

# School Profile

Created Monday, December 09, 2013

## Page 1

### School Information

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

### Level of School

Middle (6-8)

### Principal

Principal   Name:	Pamela Sears
Principal   Position:	principal
Principal   Phone:	912.526.8363
Principal   Email:	searsp@toombs.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Debra Lewis
School contact information   Position:	Instructional Coach
School contact information   Phone:	912.526.8363
School contact information   Email:	lewisd@toombs.k12.ga.us

### Grades represented in the building

example pre-k to 6

6-8

### Number of Teachers in School

50

### FTE Enrollment

709

# Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Kim Corley

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


Address: 117 East Wesley Ave.

City: Lyons Zip: 30436

Telephone: ( 912 ) 526-3141 Fax: ( 912 ) 526-4609

E-mail:

corleyk@toombs.k12.ga.us

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

Dr. Kim Corley

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

December 9, 2013

Date (required)

# Preliminary Application Requirements

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## Page 1

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

SRCL General Information Packet-Cohort 3

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

- 
- Yes
- 

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

SRCL Scoring Rubric-Cohort 3

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

- 
- Yes
- 

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

SRCL Required Assessments Chart

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

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

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

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

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• I Agree

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# Grant Assurances

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## Page 1

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

- 
- Yes
- 

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

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

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

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-



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

- 
- Yes
- 

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

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

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

- 
- Yes
-

## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
  1. Disqualify the Applicant, or
  2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

### b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
  1. The names of all Subject Individuals who:
    - a. Participated in preparation of proposals for award; or
    - b. Are planned to be used during performance; or
    - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
  1. The award; or
  2. Their retention by the Applicant; and
  3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
  4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

**III. Incorporation of Clauses**

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

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

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

**Dr. Kim Corley, Superintendent**  
\_\_\_\_\_  
**Typed Name of Applicant's Authorized Agency Head and Position Title**

**December 9, 2013**  
\_\_\_\_\_  
**Date**

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

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

\_\_\_\_\_  
**Date (if applicable)**

## District Narrative

**System Demographics:** The Toombs County School System was established in 1906. The Toombs County School System is a poor, small, rural school system with 3071 students PK-12 located in South Georgia. We have five schools: one primary, two elementary, one middle, and one high school. Four of the five schools are located within the city limits of Lyons. Toombs Central Elementary School is located twelve miles south of Lyons. All K-8 schools are Title I Schools. The system poverty average is 90.02%. We have a 24.68% Hispanic population, 18% black population, and 53.24% white population.

<u>SCHOOL</u>	<u>GRADES</u>	<u>POVERTY</u>
Lyons Primary	PK-2	100%
Lyons Upper Elementary	3-5	100%
Toombs Central Elementary	PK-5	85.63%
Toombs County Middle	6-8	97.68%
Toombs County High	9-12	73.68%

**Current Priorities:** Toombs County Schools focus on priorities shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement opportunities to improve academic achievement
- Writing across the curriculum
- Vertical Team Planning

**Strategic Planning:** Our improvement initiative is 'Team Toombs' which utilizes effective best practices leading to high levels of student academic achievement.

**Vision:** Continuously promote and strive for educational excellence in academic achievement, citizenship, and personal growth.

**Mission:** Promote educational excellence through lifelong learning and promote productive citizenship through a nurturing and caring environment for the school community.

**Current Management Structure:** We are governed by a seven member Board of Education and Superintendent. Each school has a Principal and Instructional Coach. Four schools have an Assistant Principal. There is an Associate Superintendent assigned to each school for additional support. The Associate Superintendents also are Special Education Director and Human Resources Director, Federal Programs Director, and System Psychologist and Student Services Director.

**Past Instructional Initiatives:**

- Measures of Academic Progress (MAP) testing in grades 3-8
- Partnership for Reform in Science and Math (PRISM)

**Literacy Curriculum:** For nine years we have utilized direct instruction – SRA Reading Mastery and Corrective Reading in K-8. We have seen tremendous gains in reading proficiency utilizing these programs and method of instruction. Primarily we currently use novels to teach CCGPS, but we also utilize these resources: K-5 Harcourt Trophies, 6-8 McDougal Littell The Language of Literature, and 9-12 Holt Elements of Literature. We are in need of professional learning in grades 9-12 on reading in the content areas.

**Literacy Assessments:** Toombs County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments, WIDA model, Measures of Academic Progress (MAP) in grades K-2, and AIMSweb. State assessments include GKIDS-R, GAA, ACCESS, CRCT, CRCTM, EOCT, GHS GT, and state writing assessments in grades 3, 5, 8, and 11.

**Need for Striving Reader Grant:** Due to decreased funding, the instructional program has been negatively impacted. We currently have 160 days of instruction per year. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.





## District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant Coordinator, Cheryl Metzler, will convene the district literacy team to review the responsibilities of each team member and to ensure the individuals on the team understand the grant's goals and objectives, the contents of each school's literacy plan, and to coordinate the implementation timeline. The Striving Reader Grant aligns perfectly with the District Strategic Plan because improving student literacy is paramount for improving academic achievement.

### District Literacy Team and Responsibilities

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school level grant activities	Sandra Floyd, Principal Lyons Primary Tabatha Nobles, Principal Lyons Upper Tonawanda Irie, Principal Toombs Central Pam Sears, Principal Toombs Middle Tosha Middlebrooks, Principal Toombs High
Finances – approve grant budgets, submit completion reports and state required reports	Cheryl Metzler, Federal Programs Crystal Cody, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Kathy Milligan, Accounts Payable Clerk
Payroll – issue stipends for off contract grant training	Joy Wilkinson, Payroll Clerk
Managing school level grant activities with principals and school level literacy teams	Marcella Alexander, Instructional Coach Lyons Primary Michelle Denmark, Instructional Coach Lyons Upper Brandon Hartley, Instructional Coach Toombs Central Debra Lewis, Instructional Coach Toombs Middle Kip Hart, Instructional Coach Toombs High
Managing system level grant activities- coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Cheryl Metzler, Federal Programs
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Julie Spivey, Technology Director
Special Education – coordinating requirements and managing RTI strategies	Sabrina Woodruff – Special Education Director Marissa Morris – Special Education Instructional Coach

### Implementation Timeline

February – May 2014	Review and order literacy materials, plan summer literacy training sessions, place technology orders and load software
June 2014	Plan monthly professional learning for 2014-2015 and submit annual grant report
June – July 2014	Install technology in classrooms and content area teachers attend summer grant institute
August 2014	Conduct training on new technology
January 2015	Mid-year literacy conference update
January – June 2015	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10-2-13 to discuss the Striving Reader Grant, the needs assessment process, and “The Why”, “The What”, and “The How” documents. The system literacy team met frequently throughout the grant process. The system literacy team met on 10-25-13, 11-7-13, 11-15-13, 11-22-13, 12-2-13, and 12-9-13 to review each section of the grant application and to give feedback for further review and possible revision. The system literacy team will continue to meet regularly to continue grant implementation planning, so we will be ready to move forward once the grant is awarded.

The school literacy teams have been active and involved in the grant needs assessment and development of the literacy plans. Each school was given time to complete the literacy needs assessment on curriculum, professional learning, and technology. The school teams began working on their literacy plans based on the needs assessment results. The school literacy teams met with all stakeholders to review the literacy plan, as well as other sections of the grant for review and revision. The school literacy teams will continue on-going planning for implementation of the grant.

## Experience of the Applicant

The Toombs County School System has implemented various instructional initiatives aimed at improving student achievement. Our goal is to graduate all students skilled for success in higher education endeavors or in the 21<sup>st</sup> Century workplace.

