Reading and English Language Arts Percentages – ALL STUDENTS					
Year	**Did Not Meet**	**Meets**	**Exceeds**	**Meets + Exceeds**	State AMO
2010-2011	**9.0**	**49.7**	**41.4**	**91.0**	**80.0%**
2009-2010	8.8	56.3	34.9	91.2	**73.30%**
2008-2009	8.9	59.8	31.2	91.1	**73.30%**
CRCT Reading/English Language Arts – Black Students					
Year	**Did Not Meet**	**Meets**	**Exceeds**	**Meets + Exceeds**	State AMO

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	**16.5**	**57.9**	**26.0**	**83.5**	**80.0%**
2009-2010	13.3	70.6	16.1	86.7	**73.30**
2008-2009	17.9	64.7	17.4	82.1	**73.30**

CRCT Reading/English Language Arts – Hispanic Students

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	**9.5**	**60.8**	**29.7**	**90.5**	**80.0%**
2009-2010	6.5	57.0	36.6	93.5	**73.30**
2008-2009	10.3	61.6	28.1	89.7	**73.30**

CRCT Reading/English Language Arts – White Students

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	**7.1**	**44.6**	**48.2**	**92.9**	**80.0%**
2009-2010	8.3	53.2	38.5	91.7	**73.30**
2008-2009	6.6	58.1	35.3	93.4	**73.30**

CRCT Reading/English Language Arts – SWD Students

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	**22.7**	**55.6**	**21.7**	**77.3**	**80.0%**
2009-2010	28	52.3	19.7	72	**73.30**
2008-2009	24.3	58.9	16.8	75.7	**73.30**

CRCT Reading/English Language Arts – Economically Disadvantaged

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	**19.1**	**47.5**	**33.4**	**88.6**	**80.0%**

2009-2010	12	61	27	88	73.30
2008-2009	11.8	64.5	23.7	88.2	73.30

CRCT Reading/English Language Arts – ELL Students					
2010-2011	**14.3**	**53.8**	**31.9**	**88.5**	**80.0%**
2009-2010	8.0	63	29	92	73.30
2008-2009	11.7	60.6	27.7	88.3	73.30
2007 - 2008	31.7	63.3	5.0	68.3	73.30

Teacher Retention Data

Attrition Rate* of Teachers		
School Year	**Number**	**Percent of Teacher Population**
2010-2011	**0**	**0**
2009-2010	0	0
2008 – 2009	1	2

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

Professional Learning:

Professional Learning Activity	Year(s) Offered	Number of	On-site (school) or

		Participants	Off-site (Central office, conference, or other)
Teaching Science Through Reading	2011/12	All Staff	JDES
Learning Focus Training	2011/12	New Staff	JDES
Common Core GPS (In- house PLs during weekly sessions)	2011/12	All Staff	JDES
Write from the Beginning: Setting the Stage (Writing component of Thinking Maps)	2011/12	All Staff	JDES
Reading First Struggling Readers	2010/2011	12	JDES
GRASP/WGRETC redelivery	2010-ongoing	All staff	JDES and Central Office
Thinking Maps	2010-ongoing	All staff	JDES
Differentiated Instruction/Review	2010	All staff	JDES
Writing Training w/First District RESA Vondesa Lee	2010	33	JDES
Response to Intervention Training	2010	27	JDES
Belita Gordon Writing Training	2010	10	JDES
Differentiated Assignments	2008-09	All staff	JDES

    f)   *Teacher Professional Learning Needs*
- Training on understanding of Common Core GPS
- Writing effective units to address Common Core
- Additional training for teaching of writing
- Training for use of technology

Curriculum Needs

- Professional learning for Common Core implementation, particularly in the area of text complexity and the use of Lexiles.
- More training in the teaching of writing.
- Opportunities for writing and revising units that are aligned to the Common Core Georgia Performance Standards

Technology Needs

- More updated technology to include interactive boards, laptops, digital mobile devices, and accessories for technology
- Maintenance of existing technology

Needs Assessment

a) FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey
This consisted of two parts: Part 1 Literacy Instructional Technology Practices and Part 2 Literacy Instructional and Technology Resources.

Content Area (Math, Science, SS, Reading, English, Writing per grade; SPED; Gifted; ESOL) Literacy Needs Assessment

b) The FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey was dispersed to all Jeff Davis Elementary School personnel (except PE and music teachers) by way of a literacy team member. This representative was responsible for the dispersing and the collecting of this survey. Once all surveys were collected the data was compiled and graphed.
The Content Area Needs Assessment was conducted by the Jeff Davis Elementary School literacy team. Each team member was responsible for compiling a list of needs per their assigned content area.

c) All faculty at Jeff Davis Elementary School in which literacy is a part of their daily content curriculum participated in the Needs Assessment:
- Reading and Writing Teachers
- Math, Science, Social Studies Teachers
- Special Education Teachers and Paraprofessionals
- Gifted Education Teacher
- ESOL Teacher
- All content Area Paraprofessionals
- Media Specialist and Paraprofessional

(See Appendix D for copy of survey and Appendix E for graph of results of survey)

Areas of Concern

a) **Clearly identifies the areas of concern as they relate to the researched-based practices found in the "What" document.**

b) **Identifies the specific age, grade levels, or content areas in which the concern originates**

**(Both a and b will be addressed in this next section)**

Writing: The area of writing, particularly informational writing, is a major concern for JDES. This concern is in all three grades but particularly 4th grade. On the Georgia Writing Predictor Test, 73 of 215 fourth grade students received an informational prompt. Of those students, **77**% **did not meet** expectations. Overall, regardless of genre, only 34% in 4th grade met standards. Third grade writing scores from the Georgia Writing Assessment in 2011 for informational writing showed that **59% of the students did not meet** expectations in the area of Ideas; **66% did not meet** in the area of Organization; **55% did not meet** in the area of Style; and **49% did not meet** in the area of Conventions. On the 5th Grade Writing Test, **30% of students overall did not meet** expectations. Beginning the 2012-2013 school year, the state of Georgia will implement the Common Core Curriculum as the adopted state curriculum. Over the past three years,we have seen no significant growth in our writing scores (as noted in the charts below). We desire to have our students write tightly focused genre specific papers in a variety of situations. These papers should be clear and coherent in which development, organization, and style are appropriate to task, purpose, and audience. We want our students to master the College and Career Readiness Anchor Standards for Writing and Language on Common Core Georgia Performance Standards.

Informational writing provides the means for students to demonstrate knowledge and application of concepts. Students use the processes of informational writing to actively explore and increase understanding of scientific and social studies development. In the areas of science and social studies, we have a small percentage of students exceeding standards. (See graphs that are included.) It is obvious our students need more access to informational texts and other outside resources to give them a broader spectrum of experiences on which to write.