### Initiatives

Initiative	Grades	Status	Outside Funding
Positive Behavior Intervention Support (PBIS)	PK-8	Current	No
Back to School Fair	PK-12	Current	Yes
CCGPS Unit Development (Math, ELA, Writing)	K-12	Current	No
Standards Based Classrooms	K-12	Current	No
Lowe's School Renovation Grant	PK-2	Past	Yes
Opening the World of Learning (OWL)	PK	Current	No
Measures of Academic Progress (MAP) Testing	K-2	Current	No
Measures of Academic Progress (MAP) Testing	3-8	Past	No
Partnership for Reform in Science and Math (PRISM)	K-12	Past	Yes
JROTC	9-12	Current	Yes
SECCA Career Academy	9-12	Current	Yes
Professional Learning Communities	PK-12	Current	No
Teacher Mentors	PK-12	Current	No
System Writing Improvement Plan	K-12	Current	No
Direct Instruction – SRA Reading Mastery	K-8	Current	No
Instructional Coaches	K-12	Current	No
21 <sup>st</sup> Century Afterschool Grant	K-8	Current	Yes
Team Toombs System Improvement Initiative	PK-12	Current	No
Toombs Educational Foundation	PK-12	Current	Yes
Math in the Fast Lane	6-8	Current	No
GPS Unit Development (Science/SS)	K-12	Current	No
Thinking Maps	K-8	Current	No
Planet Literacy Training	K-8	Current	No
Teacher Keys Effectiveness System (TKES)	PK-12	Current	No
Step Up To Writing (SS)	3-8	Current	No

### Three Years of State Audit Results

Audit Year	Finding	Outcome
FY10	None	N/A
FY11	None	N/A
FY12	None	N/A

### Coordination of Resources and Control for Spending

One of the benefits of being a small school system is that you wear many hats and know all stakeholders well. The Toombs County School System has a proven track record of being fiscally responsible. Toombs County has a long history of successful implementation of multiple federal, state, internal initiatives, and private grants. Our stakeholders are acutely aware of making savvy decisions across programs to meet the needs of our students and to achieve system goals. Pooling resources to meet needs is a way of life in Toombs County. The community reinforces the initiatives implemented in the system because they support our mission and goals.

### Sustainability of Past Initiatives

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

### Internal Initiatives Implemented Without Outside Funding Support

There are many initiatives which have been implemented in Toombs County Schools without outside funding support. However, we continue to have unmet needs in the area of literacy and we do not have internal funding to support this dire need.

Measures of Academic Progress (MAP) testing was implemented because we desired a measure for academic growth for students who do not participate in the state testing program. This has remained a priority in our system, so funds from Title I and Special Education support this initiative. Ongoing support for the implementation of direct instruction is sustained by on-site coaching from J/P Associates and funded by state funds, Title I, and Special Education. Another on-going system initiative is site based instructional coaches. The coaches are funded through Special Education, Title I, and Title IIA.



## School History:

When you walk into TCMS, you know immediately that you want to be here. There is a shared sense of purpose and values, of continuous learning and improvement, collaborative relationships... and sharing experiences. All of these factors contribute to a positive school culture. Innovation, leadership, teamwork, and "goal-oriented" are also important feelings at TCMS. Our administrators work together to have every member of our school community -- teachers, students, family members -- work together toward a shared vision of improving student achievement. Our school culture is like the air that we breathe: invisible, intangible, and absolutely vital to our goal of increasing student literacy. Our administrators:

- Monitor student progress
- define our mission
- manage our curriculum
- supervise teaching and teachers and
- promote the positive instructional climate.

Our administrators have initiated:

- collaborative leadership when establishing a leadership/literacy team
- teacher collaboration by protecting time for teachers to meet and plan together- including vertical alignment and cross curriculum meetings
- professional development that supports our goal to improve student literacy
- our unity of purpose through their model
- participation in collegial support and
- learning partnerships with other administrators in our system and surrounding systems.

## Demographics

Toombs County Middle School has 718 students with 240 sixth graders, 249 seventh graders, and 229 eighth graders. There is a 17:1 student:teacher ratio with 52% male and 48% female students. The Black population makes up 20%, the white 56%, the Hispanic 22%, and Mixed race 2% of the total school population. Seventy-seven percent of the student population is eligible for free/reduced lunches. All students eat free.

Leadership style- teachers are engaged in efforts for improving the school through PBIS, Leadership, and Literacy Teams. The administration is supportive and encourages the entire staff to model behavior that fosters working together in a professional environment. Teachers are a part of these professional communities in a supportive climate that allows them to develop to their full potential. This collaborative culture has been established and supported by the administrators.

A main focus area for TCMS is Teacher Learning in Literacy. This Professional Development in Literacy needs to center around *Writing and Reading Across the Curriculum, Vocabulary strategies, Assessment-data analysis* and the *ability to design instruction based on data, and using technology to help overcome barriers to reading and vocabulary deficiencies.*

#### School history

The New Toombs County Middle School was established in 2004 in a rural school system. Toombs County is the 67<sup>th</sup> most populated county in Georgia out of 159 counties. In 2010, the poverty rate was 25.7% ([www.georgiademographics.com](http://www.georgiademographics.com) )

An Administrative and Teacher Leadership team was re-established in 2013 and is composed of regular grade level teachers from each grade/subject area, SPED teacher, ESOL teacher, Remedial teachers, Instructional Coach, Media Specialist, Assistant Principal, Principal, Connections teacher, and a parent-teacher representative.

The current priority for TCMS is to be **Student Focused**. TCMS uses the strategies of **teacher collaboration** in Unit Writing/planning, Best Practices, Common Assessments-Pre/Post, formative, summative, Varied Instructional Strategies, Math in the Fast Lane, Planet Literacy, Literacy Design Collaborative, “Step up to Writing” program in Social Studies, Thinking Maps, and SLDS for data collection (plan for one student a day) in order to focus on improving student achievement.

Strategic planning\* includes beliefs, mission, objectives, and strategies. Specific Action Plans designed to achieve the strategies identified are to be drafted by the leadership team.

#### **TCMS MISSION:**

The Toombs County Middle School’s Mission is to provide the opportunity for all students to have a successful school experiences in a safe, caring school environment. This is to be accomplished through the combined efforts of home, school, and community. Our curriculum will place importance on developing higher-level thinking skills and encouraging in students a desire to continue learning. Our curriculum strives to prepare students to become successful, responsible members of their communities.

#### **TCMS CREED:**

"I come to school every day to learn and do my best. I am responsible and respectful in my home, school, and community."

The Toombs County Middle School plan is organized around:

## Curriculum & Instruction

Higher expectations and instruction  
Differentiated instruction, student engagement and teaching in longer blocks  
Expanding the arts (connections)

## Personalization / Student Relations

Early intervention for personal/social needs of students  
Interest-based clubs & activities / opportunities for adults to build relationships with students  
After-school programs  
More student choice and responsibility  
Enhance school image and pride

## Parent Involvement / Communication

TCMS has a need for better communication among teachers, parents and students, as well as access for all in *My Big Campus* and *Infinite Campus Parent Portal*. Clearer avenues and guidelines for parent involvement and participation (Parent Portal, written communication, phone, text conversations, and parents' nights) are needed.

## Need for a striving readers project

Toombs County Middle School has a poverty rate of 77%. Many of our classrooms are presently using outdated resources and share technology resources with other grade level teachers. In order to reduce the achievement gap evident with our economically disadvantaged students, we need to provide all of our students with the most valuable support that we are able. That support comes under the heading of literacy. It is up to us to educate our students in a literacy curriculum that offers opportunities to collaborate with peers around the world. Our students at Toombs County Middle School have these same seven rights that IRA (International Reading Association) states that all students have a right to:

- \*teachers who skillfully use ICT's (Information Communication Technology) for teaching and learning
- \*Peers who use ICT responsibly and share knowledge
- \*Literacy curriculum that offers opportunity to collaborate with peers around the world
- \*Instruction that embeds critical and culturally sensitive thinking into practice
- \*Standards Assessment that includes new literacy
- \*Leaders and policy makers who are committed advocates of ICT for teaching and learning and
- \*Equal access to ICT. (Module: Technology: *Comprehensive Reading Solutions*)

In order for our teachers to be prepared to teach our students in these seven rights, we must provide professional learning in technology, assessment and data analysis with follow up in



interventions and remediation as well as enrichment, strategies for student reading, vocabulary, and writing. The technology training must support the CCGPS and GPS. Once we provide the professional learning to our complete faculty, administrators, staff who work with our students, we must be able to monitor the implementation of strategies in order to see the influence of professional learning on classroom application when teachers provide strategies for learning that will then be reflected in student performance and achievement.

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**Building Block 1. Engaged Leadership** (The Why 6, 26, 31, 37, 43, 44, 58, 66, 67, 69, 83, 157); (The What pp. 3-6, 7, 10); (The How pp. 20-28)

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

**Planning: The administrator will:**

1. Participate in professional learning in literacy with the faculty (such as state webinars) (The What p. 5A1) in order to support classroom instruction. (The Why pp 26, 31, 37, 43, 44); (The What pp. 3, 4A3); (The How p. 20)
2. Schedule regular literacy observations to monitor the use of literacy and instructional strategies in each content area as well as student engagement and learning. (The What p. 3A4)
3. Schedule protected time for literacy and teacher collaboration. (The What p.3A5)

**Implementing: The administrator will:**

1. Provide professional learning based on student data and teacher needs. (The Why pp. 26, 69,83, 154-155)
2. Conduct Literacy walkthroughs to monitor use of literacy strategies, student engagement and learning. (The What p. 3A4)
3. Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators. (The Why p. 157; The How p.20)
4. Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available ,peer-mentoring, learning community, grade-level meetings focused on student work, etc. (The Why 37; The How p. 20)

**Expanding: The administrator will:**

Continue to analyze data and adjust professional learning ensuring continued excellence in professional learning. (The How p. 20)

**Sustaining: The administrator will:**

1. Provide opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and strategies. (The Why p. 157)
2. Identify trained leaders to assist in the support to new staff.

Building Block 1. Engaged Leadership

B. Action: Organize a Literacy Leadership Team (The Why p. 143); (The What p. 1); (The How p.21)

**Planning: The Literacy Team led by the administrator will:** (The What 5B1a-d)

1. Form a leadership team consisting of:
  - \*faculty (a)
  - \*stakeholders (students, representatives from feeder school) (b)
  - \*community leaders (c)
  - \*parents (d)
2. With the Literacy Leadership team, analyze data (Literacy Observation Checklist) to develop a list of prioritized recommendations and goals for improvement. (The What 5 B3); (The How p. 22)

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### **Implementing: The Literacy Team led by the administrator will:**

1. Prioritize identified students to be targeted for intervention or support.
2. Ensure the use of research-based practices aligned with CCGPS. (The Why 43,44, 65,66); (The How p.21)
3. Provide professional learning and support for staff in making the transition to the CCGPS. (The Why pp. 26,37, 43, 44, 65,66; The How p. 21)

### **Expanding: The Literacy Team led by the administrator will:**

1. Re-assign staff as needed to maximize literacy goals. (The How p. 21)
2. Share student achievement gains with parents and the local community through open houses, newspaper articles, school newsletter, a display of student work, website, My Big Campus, and news conferences. (The How p. 21)
3. Update the School Improvement Plan goals, objectives, and actions according to student achievement results. (The How p. 21)

### **Sustaining: The Literacy Team led by the administrator will:**

1. Continue to analyze formative and summative student assessment results and improve literacy goals based on the CCGPS. (The How p. 21)
2. Remained focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement. (The How p. 21)
3. Define priorities and allocate needed resources to sustain them over a five year period. (The How p. 21)

Building Block 1. Engaged Leadership

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

### **Planning:**

1. Protect the literacy instruction time across language arts and content area classes. (The Why p. 58, 67); (The What pp.5c1, 6c2, 10c1,2); (The How p.22)
2. Study scheduling options to include building intervention into the school schedule for each day. (The What p. 6C3); (The How p. 23)
3. Protect time for collaborative planning teams within and across content areas. (The What p. 6c5); (The How p. 23)
4. Identify and eliminate inefficient use of student and faculty time within the schedule. (The What p. 6C6); (The How p. 23)
5. Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas. (The What p. 6C4, p. 10 C3; The How p. 23)

### **Implementing:**

1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled time by attending and participating. (The What p.3 A 5); (The How p. 22)
2. Maximize the use of scheduled times for collaborative meetings by facilitating prepared agendas and minute summaries of all meetings. (The What pp. 62; 6C3, 10 C2); (The How p. 23)
3. Use protocols to examine student work #studentworkwebsite. (The How p. 23)

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4. Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule such as:

[http://www.reading.org/Libraries/Reports\\_and\\_Standards/MEMC\\_070620.sflb.ashx](http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx)

(The What p.6C6; The How p. 23)

### **Expanding:**

1. Maximize use of instructional time by identifying effective strategies for differentiated instruction, student engagement, and teaching key areas of writing and literacy instruction. (The How p. 22)
2. Use peer observations as an instrument of lesson analysis in collaboration with other team members. (The How p. 23)

### **Sustaining:**

1. Use technology to provide professional learning to all teachers. (The How p. 22)
2. Share professional learning at team meetings (agenda). (The How p. 22)
3. Encourage teachers to share stories of success with the community online and in newsletters. (The How p. 23)

Building Block 1. Engaged Leadership

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

### **Planning:**

1. Survey strengths and needs for improvement by evaluating the school culture and current practices using an instrument such as the Literacy Instruction Checklist. (The What 5B3); (The How p. 24)
2. Learn about the transition to Common Core Georgia Performance Standards by participating in state-sponsored webinars and face-to-face sessions. (The What p. 5 A1); (The How p. 24)
3. Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge. (The Why pp 26, 37, 43, 44, 65, 66);(The What p. 6D1); (The How p. 24)

### **Implementing:**

1. Utilize all staff to support literacy instruction. (The How p. 25)
2. Incorporate technologies to more creatively and effectively support stakeholder engagement (electronic newsletters) (The How p. 25)

### **Expanding:**

1. Provide English language services that extend beyond the classroom. (The How p. 24)
2. Use technology to assist in incorporating culturally and linguistically appropriate two way communications with parents and stakeholders. (The How p. 25)

### **Sustaining:**

1. Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g. My Big Campus. (The How p. 24)
2. Keep the focus on literacy development even when faced with competing initiatives. All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, wikis,

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social media). (The How p. 24)

### Building Block 1. Engaged Leadership

E. Action: Optimize literacy instruction across all content areas (The Why pp. 26, 37, 47-50, 65, 66); (The What p. 6); (The How p. 26)

#### **Planning:**

1. Ensure that writing is an integral part of every class every day. (The Why 43, 44); (The What p. 6 E3); (The How p. 26)
2. Ensure that teachers adopt a common, systematic procedure for teaching academic vocabulary in all subjects. (The Why p. 26, 65, 66); (The What p. 6E2); (The How p. 26)
3. Ensure that teachers participate in professional learning on:  
(The What p.6 E4 a-fii); (The How p. 26)
  - \*using literary text in content areas (a)
  - \*using informational text in ELA (b); (The Why pp. 65, 66)
  - \*using grade appropriate text (text complexity) (d, e) ;(The Why pp. 47,49, 50)
  - \*writing integration in each content area including ELA-school-wide writing rubric (c); (The Why pp. 37, 43-46, 49)
  - \*supporting opinions with reasons and information (fiii)
  - \*determining author bias or point of view (fiv)
  - \*guiding students to conduct short research projects that use several sources (fi)
  - \*teaching students to navigate text structures most common to a particular content area (e.g., social studies, science, cause and effect, problem, solution) (fii); (The Why pp 37, 47, 49, 50)

#### **Implementing:**

1. Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Require the teaching of academic vocabulary in all subjects using a systematic process.
3. Ensure teachers provide meaningful opportunities for students to write, speak, and listen.