**Third Grade Areas Percentages of Did Not Meet**
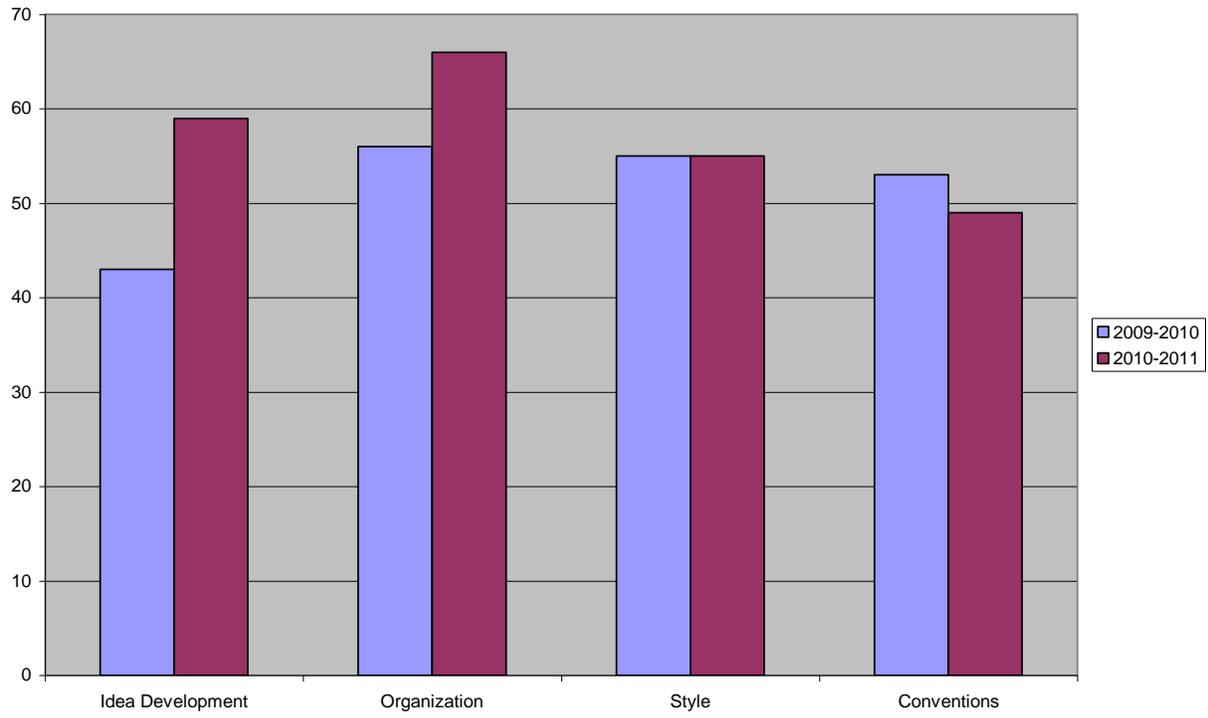
Fourth Grade Predictor
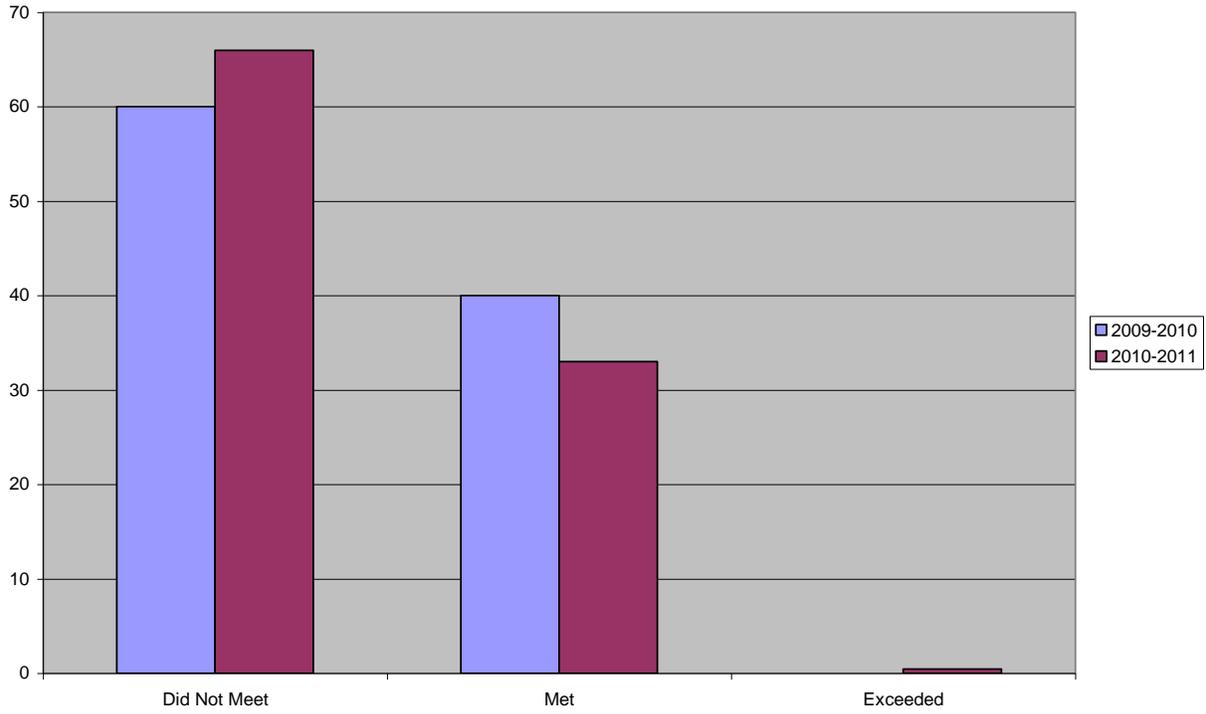
2009-2010 Fifth Grade Writing Test
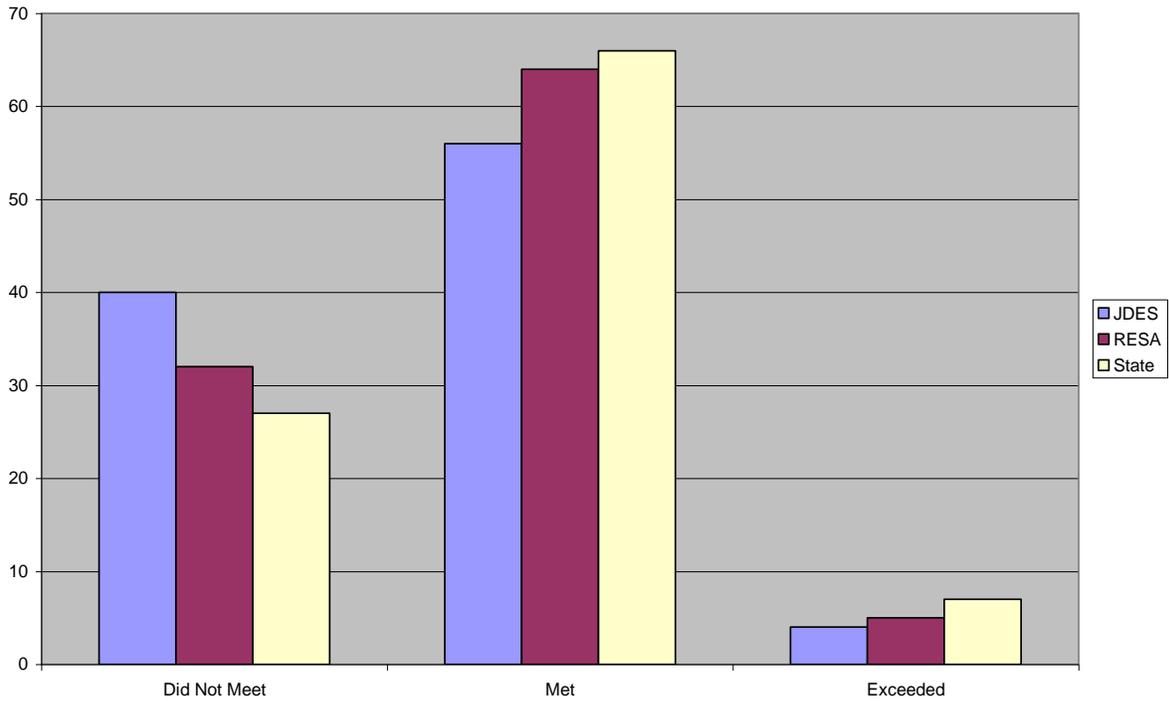
2010-2011CRCT Social Studies(Exceeded)
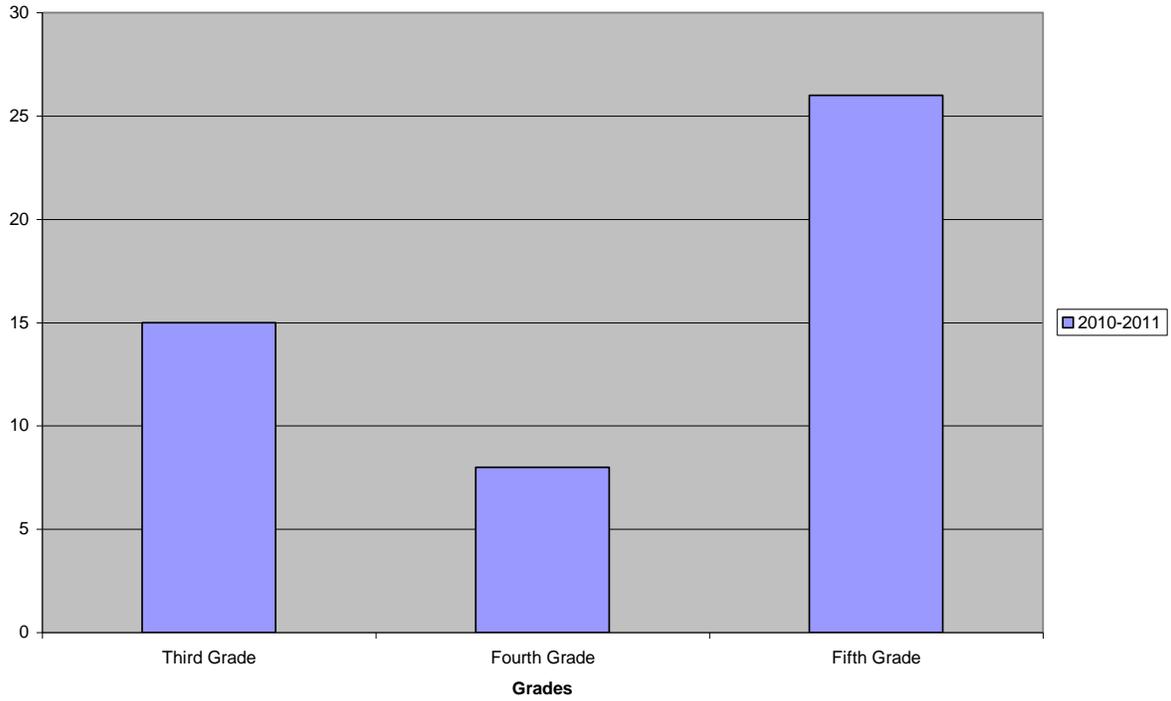
2010-2011 CRCT Science Scores (Exceeded)
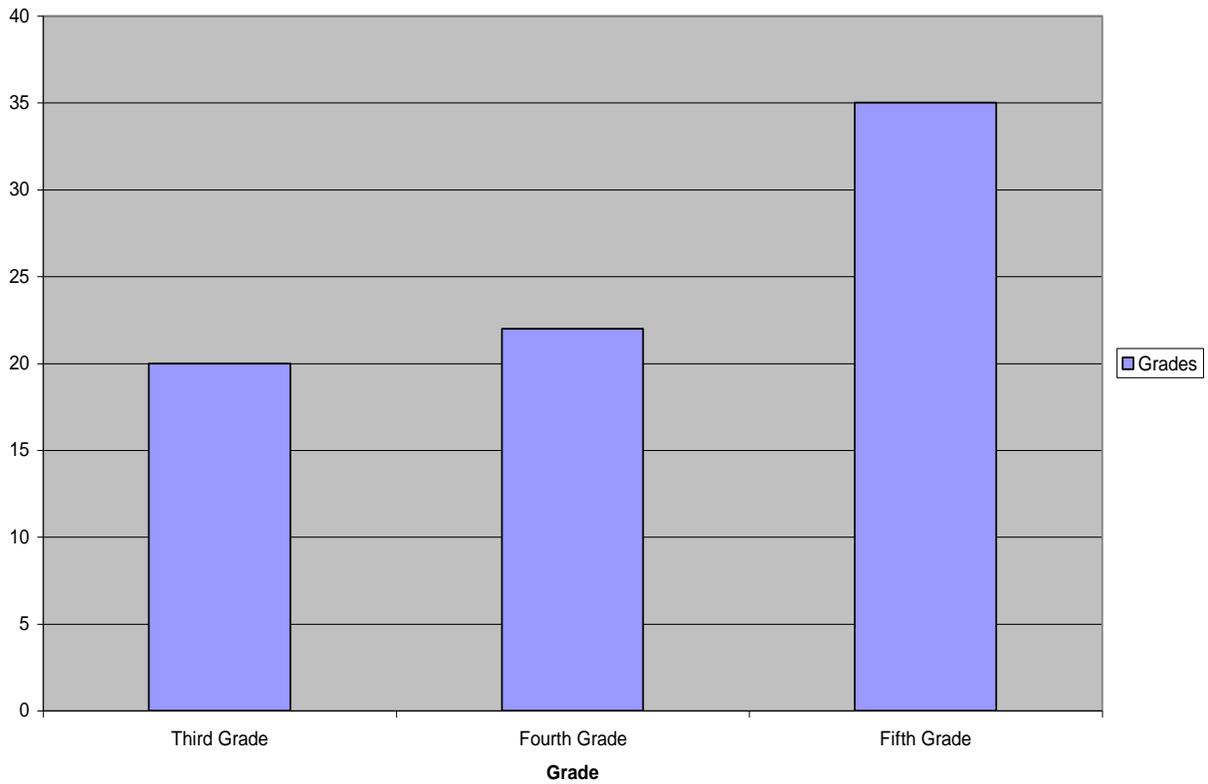
Another area of concern is the number of students who exceed on the CRCT. Only 41.4% of our