#### **Expanding:**

1. Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency.
2. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, making inferences, and use of graphic organizers). (The How p. 26)
3. Share ways for teachers to guide students to focus on their own improvement. (The How p. 26)
4. Monitor literacy instruction across the curriculum through: (The How p. 26)
  - Formal and informal observations
  - Lesson plans
  - Walkthroughs
  - Student work samples

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### **Sustaining:**

1. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations and newsletters. (The How p. 26)
2. Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, captions, word problems, emails, ads, instructions, etc.) (The How p. 26)
3. Differentiate literacy assignments by offering student choice.  
<http://www.daretodifferentiate.wikispaces.com/Choice+boards> (The How p. 26)
4. Celebrate and publish good student writing products in a variety of formats (i.e., school Newsletter, classroom libraries) (The How p. 26)
5. Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy. (The How p. 27)

### Building Block 1. Engaged Leadership

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

### **Planning:**

1. Ensure that social media is utilized to communicate and promote the goals of literacy throughout the community.
2. Ensure that academic successes are celebrated through traditional and online media.
3. Invite community members; parents, government officials, and/or business leaders to participate in developing and achieving literacy goals. (The What p. 7F1)

### **Implementing:**

1. Convene meetings of the community advisory board at scheduled times. (The How p. 28)
2. Develop an agenda for each meeting to promote cooperation and communication among participants and the school. (The How p. 28)

### **Expanding:**

1. Actively support teachers in their efforts in schools. (The How p. 28)
2. Utilize social media to communicate and promote the goals of literacy throughout the community at large. (The What p. 7F3); (The How p. 28)

### **Sustaining:**

1. Celebrate academic successes publically through traditional and online media. (The What p. 7F4); (The How p. 28)
2. Continue to focus on proactively on broad issues that may prevent students from learning. (The How p. 28)

### **Building Block 2: Continuity of Instruction** (The Why 96, 157); (The What pp. 7,8); (The How pp. 29-33)

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

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### **Planning:**

1. Establishes an expectation of shared responsibility for literacy across the curriculum. (The How p. 29)
2. Establish cross-disciplinary teams for literacy instruction. (The What p. 7A1)
  - Establish protocols for team meetings (The What p. 7A2) <http://www.lasw.org/methods.html>
  - Schedule time for teams to meet for regular collaboration and examination of student data/work. (the What p. 7A3)
  - Identify team roles, protocols and expectations. (The What p. 7A4)
  - Research the components of the professional learning community model [www.allthingsplc.info](http://www.allthingsplc.info) (The What p. 7 A5)
  - Identify specific student achievement goals aligned with grade level expectations to be shared by teachers in all subject. (The What p. 7 A6)
3. Plan and implement lessons that address the literacy needs of students. (The How p. 29)

### **Implementing:**

1. Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work (The How p. 29)
2. Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible. (The How p. 29)

### **Expanding:**

Research effective strategies for differentiating instruction, promoting active engagement and teaching key areas of literacy and writing instruction. (The How p. 29)

### **Sustaining:**

Utilize online options to provide ongoing professional learning to new and continuing teachers. (The How p. 29)

Share professional learning online and at team and staff meetings. (The How p. 29)

Building Block 2: Continuity of Instruction (The Why 32, 37, 42-46); (The What p. 7); (The How pp. 30, 31)

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

### **Planning:**

1. Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction. (The Why p. 43-46); (The How p. 31)
2. All types of literacy are infused into all content areas throughout the day (e.g. Print, non-print, online, blogs, wikis, social media MBC).
3. Teach academic vocabulary in all subject areas using a commonly adopted systematic procedure. (the How p. 30)
4. Coach, model, co-teach, observe, and give feedback to fellow teachers on the use of literacy strategies in the classroom. (The What p. 7 B2); (The How p. 30)
5. Discuss ways to infuse literacy throughout the day including the use of technology. (The What p. 7B4)

### **Implementing:**

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1. Use research-based strategies and appropriate resources to support student learning of the CCGPS. (The Why 37, 43-46); (The How p. 30)
2. Implement appropriated strategies to help ELL meet English language proficiency standards. (The Why p. 32, 37); (The How p. 30)
3. Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (The What p. 7B3); (The How p. 31)

### **Expanding:**

1. Integrate comprehension strategies into instruction in all subject areas (i.e., self questioning, summarizing, predicting, make inferences, and use of graphic organizers). (The How p. 30)
2. Monitor the use of instructional strategies to improve literacy through walkthroughs and observations. (The How p. 30)
3. Provide opportunities for reading genres that improve fluency, confidence and understanding (The How p. 30)
4. Guide students to focus on their own improvement. (The How p. 30)

### **Sustaining:**

1. Stay abreast of effective strategies for literacy instruction. (The How p. 30)
2. Expand opportunities:
  - for students to write, speak, and listen using both face-to-face and online options for listening, Viewing, and communicating through social media. (The How p. 30)
  - for types of writing across the content areas (e.g., songs, manuals, captions, word problems, e-Mails, ads, and instructions) (The How p. 30)
3. Differentiate assignments by offering student choice. (The How p. 30)
4. Plan Family Nights that engage parents in activities that demonstrate the importance of literac proficiency. (The How p. 31)

### Building Block 2: Continuity of Instruction

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community. (The Why p. 96); (The What p.7C1, 8C3, 8C4); (The How p. 32,33)

### **Planning:**

1. Utilize all staff to support literacy instruction. (The How p. 33)
2. Incorporate technology to more creatively and effectively support stakeholder engagement (e.g. electronic newsletter). (The What p. 8C4); (The How p. 33)
3. Develop a survey of needs form parents, students, teachers, and counselors that can be used to match available resources to actual need. (The How p. 32)
4. Consider various models of coordinating “wrap-around” services (i.e., community Schools <http://www.dhs.georgia.Gov/portal/site/DHS-DFCS>) (The What p. 7C1); (The How p. 32)

### **Implementing:**

1. Design and implement infrastructure to provide guidance and support for students and families. (The How p. 32)
2. Develop a comprehensive system of learning supports to enhance motivation and capability of



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the critical mass of stakeholders. (The What p. 8C3); (The How p. 33)

3. Establish a means of continual communication.

### **Expanding:**

1. Provide English Language Services that extend beyond the classroom. (The How p. 33)
2. Provide for professional learning and resources that support literacy learning in outside organizations.(The How p. 32)

### **Sustaining**

1. Keep focus on literacy development even when faced with competing initiatives (The How p. 32)
2. Pursue additional funding sources for specialized literacy staff and materials. (The How p. 32)

**Building Block 3. Ongoing formative and summative assessments** (The Why 150; The What p. 8,9 ; The How pp. 34-39)

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

### **Planning:**

1. Research and select effective screening, progress monitoring , and diagnostic tools to identify achievement levels of all students (The What p.8A1); (The How p.34)
2. Ensure that teachers understand the purpose for and use formative assessment and how it differs from summative assessment.
3. Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based).
4. Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, and essay). (The What p. 8A2)
5. Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities.
6. Identify and purchase assessment and intervention materials aligned with students' needs. (The What p. 8A3)
7. Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible. (The What p. 8A5)
8. Make a data collection plan for storing, analyzing, and disseminating assessment results. (The What 8A4)

### **Implementing:**

1. Provide timely descriptive feedback to students with opportunities to assess their own learning (i.e., graphing their progress.)
2. Examine the results of the assessments in order to adjust expectations and instruction in all classrooms.
3. Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier options for RTI.
4. Upgrade technology infrastructure, if necessary, to support assessment administration and

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dissemination of results.

### **Expanding:**

1. Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.
2. Analyze student data in teacher teams to develop and adjust instructional plans.
3. Use technology to share relevant student progress data with parents/families in an easily interpreted user-friendly format.

### **Sustaining:**

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.
2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based).
3. Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.
4. Continue to purchase assessment and intervention materials aligned with students' needs.
5. Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording. (The Why p. 150)

Building Block 3. Ongoing formative and summative assessments (The Why pp. 37, 83, 84,91,94, 99, 100, 102, 103. 141, 152); (The What pp. 8, 9); (The How pp. 34-39)

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

### **Planning:**

1. Research and select effective universal screening to measure literacy competencies for all Students across the curriculum. (The Why pp 99, 100, 102, 103); (The What p. 8B1)
2. Select or develop school-or system-wide classroom-based formative assessments to assess efficacy of classroom instruction. (The What p. 8 B2)
3. Include assessment measure to identify high achieving/advanced learners who would benefit from advanced coursework. (The Why p. 91-94); (The What p. 8 B7)
4. Identify literacy skills needed to master CCGPS in each content area. (The Why pp.83,84)

### **Implementing:**

1. Develop an assessment calendar to include universal screenings and progress monitoring (general outcome and classroom based), designating persons responsible. (The What p. 8 B6)
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress).

### **Expanding:**

1. Analyze student data in teacher teams to develop and adjust instructional plans. (The Why p. 37); (The What p.8B3)
2. Use technology to share relevant student progress data (such as Lexiles) with parents/families in an easily interpreted use-friendly format. (The Why p. 152);(The What p. 8B4)

### **Sustaining:**

Provide continued professional learning to staff who administers assessments to maintain use of

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standardized procedures and accurate data recording. (The Why p. 141);(The What p.8B5)

Building Block 3. Ongoing formative and summative assessments (The Why pp. 53,56,57,95);(The What p. 8,9)

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

**Planning:**

1. Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment. (The What p. 9)
2. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards. (The Why p. 95); (The What p. 9 A2)
3. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. (The What p. 9 A3)

**Implementing:**

1. Use results of the diagnostics for student placement within an intervention and to adjust instruction. (The Why p. 95)
2. Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; support students whose disabilities may preclude them from acquiring information through reading). (The Why pp. 53,56,57)

**Expanding:**

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
2. Use technology to share relevant student progress data with families in an easily interpreted format.

**Sustaining:** Recognize/celebrate individual student’s improvements toward reaching literacy goals.

Building Block 3. Ongoing formative and summative assessments (The Why pp. 97, 98, 133); (The What p.8,9)

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

**Planning:**

1. Evaluate the capacity of technology infrastructure to support test administration and disseminate results.
2. Analyze previous year’s outcome assessments (CRCT) to determine broad student needs and serve as a baseline for improvement: (The What p. 9 D)  
 GAA (The What p. 9 Dlc)  
 CRCT grade 8 (The What p. 9 Dla)
3. Identify common mid-course assessments (i.e., end-of-unit/chapter tests) that are used to measure progress toward standards.
4. Study how disciplinary standards are assessed on state and local tests.
5. Analyze assessment data to identify teachers who need support.

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### **Implementing:**

1. Administer summative assessments at scheduled intervals. (The Why p. 97, 98, 133)
2. Include specific times on the school calendar for analyzing summative assessment data.
3. Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed. (The What p. 9D3)
4. Upgrade technology infrastructure, if necessary, to support administration of assessments and the dissemination of results.

### **Expanding:**

1. Disaggregate data to ensure the progress of subgroups. (The What p. 9 D4)
2. Apply protocols for looking at student assessments and evaluating student progress.
3. Share and analyze student work samples as a way to inform instruction during collaborative planning.
4. Plan lessons, re-teaching, and intervention activities that target areas of need.
5. Use online training options to offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.

### **Sustaining:** Based on analysis of summative assessment data:

Evaluate the effectiveness of programs and policies

Refine school improvement goals.

Ensure that students are appropriately placed in specific programs

Use the school or classroom websites to recognize/celebrate individual student's improvements attaining designated standards of achievement.

Building Block 3. Ongoing formative and summative assessments (The Why 96-98, 122, 133, 150); (The What p. 8); (The How 38,39)

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (see 5.A.)

### **Planning:**

1. Identify participants for data teams for specific grade bands.
2. Define roles and responsibilities for team members for general education teachers and teachers of students with special needs (SWD, EL, and gifted).
3. Schedule collaborative planning time for data meetings once a month.
4. Establish protocols for team meetings. <http://www.lasw.org/methods.html> (The What p.9E4)
5. Develop a protocol for making decisions to identify the instructional needs of students (The What p.9 E1)
6. Develop a data storage and retrieval system. (The What p.9E2)
7. Develop procedures and expectations for staff to review and analyze assessment results. (The What p.9E3)

### **Implementing:**

1. Teach the data meeting protocol to the data team members.
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional similarities. (The Why p. 122)
3. Implement protocol with fidelity.

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4. Use online options to provide teachers with the training and time to analyze the data to determine the need for intervention. (The Why p. 150)

**Expanding:** Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.

**Sustaining:**

1. Use online option to train new members of the meetings in expectations and function of established protocols. (The Why p. 150)
2. Ensure that the data storage and retrieval system is effective and efficient.

**Building Block 4. Best Practices in Literacy Instruction** ( The Why pp.41-69); (The What pp. 9, 10); (The How pp. 40-42)

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

**Planning:**

1. Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts. (The What p.9A1)
2. Examine student data to identify areas of instruction with greatest needs (i.e., vocabulary, comprehension) (The Why p. 65; The What p.9A2)
3. Compile and examine classroom observation data (e.g., Literacy Instruction Checklist) using a checklist to gauge current practice in literacy instruction. (The What p.10 A3)
4. Allocate which aspects of literacy instruction students are to receive in each subject area. (The Why p. 49, 66); (The What p. 10 A5)
5. Plan and provide professional learning on direct, explicit instructional strategies to build student' vocabulary, comprehension, and writing skills within each subject are. (The Why pp. 41, 42, 66); (The What p. 10 B2)
6. Plan and provide professional learning on differentiated instructional options for literacy assignments. (The Why p. 140); (The What p.10 A6g)

**Implementing:**

1. Provide training to all pertinent staff in the use of the core program. (The Why pp 31. 50. 69,83)
2. Provide professional learning on the tenets of explicit instruction: (The What p. 10A6 a-g)
  - Use of data to inform instructional decisions and explicit teaching.(a)
  - Selection of appropriate text for strategy instruction (b)
  - Telling students specific strategies to be learned and why (The Why p. 49);(c)
  - Modeling of how strategy is used (d)
  - Guided and independent practice with feedback (e)
  - Discussion of when and where strategies are to be applied (f)
  - Differentiated Instruction (g)

**Expanding:**

1. Review teacher and student data to improve instruction.
2. Collaborate with and obtain additional support from other educators on differentiated instruction including online communities of educators. (The Why pp. 37,140)

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3. Share effective differentiated lessons and strategies in teacher collaborative meetings. (The Why pp. 37,140)
4. Provide instructional assessment accommodations for ELL (by proficiency levels) and SWD (according to abilities and needs). (The Why pp. 37,91-94)

### **Sustaining:**

1. Continue analyzing data to determine the impact of teaching strategies on student achievement. (The Why pp. 104, 105, 120, 122)
2. Continue to provide ongoing training to all pertinent and new staff in the use of the core program. (The Why pp. 37, 69, 83, 133, 154, 155)
3. Provide support to new teachers on differentiated instruction for all learners (EL, SWD). (The Why pp.38, 91-94, 124-134,138)
4. Stay abreast of current research of differentiated instruction and develop a professional library of books, journals, and online resources. (The Why pp.150, 154-155)
5. Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners (e.g., professional learning provided by district and state, attend conferences, institutes) (The Why pp. 31, 50, 69, 83, 140, 143,150, 154-155)
6. Encourage teachers to participate in online professional learning to share ideas, questions, and lesson plans. (The Why p. 140, 191, 192)

Building Block 4. Best Practices in Literacy Instruction (The Why pp. 52, 53,56, 57, 67); (The What p. 11-D1-6); (The How pp. 41, 42)

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

### **Planning:**

Teachers should be made to understand the need for any or all of the following: (The What p. 11 D 1-6)

Providing students with opportunities to self-select reading material and topics for research.(1)

Taking steps to provide students with an understanding of the relevance of academics to their lives.(2)

Increasing opportunities for collaborating with peers (3)

Increasing access to texts that students consider interesting(4)

Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy. (5) (The Why p. 52,56,57)

Leveraging the creative use of technology within the learning process to promote engagement and relevance. (6) (The Why pp. 53,56,57,67)