students exceeded standards in reading/language on the 2011 CRCT (See chart below). We feel our best

chance of preparing all students for the rigor encompassed in the CCGPS and the College and Career

Readiness Standards is to concentrate on moving as many as possible to the exceeds category. We will

focus on research- based strategies including Key Ideas and Details, Craft, Integration of Knowledge and

Ideas, and Range of Reading and Level of Text Complexity, which are the main areas of focus in the

College and Career Readiness Standards for Reading and from the Common Core GPS. Within these

areas, we will be able to focus on the seven habits of an effective reader, which include visualizing,

questioning, making connections, predicting, inferring, determining importance, and

synthesizing/creating.

Average CRCT Scores For All JDES Students
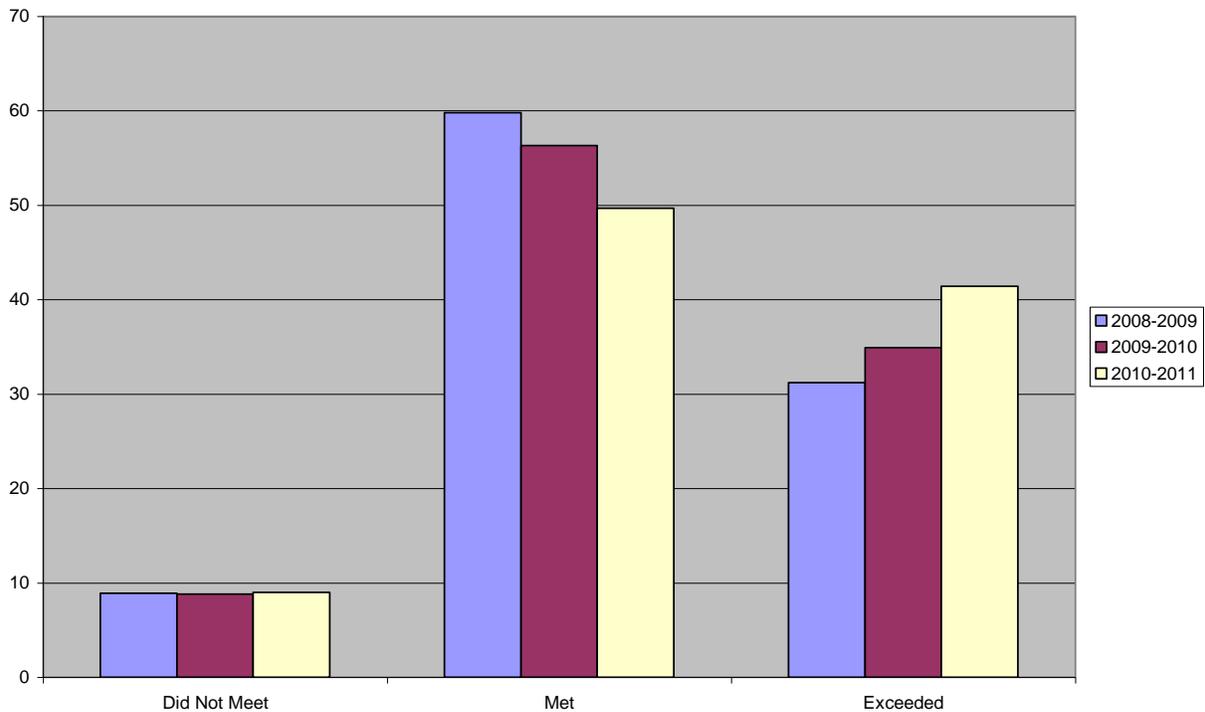
c) **Identifies the area of concern and details the steps the school has or has not taken to address the problems**. Our students' writing skills, the small percentage of students exceeding standards of standardized testing, and our students' level of comprehension of informational text and success on informational writing. During the past four years, we have begun to implement programs to increase writing and literacy skills. Our teachers have been trained through professional learning activities. One strategy in which teachers have received training is "Teaching Science through Reading." During 2010-2011, JDES began using Thinking Maps throughout the curriculum. This year, we are continuing with this program as we begin to implement the writing component of the program: *Write from the Beginning and Beyond*. Teachers are also using resources such as Mark Diamond's writing strategies to help motivate students to write. The writing strategies implemented are used throughout the curriculum. Our teachers have been trained in the teaching of writing; however, limited resources make it difficult to fully implement best practices.

Root Cause Analysis

Underlying Problems

    a)   **The root or underlying causes of the areas of concern found in the needs assessment.**
Student writing skills and low percentage of students exceeding standards on state tests are a great concern to our school. Many of our students have limited experiences from which to draw when they are asked to write. In addition, many homes are deficient of adequate reading materials because our area is one of high poverty.

    b) **The specific grade levels that are affected.**
All three grade levels are affected. The most glaring weakness is informational writing and last year's 4th grade scores were very low, particularly in the informational writing genre.

     c)   A specific rationale for the determination of the cause.

JDES staff feel if students have more exposure to diverse texts and more technology, there will be an

increase in student achievement overall and students will see the connection of literacy in all subject

areas.

     d)   What has been done in the past to address the problem?

Teachers have had professional development on strategies to improve reading and writing, but so much

more can be done in that area if we have more resources with which to work.

     e)   New information the needs assessment uncovered.

The needs assessment provided an opportunity for teachers to think about and research those tools

which could be used in order to improve reading and writing. Our writing scores really made us take a

second look at what we plan to do instructionally. As a result of this research into available technology,

we were surprised at the age of our computers, and we realized that digital mobile devices can provide

multiple texts without taking up a lot of physical space.

School Literacy Team

Literacy Team Structure

    a)   A listing of the members of the site based literacy team.
- Tina Lewis   3rd grade teacher
- Phyllis Hall   3rd grade teacher
- Patsy House   Special Education teacher
- Kelly Underwood   ESOL teacher
- Nannette Thomas   4th grade teacher
- Beth Haynes   5th grade teacher
- Susie Taylor   Media Specialist
- Roxie Crosby   Counselor
- Donna Wilcox   Assistant Principal
- Marcia Hillsman   School Improvement Specialist
- Chuck Crosby   Principal

b, c, and d)The function of the site based literacy team in terms of the needs assessment.

This literacy team was created for the purpose of analyzing the JDES literacy program and for reviewing

research to seek out ways to improve our literacy instruction. In addition, the team has the

responsibility of communicating with other staff members about what we are doing as well as asking for

their input and suggestions. Concerns are addressed and recommendations from everyone are

considered. In addition to minutes of meetings being shared with staff, grade representatives report to

grade level in weekly meetings. Minutes of meetings are in Appendix.

Literacy Team Schedule

The Literacy Team has designated the first Thursday of each month to meetings.

Literacy Team initiatives will include continuing the data analysis of benchmarks and standardized

testing as well as monitoring the roll out of the Common Core. Team members will support the teachers

through each of these major literacy initiatives. Literacy team will ensure that monies received from

SRLC will be dispersed according to the needs assessment and the proposed budget.

Project Goals and Objectives

Goals to Be Funded by Striving Reader

a) Project Goals:

- o Focus on using technology and a variety of texts including digital texts to integrate the seven main research-based strategies for reading comprehension in order to prepare all students for increased academic achievement in a technological society. These strategies are visualizing, questioning, making connections, predicting, inferring, determining importance, and synthesizing/creating.
- o Provide a wide variety of texts to include non-fiction (particularly social studies and science related) fiction, and periodicals, but also include digital-age literacy devices and modes of discourse in order to enable students to meet the final standard in the anchor standards of CCGPS for each grade, which is to "Read and comprehend complex literary and informational texts independently and proficiently." In addition, these texts will provide models for improving student writing, which reinforces the reading/writing connection.
- o Employ strategies to motivate students. This will include providing students with opportunities to make choices about what they read and write, which requires rich classroom libraries.

Opportunities to work with peers will provide another layer of motivation and afford students an opportunity to enhance communication and collaborative skills. Facilitate success in students to enhance their self-efficacy.

- o Integrate a holistic, authentic, and varied approach to teaching writing and require students to become proficient in all three types of texts: argumentative, informative/explanatory, and narrative. In addition, use formative assessment strategies (classroom writings, mock writings, etc.) that provide commentary with specific feedback to help students progress. The most important writing goal for our students will be the tightly focused and fully developed construction of a domain-specific piece of writing that includes complete, focused, quality sentences that adhere to the basic conventions of capitalization and punctuation.
- o Provide a wide variety of texts both digital and hard copy (trade books, leveled texts, periodicals, etc.) to ensure that students have ample reading material in their Lexile ranges that are aligned to College and Career Readiness expectations.
- o Utilize technology as a tool for teaching students the skills to read, write, and communicate and compete globally as a result of improved literacy.

b) Project Objectives (measureable)

- Continue to provide 150 minutes per day for literacy.
- Increase the amount of texts available to children in the form of novels, trade books, periodicals, dictionaries and other reference sources, and digital print devices. Inventory sheets will provide evidence of this increase in ample texts in classrooms.
- These objectives will serve as the measure of ALL goals that deal with increased achievement in students proficiently **reading**:
  - o By end of 3rd grade, students will score in the Lexile range of 500-700.
  - o Increased number of students exceeding standards on CRCT.
  - o By end of 4th grade, students will score in the Lexile range of 650-850.
  - o Increased number of students exceeding standards on CRCT.
  - o By end of 5th grade, students will score in the Lexile range of 750-950.
  - o Increased number of students exceeding standards on CRCT.
- These objectives will serve as the measure of ALL goals that deal with increased achievement in students **writing** proficiently on domain specific topics:
  - o Increased percentage of students in 3rd grade meeting and exceeding standards on state writing test.
  - o Increased percentage of students in 4th grade meeting and exceeding standards on 4th Grade Writing Predictor Test.
  - o Increased percentage of students in 5th grade meeting and exceeding standards on 5th grade state writing test.
  - o Increased percentages of students in all grades meeting and exceeding standards in the informational writing genre.
- These objectives will serve as a measure of **motivation** prompted by the availability of rich classroom libraries along with a well equipped media center and technological tools that will enhance student proficiency in reading and writing:
  - o Increased number of check-outs in classroom libraries
  - o Increased number of media center check-outs

- o   Increased number of Accelerated Reader points
- o   Students meeting goals set from MAP assessment

C)   *Research-based practices in the "What and Why document as a guide for establishing goals and objectives.*

The School Literacy Team used the Common Core Georgia Performance Standards and the College and Career Readiness Anchor Standards for reading, writing, language, and speaking and listening as the framework for our goals. The research on the challenges of accessing varied materials supported our desire to have more materials for our students; thus, we wrote our goals and objectives that addressed these areas of concern. Literacy demands in content areas are rigorous for all students. They need many interactions with texts that are influenced by comprehension demands, features, and structures of specific texts. We realize there is a strong reading and writing connection, and the efficacy of writing impacts reading comprehension. We plan to focus heavily on reading and writing. In addition, we will use Tiers of Intervention and employ strategies to work with all of our students.

d) Considers practices already in place when determining goals and objectives.

Our school has already begun to study the Common Core GPS and the College and Career Readiness Anchor Standards. There is a plan for teachers to begin writing and revising units to teach these standards. We have already begun addressing the writing concern through *Thinking Maps: Write from the Beginning* to provide structure for different genres, and teachers have attended Mark Diamond workshops which are designed to help motivate students to write through common sense approaches.

Goals to be Funded with Other Revenue Sources.
We have no other grants from which we are receiving funds except for the CCLC grant which funds endeavors outside the school day. Title I A, Title I C, Title II A, Title II D, Title 3, Title 6 Part B, Title 6 B, Local, State Staff Development, SPLOST and QBE funds will be coordinated with SRCL funds.

Evidence-based Literacy Plan

Using the "What" document as the planning guide, use the topics below to develop the school's literacy plan.

Current school/center instructional schedule

A) Goals For objectives, see Column C	B) Who will implement?	C) What will take place? **Measurable Objectives**
JDES will incorporate College and Career Readiness Standards for reading through the implementation of Common Core Georgia Performance Standards	All teachers will incorporate CCGPS standards in their classrooms. Principal, assistant principal, school improvement specialist will provide support and monitoring of the incorporation and implementation of CCGPS.	All content reading teachers in Grades 3-5 will devise and teach units which are based on CCGPS in the following areas: **Literature:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity **Informational Texts:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity 3rd Grade Expectations – By end of 3rd grade, students will • Score in the Lexile range of 500-700 4th Grade Expectations– By end of 4th grade, students will • Score in the Lexile range of 650-850 5th Grade Expectations – By end of 5th grade, students

		will • Score in the Lexile Range of 750-950 **Foundational Skills:** Phonics and Word Recognition and Fluency 3rd Grade Expectations – By end of 3rd grade, students will • Recognize and write sounds of letters with a minimum of 80% accuracy • Recognize 220 sight words • Score on grade level on fluency screener 4th Grade Expectations – By end of 4th grade, students will • Instantly recognize 140 sight words 5th Grade Expectations – By end of 5th grade, students will • Instantly recognize 175 sight words **Timeline:** On-going

JDES will incorporate College and Career Readiness Standards for writing through the implementation of Common Core Georgia Performance Standards. Overarching goal will be for students to develop domain specific writings that are tightly focused and fully developed with quality sentences that adhere to basic conventions.	All teachers are responsible for writing standards. Reading/ELA teachers will work with argumentative and narrative writing genres and social studies and science teachers will work with informative/explanatory writing. School administrative staff and school improvement specialist will provide support and monitoring.	Teachers will incorporate writing in each subject for which they are responsible. Students will be expected to write narrative, opinion, and informational/explanatory pieces routinely. A wide variety of texts from classroom libraries and media center will serve as models from which to write. Benchmarks will be administered on a regular basis to assess how students are progressing. Expectation is for JDES to have **10 percent** more students in the "Exceeds" category in all three grades measured by the 3rd and 5th Grade Georgia Assessments and 4th Grade Predictor Test in 2012 and to continue increasing over the next few years. **Timeline:** on-going