### **Implementing**

1. Incentive program: (Optional)
  - Must be voluntary
  - Not tied to grades
  - Minimal and connected to reading (books)
  - Used with unmotivated students

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2. Teachers explore ways to use peer collaboration within Professional Learning Communities (Team Meetings/Vertical team meetings, New teacher meetings) (The Why pp. 154-155)

**Expanding:** Motivation procedures are considered by classroom.

**Sustaining:** Classroom motivation procedures are in place.

Building Block 4. Best Practices in Literacy Instruction (The What p. 9)

C. Action: Ensure that students receive effective writing instruction across the curriculum (This is B on The How) (Only planning stages)

**Planning:**

1. Design a vertically and horizontally articulated writing plan consistent with CCGPS. (The Why p. 43-46); (The What P. 10 B1)
2. Develop a coordinated writing plan for writing instruction across all subject areas to include: (The Why 37, 43-46); (The What p. 10 B2)  
 Explicit instruction (including modeling)  
 Guided Practice  
 Independent Practice
3. Provide professional learning on best practices in writing instruction in all subject areas. (The Why pp. 43-46\*; 141); (The What p. 10 B3) \*Crucial!!
4. In the created writing plan include how technology will be used for production, publishing, and communication across the curriculum. (The Why pp 51,53, 56, 57, 67); (The What p. 10 B5)

**Building Block 5. The System of Tiered Intervention (RTI) for All Students** (The Why pp. 123-140); (The What pp. 11-13); (The How pp. 43-47)

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section III. E.) (The Why p.104, 105, 120, 122, 125-137); (The What p. 11); (The How p. 43)

**Planning:**

1. Determine percentage of students currently being served in each tier at each grade level. (The What p. 11-A1)
2. Develop protocols for identifying students and matching them to the appropriate intervention. (The What p. 11 A2)

**Implementing:**

1. Purchase, train and implement data collection.
2. Purchase, schedule, train providers and implement intervention.
3. Analyze data for individuals to identify students in need of intervention according to established protocols.
4. Monitor to ensure that interventions are occurring regularly and with fidelity. (The What p. 11-A3)
5. Monitor results of formative assessments to ensure students are progressing.

**Expanding:**

1. Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions. (The What p.11-A4)
2. Schedule grade-level data-analysis team meetings.

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3. Provide building and system-level support of the process.
4. Develop process monitoring the implementation of research-based interventions at the building level.

### **Sustaining:**

1. Use the Georgia Department of Education problem-solving checklist to evaluate:  
Personnel providing interventions  
The ease with which students move between tier
2. Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention.

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

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See sections IV. A & B) (The Why p.126); (The What p. 11); (The How p. 43-44)

### **Planning:**

1. Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading, writing) (The What p. 11-A1)
2. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area:  
If fewer than 80% of students are successful: (The What p. 11-B1)  
Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)  
Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA) (The What p. 11-B2)  
Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. (The What p. 11-B3a)
3. Provide professional learning on :  
-GA DOE resources for RTI, universal screening (e.g., Aimsweb) (The What p. 11-B3b)  
-Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting.(The What p. 12-B3c)  
-School-wide understanding of assessment data and anticipated levels of student mastery during the school year. (The What p. 12 B3d)

### **Implementing:**

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
2. Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms.
3. Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of These lessons and to plan necessary changes.
4. Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels.
5. Use data from universal screening process to identify general weaknesses in instruction of Tier I



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as well as struggling students.

6. Use classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools.
7. Promote the formations of professional learning communities with protected meeting times.

**Expanding:**

1. Establish protocols to teach and monitor teacher' effective questioning and feedback skills.
2. Monitor the planning, delivery and assessment for students with special leaning needs (EL, SWD gifted).
3. Support teachers' effective use of time through use of technology during each stage of the process.
4. Establish protocols to support professional leaning communities and use decision-making model to evaluate effectiveness.

**Sustaining:**

1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
2. Encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)
3. Ensure that communication between teachers and administrators is ongoing and effective.

Building Block 5. The System of Tiered Intervention (RTI) for All Students (The Why 37, 38, 124-127, 128,131,133, 134) ; (The What p. 12); (The How pp. 45-46)

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

**Planning:**

1. Plan and provide professional learning for interventionists on : (The Why 133)  
 Appropriate use of supplemental and intervention materials  
 Diagnosis of reading difficulties  
 Direct, explicit instructional strategies to address difficulties  
 Charting data  
 Graphing progress (The What p. 12-C1a-f)
2. Schedule times for collaborative discussion and planning between content area TI teachers and interventionists (teachers or para-support) (The What p. 12-C2)

**Implementing:** Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data).

3. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year. (The What p. 12-C3)
4. Ensure effectiveness of interventions by:  
 Building sufficient blocks of time into the daily schedule.  
 Providing adequate space conducive to learning  
 Ensuring that they are provided by competent, well-trained teachers. (The What p.12-C4)

**Expanding:**

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1. Establish protocols to ensure consistent progress monitoring, data collecting, and reporting.
2. Monitor student movement between T1 and T2. (The Why p. 126)
3. Ensure adequate time for planning and implementing interventions
4. Provide sufficient resources (time, training, cost, materials, and implementation of interventions).

### **Sustaining:**

1. Ensure that teachers consistently provide research-validated interventions designed to meet individual students' needs.
2. Document data points to monitor student response to intervention
3. Encourage the use of technology to ensure proactive communication between students, teachers, and parents, e.g., cell phones, texting, email. (My Big Campus)
4. Use technology where possible to track and ensure the movement of students between T1 and T2 based on response to interventions.

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

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly. (The Why p. 127)

**Planning:** In addition to everything that occurs at T1 and T2, data teams (ESOL, SLP, school psych, etc. included where possible) to (The What p. 12-D a-d)

Discuss students in T3 who fail to respond to intervention (a) (The Why p. 127)

Receive professional learning on SST processes and procedures as outlined in the GADOS manual and guidance (b)

Verify implementation of proven interventions (c)

Ensure that interventionist has maintained fidelity to intervention protocol prior to referral. (The What p. 12-D1d)

### **Implementing:**

1. T2 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points. (The What p. 12-D2)
2. Interventions are delivered 1:1-1:3 during a protected time daily by a trained interventionist. (The What p. 12-D3)
3. T3 SSS/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder) (The What p. 12-D4)

### **Expanding:**

1. Teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Data points are documented to monitor student response to daily intervention (12 weeks of data with four data points are required prior to referral for special education if a specific learning disability is suspected).
3. Ensure that T3 includes proven interventions that address behavior.

**Sustaining:** Continue to ensure that:

Students move into and out of T2 and T3

Data is used to support response to intervention

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Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole  
 School consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students’ inability to access the CCGPS any other way. (The Why p. 127,134,135)

**Planning:**

1. School schedules are developed to ensure least restrictive environment (LRE). (The What p. 12-E1)
2. Ensure that building and system administrators are familiar with funding formulas affecting students in special programming. (The What p. 1e-E2)
3. Consider assigning a case manager to each student with (IEP) (i.e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)

**Implementing:**

1. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (The What p. 13-E3)
2. Special education, ESOL, and gifted program teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS even in separate settings (The What p. 13-E4)

**Expanding:**

1. IEP teams include key members required to support students’ individualized transition plans and/or attainment of CCRPI standards.
2. Special education, EL, or gifted case managers meet to plan and discuss students’ progress regularly with general education teachers.
3. Case manager regularly participate in open houses and parent conferences.