Students will read and comprehend numerous complex literary and informational texts independently and proficiently.	All teachers, media specialist, literacy team	Striving Reader Grant money will provide classroom libraries that are rich in diverse texts with various genres and Lexile ranges. An emphasis will include social studies and science related trade books with topics that are correlated with CCGPS standards. These texts will be used to help students increase their comprehension and writing skills and the evidence of effectiveness will be in formative and summative assessments and through the upward movement of students in their Lexile ranges. (First section of this column details the Lexile ranges for each grade) **Timeline:** Implementation of CCGPS and on-going
JDES will incorporate College and Career Readiness Standards for speaking and listening through implementation of Common Core Georgia Performance Standards	All teachers will be responsible regardless of content area taught.	Students will benefit from technology provided through Striving Readers, which will facilitate students to become more effective in communication. **Timeline:** Implementation of the use of expanded technology in school upon receiving of tools and on-going to sustain

Use multiple tools to monitor student progress. Screeners and probes will be used for RTI (Tiered Instruction) purposes. Benchmarks, MAP (Measures of Academic Progress), Lexile scores, and formative and summative classroom assessments will continuously assess student progress.	Everyone is involved in the process of tiered instruction. School counselor is the identified coordinator of RTI, but teachers will progress monitor on a routine basis and school administration and school improvement specialist will monitor from a building perspective.	The student achievement pyramid of intervention represents the process of continually implementing "progress monitoring" and then providing layers of more and more intensive interventions so students can be successful and progress in their learning. This proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. This approach focuses on determining when students are struggling and providing strategic interventions to help them. **Timeline:** In progress and on-going
Incorporate the six infrastructural components required for a strong literacy program.	All staff members will be responsible; administrative staff will support and monitor.	Continue plan for extended time for literacy (schedule is included in this application), professional learning, on-going summative assessment of student progress, collaborative teams, leadership, and comprehensive literacy program. **Timeline:** In progress and on-going

D)   Details the current instructional schedule.
Reading/Language/ Schedule

Grades 3-5

Time	Content	Description
5 minutes	Language Review	
30 minutes	Flexible Groups	Homogeneous ability groups reading text on their level
60 minutes	Reading	Whole group, partnered, heterogeneous groups, or individual
55 minutes	Language Arts/Writing/Spelling	Mini lessons, partnered, groups, individual

Plan for Tiered Literacy Instruction

e) Please see **Appendix A**, for Tiered Literacy Instruction Process, **Appendix B** for RTI Tracking Procedures, and **Appendix C** for RTI Data Collection Methods. These comprise our plan for tiered instruction.

Resources for Tier I Instruction

f) Details the materials currently used for Tier 1 instruction.

- Standards-based instruction, textbooks, Study Island, Learning Focused materials, and all classroom resources available to teachers, media center, and computer labs
- Personnel responsible - teachers, paraprofessionals, administration

Tier 2- These are interventions typically done three times per week and progress monitored by using GRASP probes every two weeks:

- Reading to paraprofessionals/teacher
- Spectrum
- Acceleration with spelling words
- Decodable books for struggling readers
- Smaller passages

- Versatile tiles
- Riverdeep-Bubbles (for students who scored just below or above "Meets" cut score)
- Study Island-Bubbles (for students who scored just below of above "Meets" cut score)
- Flex groups
- Corrective Reading
- Sight words-flash cards
- Mad Center activities
- Harcourt-on-line
- Benchmarks
- Internet site - Educationcity.com
- Reading and Coach Books
- AR Reading
- After School Program.

Tier 3

Use same interventions as Tier 2 just more frequently, 4-5 times per week and probed weekly.

SRA (Scholastic Reading Assessment) for students who struggle with reading the most.

Tier 4-

Inclusion and Co-Teaching Model

PCI Sight Word Reading Program

 Pro-Ed Functional Word Series (Job/Work Words, Fast Food/Restaurant Words, and Signs Around You Words).

What will be done to ensure that there are no conflicts, in terms of philosophy, time commitments, and allocation of resources, between Striving Reader and other initiatives and/or existing reform efforts?

h) Jeff Davis Elementary School is not receiving Race to the Top or SIG (School Improvement Grant)

dollars. We do benefit from the CCLC grant which funds our after school program. The Literacy Plan,

which includes project goals and objectives, has been written in compliance with the CCGPS, SACS goals,

beliefs, and missions, and the philosophy of the Jeff Davis County Board of Education.

Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

Provide a <u>generic</u> (not title specific) listing of materials that support literacy, including instructional technology

Current classroom resources

a) A general list of current classroom resources for each classroom in the school.
    • Units of study aligned to Georgia Performance Standards

    • Overhead projector

    • LCD projector

    • Document camera

    • Teacher laptop

    • Previous reading series used as resource to supplement units of study

Current shared resources

b) A generic list of shared resources.
    • On-line shared folders

    • Limited sets of trade books

    • Three sets of student response systems for entire school

    • Social studies and science books

    • Software (Study Island, Riverdeep, Accelerated Reader, Compass Learning)

c) *Current library resources*

- Biographies – 1015 copies – **average copyright date 1976**
- Easy Fiction – 1044 copies – **average copyright date 1989**
- Fiction – 4094 copies – **average copyright date 1990**

    Total Print Collection – 11,500 copies – average copyright date 1985

Additional resources needed to ensure student engagement

d) A list of resources needed to implement the literacy plan including student engagement.

    • Classroom Libraries

        o Texts that support teaching effective criteria for writing
        o Texts that represent all genres and Lexile ranges

- o Digital devices (e.g. Kindles) that have books downloaded
- o Reference materials
- o Trade books with topics aligned to science and social studies content for all three grades
- Interactive whiteboards for all classrooms

- Interactive whiteboard software

- Classroom laptops with headphones to use in flex groups

- Weekly reading periodicals

- Student response systems

- CD read-along listening centers for each classroom

- CD read along library

Classroom Practices

e) A generic list of activities that support classroom practices.

- Learning- Focused strategies
- Flexible grouping for reading and writing
- After- School Program
- Think-Pair-Share
- Small group instruction

Intervention Programs

f) A generic list of activities that support literacy intervention programs

- Bubbles
- SRA
- Co Teaching
- One-on-One Reading
- Flexible Grouping
- RTI (Response to Intervention)
- Summer school
- Early Intervention Program (EIP)

Additional strategies needed to ensure student success

g) A generic list of additional strategies needed to support student success

- Gifted program
- ESOL program
- Extending and Refining Activities
- Flexible grouping

- Differentiated Instruction
- Writing

Project Procedures and Support

Provide a sample schedule by grade level showing the tiered instructional schedule.

a) Details a sample schedule by grade level indicating a tiered instructional schedule.
b) Shows that students in elementary will receive at least 90 minutes of tiered instruction
    Schedule for Grades 3-5

Time	Content	Description
5 minutes	Language Review	
30 minutes	Flexible Groups	Homogeneous ability groups reading text on their level.
60 minutes	Reading	Whole group, partnered, heterogeneous groups, or individual.
55 minutes	Language Arts/Writing/Spelling	Mini lessons, partnered, groups, individual.

c) *Shows a schedule that is designed for RTI.*
Schedule is determined by intervention process. **See Appendix A, B, and C**

Professional Learning Content and Strategies Identified on the Basis of Documented Needs

a) A table indicating the professional learning activities that staff have attended in the past year. (See Table below)
b) The number of hours of professional learning that staff has attended. (See Table below)
c) The % of staff attending professional learning. (See Table below)
d) A detailed list of on-going professional learning.(In Table below, see Hours column)
e) The preferred method of delivery of professional learning.
    Jeff Davis Elementary prefers the redelivery method of professional learning. The school has

"Monday Meetings" which are on-site, job embedded professional learning sessions that are held

during planning times. Sessions are usually conducted by school improvement specialist, but

sometimes, classroom teachers model effective strategies for their peers. Targeted areas and topics

for professional learning are guided by system wide curriculum director and school improvement

specialist. School level specialists meet once per month to update and discuss what needs to be

done system wide.

Professional Learning Activity	Year(s) Offered	Number of Participants	Hours
Teaching Science Through Reading	2011/12	100%	3
Common Core GPS (RESA staff and in-house PLs during weekly sessions)	2011/12	100%	40 hours by end of year On-going
Write from the Beginning: Setting the Stage (Writing component of Thinking Maps)	2011/12	100%	On-going
Mark Diamond-Writing	2011 and 2012	28%	12
Ga Reading/Writing Conference	2010	28%	8
GRASP/WGRETC redelivery	2010-	100%	4
Thinking Maps	2010-2011	100%	On-going
Differentiated Instruction/Review	2010	100%	On-going
RTI Training/Michele May	2010	75%	On-going

f) The programmatic professional learning needs identified in the needs assessment
- Training on understanding of Common Core GPS
- Writing effective units to address Common Core
- Additional training for teaching of writing

- Training for use of technology

Additional Professional Learning Needs:

Training will be necessary for the use of the technology. In addition, more training for teaching writing and all that encompasses implementation of CCGPS is expected.

Assessment/Data Analysis Plan

a) A detailed listing of the school's current assessment protocol.

Assessment	Purpose	Skills	Frequency
GRASP	RTI screeners	Reading fluency and comprehension	Three times per year
MAP	Norm-referenced growth indicator that yield Lexile scores	Vocabulary, Informational Reading, Literary Comprehension	Three times per year
Paper/Pencil Benchmark Assessments	To determine if students have mastered skills taught over nine weeks period	GPS and Common Core Standards taught over a nine weeks period for reading , English, and math	Three times per year
CRCT	Assess mastery of GPS standards	GPS standards in areas of reading, ELA, math, science, and social studies	Once per year
ITBS	Given to 4th graders for norm- referenced purposes	Achievement in reading, ELA, and math	Once per year

Writing Assessments	**Assess how well students write on a domain specific topic**	**Test assesses how students master the domains of ideas, organization, style, and conventions**	**Once per year and three benchmark assessments prior to state assessment**

b)   An explanation of the current data analysis protocol.

For several years, we have had a systematic data analysis plan. During pre-planning, all reported data from the previous year is presented to staff. A breakdown of scores by grade, subject area, and domain are included. Teachers are given a data disk with all the CRCT data for their new students. Included are indicators of which students did not meet, met, or exceeded standards on each subtest. There is a separate file for all "Bubble" students in the areas of reading, math, and language. Bubble students are those who score within a range of ten points below 800 (cut off score for mastery) and ten points above. Teachers have all the needed information to begin planning instruction. In addition to the data disk, they are given a progress monitoring spreadsheet with a column for all major assessments for the year, so they can have a continuous "at-a-glance" overview on how students are progressing.

After having a few weeks with students, teachers do a more in-depth data analysis. They begin the process by looking at school goals that were determined using Adequate Yearly Progress (AYP) indicators. They are then given a chart to determine for each domain in reading, language, and math which students by subgroup were below 60% mastery and above 80% mastery. This provides teachers good initial information for flexible grouping and for knowing which students need remediation and enrichment. Teachers are also required to detail all "Bubble" students by disaggregated subgroup. When students appear in more than one subgroup, teachers know that special notice should be taken, because

the individualization afforded to these students will result in higher overall achievement. Teachers are

given a week to complete the data analysis. They bring the results to professional learning meetings and

discussions ensue throughout the year as to what strategies and interventions will work best for

students.

   c) A comparison of the current protocol with the SRCL assessment plan.
      o It appears that a lot of the assessments in the SRCL plan are designed for early literacy. Our
        assessments yield data that serve not only as fluency screeners but measure comprehension
        as well.

   d) A brief narrative detailing how the new assessments will be implemented into the current
      assessment schedule.

 Just before Jeff Davis County began the process of writing the SRLC grant, teachers in grades 1-8 began

using MAP (Measures of Academic Progress) as a means of assessing growth in students with normative

data. We are certain we will be using this assessment system for several years to come because it

provides a growth model and indicates each student's precise instructional level. In 2010-2011, JDES

began using Georgia RESA Assessment of Student Progress (GRASP) to address and assist in the

Response to Intervention process. It is a universal screening/progress monitoring tool. GRASP is

designed to identify and track students who are in need of reading and/or math interventions. In the

area of reading, students are given a reading fluency screener similar to the DIBELS ORF assessment.

JDES now uses GRASP instead of DIBELS for fluency assessment. Students are also given a computerized

standards-based assessment of comprehension. Teachers have been trained to analyze the data in order

to determine areas of weakness so these can be addressed and progress monitored. If weaknesses

appear to be a Tier one issue, all students receive instruction to improve their skills. GRASP is

administered three times per year.

   e) A narrative listing current assessments that might be discontinued as a result of the
   implementation of SRCL.

- With MAP, we probably will not use ITBS, but that will be a system decision

f) A listing of training that teacher will need to implement any new assessments.

- Teachers have been trained on all assessments we are currently planning to use.

g) A brief narrative on how data is presented to parents and stakeholders.
Data presentation of test scores is presented not only to teachers, but to our school council and at parent night meetings. A PowerPoint is prepared with overall data for the school, grade level data, and disaggregated subgroup data for CRCT in all areas tested and for the writing assessments in all three grades. Also, JDES has a very systematic data analysis plan that is done throughout the year and includes many forms of assessment from which to analyze and make instructional decisions. Units of study are revised and differentiated instruction is utilized as a result of this analysis.

Budget Summary

JDES will utilize SRCL funds for professional learning (stipends and/or substitutes as well as travel and registration). This will include study of and unit writing for the Common Core GPS, additional writing training, and the training necessary for utilization of resources that SRCL grant monies will afford. In addition, ample funds have been set aside for any school wide training that the grant requires. We have budgeted technology items that will help us to incorporate literacy across all content areas. They include interactive boards, projectors, and classroom response systems as well as new laptops for all teachers to have in their classrooms. We have budgeted money to contract with technology specialists to install and maintain technology. In addition, funds were set aside to replace technology items that are in existence now such as projectors, computers, etc. that will be necessary accompaniments to new technology we seek to purchase. We need richer classroom libraries. As a result, we have budgeted for trade books for informational reading and writing, periodicals, leveled books, and digital mobile devices that can have applications or eBooks downloaded for student use. There has also been an allotment for new books in

media center. Stipends to pay teachers, media specialist, and paraprofessionals to label books according to their Lexile have been budgeted. Supplies have been included for CCGPS units and other professional learning endeavors, including paper, toner, and ink. In addition, extra projectors and bulbs will be needed for interactive board use. Dollars have also been set aside for extra wireless access points and installation and maintenance of technology that is purchased with SRCL. Software for computer labs will also be purchased as well as Common Core test practice books for each content area.

APPENDIX

Appendix A

<u>**Jeff Davis Response to Intervention Process**</u>

Tier 1—All class rooms should <u>actively</u> us Best Practices to support students.

1. Observe academic and/or behavioral area of concern. Pinpoint 1-2 specific areas of

   concern based on information from analysis of work samples and available universal

   screeners (GRASP and others). If there are more than 2 areas of concern, prioritize

   and focus on no more than 2 for possible intervention.

2. Reflect on current instruction, classroom management, and learning environment.

   Use Tier 1 of Pyramid, Learning Focus Strategies, to help you

3. Make changes as needed to implement best practices. Consult academic coach,

   counselor, administrators, and/or colleagues for support and advice.

   If academic and/or behavioral concern improves, continue best practices.

   If academic and/or behavioral concern continues, **move to Tier 2.**

   (at this point, complete Tier 1 progress monitoring summary sheet) (all tiers must have data)

Tier 2—Interventions are specific strategies designed to develop a skill the student lacks.

(Tracking Document for specific steps is provided)

4. Consult colleagues, pyramids, and professional resource materials for intervention ideas

   and begin RtI process and paperwork. RtI School Coordinator will assist the process.

5. Inform parents about interventions and progress as appropriate.

6. If you feel hearing and vision is an issue or need rating scales completed or would like

   someone to observe the student, get parent permission.

7. Meet with RtI Team to make decisions based on information collected. Continue or

change current intervention(s) based on information provided. Keep parents informed.

(record progress monitoring data.)

If academic and/or behavioral concerns improve, continue Tier 2 interventions or move back to Tier 1. If academic and/or behavioral concern continues, **move to Tier 3.**

Tier 3—Personalized, and RESEARCH-BASED, intensive interventions are necessary for

students who continue to struggle despite Tier 1, 2 interventions.

8. Contact parent for a meeting with school RtI team. Begin SST paperwork

9.   Meet to analyze Tier 2 interventions and make decisions about Tier 3. Baseline data

must be collected prior to intervention. Implement interventions immediately after baseline

data and begin data collection.

10. Implement progress monitoring. Behavior should be assessed at least weekly and

academics every 2-3 weeks.