**Sustaining:**

1. Student data supports the exit of students from T4.
2. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

**Building Block 6. Improved Instruction through Professional Learning**

(The How pp 48,49; The What p. 13; The Why pp.31, 50, 69, 83)

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

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### **Planning:**

Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas. (The What p.13)

### **Implementing:**

Develop revised evaluation instruments for pre-service teachers. (The What p. 12-Ab)

### **Expanding:**

Ensure mentoring teachers are fully trained in providing instruction in disciplinary literacy. (The What p. 13-B4)

### **Sustaining:**

Continue to monitor and support the integration of disciplinary literacy. Provide building level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions. (The What p. 13-B4)

Building Block 6. Improved Instruction through Professional Learning (The Why pp. 31, 37, 38, 45, 50, 69, 83, 141,142, 150, 154, 155); (The What pp. 13, 14); (The How pp. 48,49)

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

### **Planning:**

1. Protect scheduled time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. (The Why p. 148; The What p. 13-B1)
2. Use teacher data (surveys, interest inventories, teacher observations) as well as student data to target professional learning needs.
3. Provide program specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation. (The What p. 13-B6)
4. Provide training in administering and interpreting results of assessments in terms of literacy. (The What p. 13-B7)
5. Consider the inclusion of some or all of the following in personnel in professional learning opportunities: (The What p. 13-14-B8a-d,f,g)
  - Paraprofessional (a)
  - Support staff (b)
  - Interventionists (c)
  - Pre-service teachers (d)
  - Administrators (f)
  - All faculty (g)

### **Implementing:**

1. Use checklist tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning. (The What p. 13-B4)
2. Develop a list of sites for an online professional library that includes research-based books, journal,

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magazine, videos that teachers can readily access for professional growth. (The Why p.150, 155)

**Expanding:**

1. Use formal and informal observations to monitor and improve literacy instruction. (Literacy Instruction Checklist, GA or the equivalent)
2. Continue program-specific professional learning each year for new and experienced teachers.
3. Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring.

**Sustaining:**

1. Ensure that new personnel receive vital professional learning from earlier years.
2. The Instructional Coach provides site-based support for staff. (The What p. 13-B5)

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

TCMS's monthly Leadership meetings are held to review the school improvement plan and its impact on student achievement. Teachers at TCMS met with their collaborative planning team and completed a needs analysis survey designed by Toombs County Instructional Coaches. As a result of the needs assessments, professional learning needs became evident and explicit instructional strategies were indicated as needs. In order to better prepare our students for success, TCMS will better prepare our teachers through professional learning and acquiring of print and non-print resources and materials.

**b. Types of Needs Assessment Surveys Utilized**

Two types of surveys were used to gather data. The Needs Assessment provided by the state was used for administrators. After completion, the results were prioritized according to needs. All academic staff were included in the modified survey (developed by Toombs County Instructional Coaches) specifically asking teachers what they have and what they need in Professional Learning, Curriculum Resources, and Technology Resources in respect to Literacy. All teachers including media specialist, paraprofessionals, content teachers, Special Education teachers, ESOL teacher, and administrators were surveyed.

Only 2% of TCMS faculty and staff feel that TCMS is operational in the area of collaborating with out of school agencies. Ninety-four percent of the staff of TCMS feel more professional learning is needed for literacy instruction.

Data may not always be used effectively, consistently, and with fidelity at TCMS. It is believed that with proper training, teachers will be trained to be consistent and effective with data analysis and using the results to promote instructional adjustments for increased student learning.

**c. Root Causes and Areas of Concern From Needs Assessment**

TCMS students are not prepared adequately for the rigor of the CCGPS. Content area teachers have not adequately been trained in Literacy strategies. "The Why" document states, "In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and career- ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance." The chart below shows what teachers at TCMS feel is needed in order to begin preparing our students into a global world.

Root Causes
Content teachers do not know how to teach literacy strategies
Previous professional learning has not always been monitored or checked.
Lack of non-fiction leveled text in content area classes.
No literacy program/plan
Collaboration among reading teachers and content area teachers is new. More practice is needed.
Established assessments Pre, post, formative, and summative are new.
The process of analyzing data from assessments is new.
Writing across the curriculum is new and has only been established in 2 of the 4 content areas.
Data from interventions needs to be analyzed and used in deciding instruction.
Parent/family contact could be improved.

The Needs Assessment surveys indicate that TCMS must continue initiatives that have begun, collaborative planning with protected time, administering assessments-pre, post, formative, summative, analyzing assessment data, writing (and reading) in all content areas, in using Researched Best Practices and Effective teaching strategies, vertical alignment meetings, and remediation/interventions built into the schedule.

**DEEP ANALYSIS**

**d. Inclusion of content and ancillary teachers**

All teachers including media, paraprofessionals, content teachers, Special Education teachers, ESOL teacher, and administrators were surveyed. Ninety-eight percent of Toombs County Middle School faculty and staff completed the survey.

**e. Specific Age, Grade Levels, and content Areas in which concerns originate**

1. CRCT results for grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> indicate that although the Reading scores continue to improve, the Science and Social Studies content areas improve only slightly or not at all. The gap between Reading and these two content areas is a concern.

Grade	Reading 2013 DNM	Science 2013 DNM	Social Studies 2013 DNM
6th	7.7%	28.9%	28.9%
7th	9.1%	22.6%	26.2%
8th	1.9%	34.7%	33.3%

Using this data, it is evident that Toombs County Middle School’s area of concern is the gap between the content areas. TCMS will use effective literacy practices across the curriculum to bridge the gap.

2. At present TCMS does not use a diagnostic tool for evaluation. Using a diagnostic assessment could help TCMS teachers identify our students’ knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing the students’ strengths and weaknesses can help TCMS teachers better plan what to teach and how to teach it.

**f. Areas of concern, “The What”**

**Steps TCMS has taken to address the problems:**

Organized a Literacy Team

Monitored pre, post, formative and summative assessments and the analysis of data from these assessments as a continual part of the teaching/learning process.

Began writing across the curriculum in the Social Studies content, monitored by instructional coach and reviewed in collaborative planning.



Developed Units of Study from CCGPS using a protocol that addresses best practices, assessments (pre, post, formative, summative), vocabulary, and literacy (reading and writing).

Collaborative planning is scheduled and protected.

Vertical Team meetings-included the bridge of 8<sup>th</sup> to 9<sup>th</sup> grade and 5<sup>th</sup> to 6<sup>th</sup> have been initiated and guidelines set for discussions and follow ups.

Eighty Minute blocks for content and a 30 minute remediation/intervention is embedded in the school schedule.

Professional Learning in Literacy for Science, Social Studies, and ELA teachers (foundational) has been provided for some teachers (but not all).

**Proposed steps to address problems:**

- Provide explicit ongoing **professional learning** tailored to specific needs (based on data) with structured follow up and reflections in these areas: (The Why pp. 156)
- Literacy support for **all content area** teachers (Include administrators, the Media Specialist and the Instructional Coach. A more comprehensive approach is needed to replace the fragmented approach.) Teach teachers Researched based Best Practices. Make firm the strategies previously learned are aligned with CCGPS.
- How to model strategies, why model?
- use of **informational text**
- writing instruction in all subject areas** (support opinions with evidence)(how to use rubrics, how to construct rubrics, construct school-wide writing rubric)(crucial)
- determining author's bias/point of view
- text complexity-adjusted to meet individual student needs
- guided short research projects
- how to teach students to navigate content specific text (science, social studies, problem/solution, cause/effect)
- Assessments-ongoing formative and summative assessments (Training for interventionists)
  - How to administer grade level assessment
  - How to organize the data
  - How to interpret the data
  - How to respond to data through instruction (RTI, ELL, SWD, gifted, remediation, regular ed students)

- How to interpret data from assessments given in the grade or setting from which the student has come (previous year's data) (Include more in depth SLDS training)
- Differentiated instruction (tiered tasks, Best Practices)
- How to promote engagement
- How to teach academic vocabulary
- Strategies to use with ELL, SWD, gifted students
- New teachers who have not had TCMS previous trainings and individualized teacher needs. (Use online options)
- Provide guidelines for communicating with parents, families, and the community in a meaningful way.
- Have available technology to motivate students and to record data collected.
- Purchase needed materials/resources and professional learning that will allow the implementation of the Toombs County Middle School Striving Reader Comprehensive Literacy Grant.