11. Meet back in SST as needed to change interventions or intensify interventions. If lack of

progress if evident, contact parent for permission to screen. Complete SST referral and

obtain a hearing and vision screening. Complete data collection sheets up to this point,

while continuing Tier 3 individualized interventions—continue progress monitoring. Turn

completed packets to Kaye Hudgens

Appendix B

RtI TRACKING Document

(staple to inside left of RtI folder)

STUDENT NAME_____ **School/s _____**

Area　　　　Area　　　　Area

_____　　_____　　_____　　　　　　_____

　Date　　　Date　　　Date

_____　　_____　　_____　　Tier 1 Interv. Completed/Data Collection Sheets p.1,2
completed

　　　　　　　　　　　　　　　　　(6-9 weeks but change intervention during this time if
deemed not successful)

_____　　_____　　_____　　**Parent notified** (form) of specific problem and need for Tier 2

　　　　　　　　　　　　　　　　Interventions

　　　　　　　　　　　　　　　　____ P**ermission** obtained, if needed (for Behavior Scales,
observation,H/V)

_____　　_____　　_____　　Tier 2 RtI Data Collection p.1 completed with intervention
specified

_____　　_____　　_____　　Tier 2 Interventions initiated (continue for a minimum of 4-6
weeks)

　_____　　_____　　_____　　Tier 2 Interventions ended/Data Collection p. 2 completed

_____　　_____　　_____　　**Decision:** ___continue with Tier 2, __return to Tier 1, __move
to Tier 3

_____   _____   _____   **Parent notifed** of Tier 3 meeting (form letter)

_____   _____   _____   **Parent Meeting held** ____move to Tier 3/SST--enter student in SEMS;

____Complete RtI Tier 3 **Minutes** (see form) (attach Tier 1, 2

Data Collection);

___*School RtI Coord. Initials completion of Tier 1,2*

here_____

____ Complete SST Referral on SEMS; Discuss

alternate/more intense

Tier 3 intervention, ____Data Collection Tier 3, p.1 Completed

_____   _____   _____   **Permission** to Screen/Evaluate through SST **signed** (see form)

_____   _____   _____   SST Referral **signed** by principal; _____Date sent to

psychologist

(Documents to send: SST referral *with attachments*, SST

Minutes, parent

permission, Tier 1,2 Data Collection forms)

_____   _____   _____   Staff begins Tier 3 more intense and individualized

interventions

(these strategies must be on-going while

screening/evaluation proceeds)

_____   _____   _____   Tier 3 successful; **continue with intervention**; return to Tier 2

_____   _____   _____   **Screening/Evaluation completed** (includes as needed—v/h,

ability/IQ, achievement, rating scales, social history,
processing measures, observation, medical requests

_____   _____   _____   Data Collection Tier 3, p. 2 completed **____School RtI coord.**
Initials

_____   _____   _____   RtI School Coord. schedules SST meeting to review eval,
contacts school

personnel involved including sped teacher representative as
needed

_____   _____   _____   Parent Notification of meeting sent/returned (form)

_____   _____   _____   At meeting: **Refer to Special Education   ____Refer for 504**
Plan

____**Refer back to Tier 3** for interventions (fill out form with

suggestions from school psychologist/evaluations

_____   _____   _____   SPED Referral **completed;** RtI coordinator sends to SPED
office

Appendix C

RTI DATA COLLECTION SUMMARY

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Tier 3

Student's Name_____**DOB**_____

TEACHER_____**School**_____**Grade**_____

Universal Screener/Instrument Used_____ **Date**_____

Student Results_____ **Class Average**_____

Expected score for age/grade_____

Target Skills/Student Need: *(check only one area—complete additional Summary sheets for other*

deficit areas

___The student will increase phonemic awareness/decoding skills.

___The student will increase grade level sight word recognition.

___The student will increase grade level reading fluency.

___The student will increase grade level reading comprehension skills.

___The student will increase grade level math calculation skills.

___The student will increase grade level math concepts/math reasoning skills.

___The student will increase grade level written expression skills.

___The student will increase age appropriate speech/language skills.

___The student will increase grade level behavioral expectations in the area/s of:

___learning problems ___interpersonal difficulties ___appropriate behaviors

___unhappiness/depression ___physical symptoms/fears

Progress Monitoring Data Collection Instrument: **Date administered:**

Baseline for Student		**Baseline for Class**	
Projected progress for student		**Projected progress for class**	

6

Unit of measure for progress

IMPLEMENTATION OF INTERVENTION *(Attach SST Minutes)*

Describe Individualized Intervention/s to be implemented: _____

_____

_____

_____

Session Duration: _____ minutes   ____ times per week

Staff responsible_____

Date Intervention begins: _____

Review date	OUTCOME/COMMENTS **(attach analyzed copies of work samples/activities)**

Date Intervention ends: _____

Progress Monitoring (attach work samples, graphs, charts, test scores)

Date	Instrument/method	Numeric Results

COMMENTS CONCERNING THE EFFECTIVENESS OF THIS INTERVENTION STRATEGY:

_____Problem stable; continue present Tier/plan (Date_____)

_____Problem resolved; exit Tier_____ (Date_____)

_____Problem continues; redesign or modify intervention at present Tier (Date_____)

_____Problem continues/intensifies; proceed to _____ (Date_____)

Appendix D

FY12 Jeff Davis Literacy Needs Assessment Survey

School Name: _____ Content Area _____ Grade Level: _____

Part I: Comprehensive Instructional Practices				
Strongly Disagree		Unknown/ Unsure		Strongly Agree
1	2	3	4	5

In our school, there is a well defined core literacy curriculum and is understood and adopted by each member of the school team/content area team/grade level team.

1	2	3	4	5

In our school, there is an alignment between the core literacy curriculum, state frameworks, and classroom assessments.

1	2	3	4	5

In our school, there is consistency within/across grade levels in best teaching practices (whole group teaching, small group teaching and practices reflect knowledge of learning theory & current research).

1	2	3	4	5

Our school's core literacy program allows for a minimum reading block of (90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, and Viewing), English Language Arts (ELA) and content area (6-12).

1	2	3	4	5

Our school's core reading program materials meet the literacy needs of ALL students in our school.

1	2	3	4	5

All students are progressing satisfactorily in our school's current core reading program.

1	2	3	4	5

I feel confident in my ability to provide literacy instruction for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.

1	2	3	4	5

I feel confident in my ability to provide literacy instruction through the use of TECHNOLOGY for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.

1	2	3	4	5

I need addition training in understanding and using Lexiles in my classroom.

1	2	3	4	5

Part II: Comprehensive Literacy Model: Instructional Resources Survey				
Strongly Disagree		Unknown/ Unsure		Strongly Agree
1	2	3	4	5

My classroom (or content area team) has a sufficient amount of materials to meet the instructional needs of ALL my students (leveled materials).

1	2	3	4	5

There are sufficient books in my classroom (accessible during class time) for students' familiar/independent reading.

| 1 | 2 | 3 | 4 | 5 |

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

| 1 | 2 | 3 | 4 | 5 |

My classroom library contains an abundant amount of reading material including a variety of text genres.

| 1 | 2 | 3 | 4 | 5 |

My classroom library contains a variety of reading levels within each genre.

| 1 | 2 | 3 | 4 | 5 |

My classroom library contains a variety of non-fiction books that support the content as well as district and state standards.

| 1 | 2 | 3 | 4 | 5 |

My classroom (or content area team) has a sufficient amount of technology to meet the instructional

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

needs of ALL of my students.

1	2	3	4	5

Comments and/or concerns about my instructional and/or technology resources:

Appendix E (see both graphs, Part I and Part II)

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

FY 12 Jeff Davis Literacy (Reading/Writing) Needs Assessment Part I
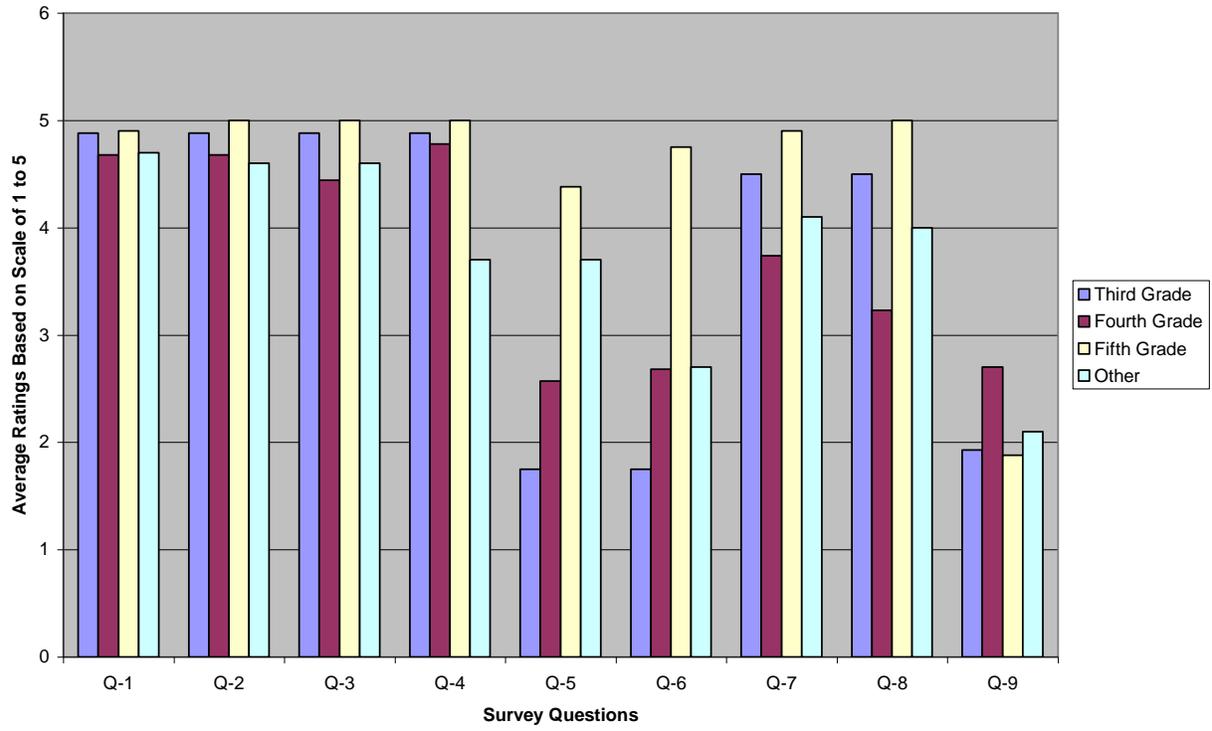
Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Part II Literacy Instructional and Technology Resources
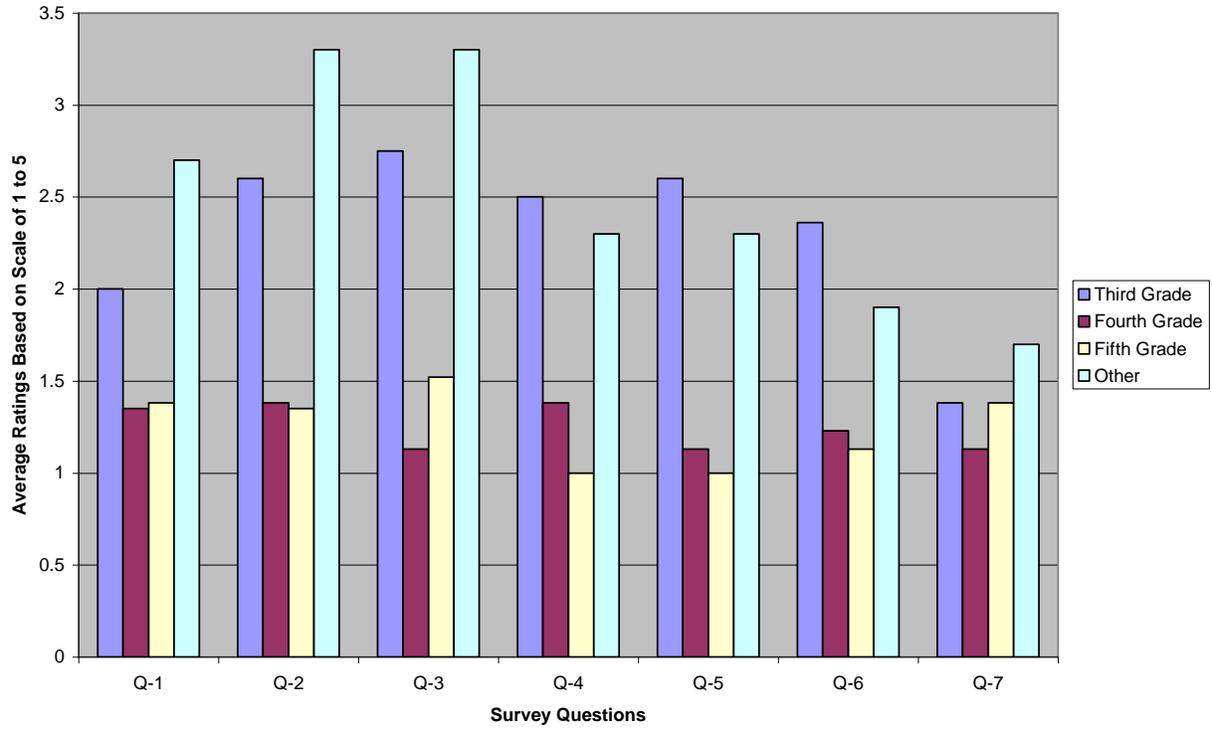
Appendix F

Leadership Team Meeting
Wednesday, October 12, 2011

Members in attendance:
Chuck Crosby
Donna Wilcox
Marcia Hillsman
Gina Tabor
Phyllis Hall
Nanette Thomas
Joyce Branch
Angie Powell
Jeanette Hulett
Kelly Underwood
Tina Lewis
Debra Ussery
Susie Taylor

Red Ribbon Week is the week of October 24th, and Mr. Crosby would like for JDES to participate in activities during that week. The suggested activities were:
Monday – wear red
Tuesday – wear camouflage
Wednesday – wear crazy socks
Thursday – wear shirt inside/out
Friday – wear blue and gold

Mrs. Hillsman informed the team of a literacy grant, the Striving Reader Comprehensive Program, which directs funding and technical support to schools in need. The program is designed to facilitate the implementation of the Common Core standards. JDES will apply for the grant and, if the funding is awarded, will receive between $200,000 and $400,000 over a two-year period. The money will be spent on whatever teachers need in order to implement literacy instruction in their classrooms, including professional development needs, technology needs, etc. The grant includes all teachers. Members of the Leadership Team were instructed to go back to their colleagues and develop a needs assessment of what teachers will need in order to implement the Common Core standards. The needs assessment is due to Mrs. Hillsman by October 20th.

Agenda:
School Literacy Team

Needs Assessment Inquiry
10-18-11

Team members met with their respective teams and discussed Striving Readers Grant
with staff. Each group was asked what would be needed to make them better incorporate
literacy within their classrooms. Responses were submitted to Mrs. Hillsman.

Beth Haynes

Jim Lewis

Patsy Akins

Kelly Underwood

Phyllis Hall

Nanette Thomas

Maria Hillsman

Donna Wilcox

Susie Taylor

Agenda:
School Literacy Team

Needs Assessment Inquiry
11-8-11

Literacy Team met and distributed Needs Assessment Surveys to teachers as a
prerequisite for writing the Striving Readers Grant. Mrs. House will report results of
survey to Literacy Team on 11-15-11.

Beth Haynes

Jim Lewis

Patsy Norman

Kelly Underwood

Phyllis Hall

Nannette Thomas

Marcia Hillsman

Donna Wilcox

Susie Taylor

Agenda:
School Literacy Team

Work Session for Grant Writing:
Striving Readers Comprehensive Literacy Grant

11-15-11

Beth Haynes
Jim Lewis
Patsy Horner
Kelly Underwood
Phyllis Hall
Narmek Thomas
Maria Hillsman
Donna Wilcox
Susie Taylor

We studied appropriate pieces of "What" and "log"
documents and looked @ Grant Reader Rubric.
We divided work and began on Grant.

Agenda:
School Literacy Team

Work Session for Grant Writing:
Striving Reader Comprehensive Literacy Grant
11-29-11

Kelley Underwood
Jim Lewis
Phyllis Hall
Nannelle Thomas
Beth Haynes
Marcie Hillsman

✗ Team went back through application, then
looked @ everything done thus far. Groups
worked together to continue work and to revise
what has been done.

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Agenda:
School Literacy Team
December 6, 2011

Review of work

Team members met during planning times to turn in their portions of grant application. We discussed content within each section and Mrs. Hillsman took each part to put the entire application together. We will meet next week to proof the draft of application.

[handwritten signatures:]
Donna Wilcox
Maria Hillsman
Barb Hayes
[illegible signature]
Kelly Underwood
Roxie Crosby
Tim Lewis
Susie Taylor
Chuck Crosby
Nannette Thomas

Agenda:
School Literacy Team
December 12, 2011

Review of work

Team members met to review draft of grant application. Mrs. Hillsman worked to compile pieces of grant together and team proofed and made suggestions for editing.

[handwritten signatures]
Donna Wilcox
Marie Hillsman
Beth Hays
Jim Lewis
Pat D'H
Roxie Crosby
Chuck Crosby
Marinette Jones
Kelly Underwood
Susie Taylor

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Agenda:
School Literacy Team
December 13, 2011

Review of grant

Team members met to make last minute changes to grant application. After this session,
grant will be submitted to central office.

Donna Wilcox

Maurice Williams

Beth Hays

Nannette Thomas

[signature]

Susie Taylor

Roxie Crosby

Kelly Underwood

Chuck Crosby

Tina Lewis