**a. TCMS 2013 CRCT Student Data Grades 6, 7, and 8 (SLDS)**

TCMS 2013 Grade	Reading Does Not Meet on CRCT	Language Arts Does Not Meet on CRCT	Math Does Not Meet on CRCT	Science Does Not Meet on CRCT	Social Studies Does Not Meet on CRCT
6	7.7%	13.8%	26.7%	28.9%	28.9%
7	9.1%	10.8%	16.4%	22.6%	26.2%
8	1.9%	7.2%	17.5%	34.7%	33.3%
all	6.4%	10.7%	20.1%	28.4%	29.3%

Examination of the data chart above indicates gaps in the reading proficiency when compared to the content areas of science and social studies.

**b. TCMS 2013 Subgroup Data in Content Areas (SLDS)**

Subgroup	Does Not Meet Reading	Does Not Meet ELA	Does Not Meet math	Does Not Meet ELA Science	Does Not Meet Social Studies
SWD	13.8%	23.7%	40.7%	53.0%	57.0%
ELL	20.0%	29.4%	32.4%	69.2%	51.3%
Gifted	0%	0%	1.7%	0%	0%
Asian	0%	0%	0%	0%	0%
Black	5.2%	5.4%	28.7%	45.5%	40.6%
Hispanic	5.6%	14.7%	20.1%	34.2%	30.4%
Multi-racial	9.5%	15.0%	25.0%	23.8%	33.3%
White	6.9%	10.1%	17.8%	22.0%	26.1%
Two or more Races	0%	0%	50%	0%	0%
CRCT-M	4%	24%	14%		

**b. TCMS 2012 Subgroup Data in Content Areas (SLDS)**

Subgroup	Does Not Meet Reading	Does Not Meet ELA	Does Not Meet math	Does Not Meet ELA Science	Does Not Meet Social Studies
SWD	16.9%	27.3%	51.9%	62.4%	62.8%
ELL	27.6%	28.0%	35.7%	63.3%	73.3%
Asian	0%	0%	0%	0%	0%
Black	8.4%	10.3%	36.6%	47.2%	40.7%
Hispanic	7.4%	7.0%	28.3%	30.4%	33.3%
White	3.6%	8.8%	29.2%	25.5%	25.8%
Two or more Races	16.7%	20.8%	28.0%	34.6%	48.2%

**b. TCMS 2011 Subgroup Data in Content Areas (SLDS)**

Subgroup	Does Not Meet Reading	Does Not Meet ELA	Does Not Meet math	Does Not Meet ELA Science	Does Not Meet Social Studies
SWD	21.8%	29.5%	53.4%	67.3%	64.6%
ELL	11.6%	14.6%	41.9%	66.7%	62.2%
Asian	0%	0%	25%	66.7%	66.7%
Black	11.2%	8.6%	40.85	50.4%	47.9%
Hispanic	4.8%	5.5%	26.9%	43.0%	47.7%
Multi-racial	5.9%	5.9%	16.7%	29.4%	35.3%
White	5.0%	6.7%	23.7%	28.3%	29.2%

**c. Strengths and Weaknesses based prescribed assessments**

TCMS is improving in most individual content areas. TCMS's ELL population and the students with disabilities have scores indicating further interventions are required to meet the needs of these subgroups. Science and Social Studies data indicates a discrepancy when compared to the reading percents.

**Toombs County Middle School 8<sup>th</sup> Grade Writing Assessment (SLDS)**

8 <sup>th</sup> Grade Year	2013	2012	2011

Writing Assessment	DNM	DNM	DNM
Total	21%	27%	32%
SWD	51.7%	64%	55%
ELL	46.7%		
Black	21.7%		
Hispanic	22.4%		

Eighth Grade students at Toombs County Middle School continue to improve on the Georgia Middle School Writing Assessment as shown in the table above. Of all eighth graders, 21% did not meet the standards for basic writing skills with 51.7 % of students with disabilities unable to meet standards.

**d. Include data for all teachers including CTAE, SPED, & Media**

TCMS		Number of Content Area Teachers	Number of Connections Teachers including CTAE, SPED & Speech, ESOL, and Media, and Gifted
Certificate Level	Bachelor	16	2
	Masters	11	15
	Specialist	2	3
	Doctoral	1	0
HIQ		49	20

TCMS	
Year's Experience	Number of Teachers
0-5	14
6-10	15
11-20	9
More than 20	12

**e. Include teacher retention data**

Toombs County Middle School has 28 content teachers, 6 SPED, 2 part-time Speech, 3 remedial connections, one gifted program teacher, one ESOL teacher, 9 connections/CTAE teachers (5 part-time), three para-supports, one counselor, and two administrators. Of these teachers, 98 % are returning to TCMS with only 42% returning to the same subject and grade for the 2013-

2014 school year. Of the 10 sixth grade teachers, 3 are returning to the same subject and grade, 4 are new teachers-one of which is a beginning teacher, and 3 teachers transferred from another grade or subject. In 7<sup>th</sup> grade, six of the eight teachers are returning to the same subject and grade with one new teacher and one teacher who transferred from another grade and subject. Eighth grade teachers have ten teachers with only one returning teacher to the same grade and subject, six transferred from another grade and subject, and three are new teachers and two of those are beginning teachers. SPED has one new/beginning teacher. Four connections/CTAE teachers have changed from last year to this year. TCMS has a new Assistant Principal, School Counselor, and Instructional Coach. The Principal and Media Specialist are returning educators. Three teachers plan to retire at the end of the school year 2013-2014.

Content	Number of teachers 2013-2014
ELA	8
Math	8
Science	6
Social Studies	6
Art	1
SPED	6
Band	1
PE/Health	2
Computer Technology	2 -49%
Remedial Reading/Writing	1
Remedial Math	2
Gifted	1
ESOL	1
Speech	2- 50%
Agriculture	Two periods
Spanish	One period
Career Discovery	One period
Para-support	5
Instructional Coach	1
Counselor	1
Media Specialist	1
Assistant Principal	1
Principal	1

**f. Develop goals and objectives based on formative and summative assessment.**

Goals and objectives for TCMS will be monitored and revised according to the needs of our students as determined by relevant data.

Goals	Objectives
1. All students will receive explicit instruction in literacy strategies (reading and writing) across the curriculum using technology to improve student engagement. (The What pp. 9-10)	1. The percent of students with disabilities and ELL not meeting proficiency on the 8 <sup>th</sup> grade writing assessment will decrease by 10%
2. All students will receive explicit vocabulary instruction based on research-based best practices.	2. The percent of students with disabilities and ELL not meeting proficiency on the CRCT in ELA, Science, and Social Studies will decrease by 10%.
3. All students will be screened and data from the screening will be utilized for RTI, remediation, and enrichment. (The What pp. 11-13)	3. Students identified through RTI as tier 2 and tier 3 will score between the Lexile range of 955L and 1155L.
4. TCMS families will be given consistent communication about literacy status, needs, growth, and the opportunity for students and parents to participate in the literacy programs after school and in the summer.	4. Families of TCMS students will become more familiar with literacy goals through media.

**g. Include additional district-prescribed data, such as universal screeners, formative and summative benchmark information as well as diagnostic literacy assessment.**

District Prescribed Data	
Universal Screeners	TCMS needs to implement a universal screener.
Formative and Summative Benchmark Information	Science students are given 2 Benchmarks per year. All content area students are given end of unit assessments.
Diagnostic Literacy Assessment	AIMSweb provides fluency assessment data. Sixth and seventh graders take a mock writing assessment.

**h. Address teacher participation in professional learning communities or ongoing professional learning at school.**

All content area teachers will be involved in ongoing professional learning. TCMS has often used the “redelivery method” in order to try to meet the needs of the faculty. This may continue with leaders within the school. Online professional learning with follow up, walkthroughs, and discussions will also occur.

Professional Learning	Faculty attendance
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Differentiated Instruction	50/50
PBIS	50/50
Webinars –math & ELA	20/50
Unit Writing in content areas (ELA, Math, Science, SS)	35/50
SLDS	50/50
Math in the Fast Lane	11/50
Planet Literacy	5/50
Literacy (RESA-science/ss)	4/50
Managing Writing (RESA)	3/50
Literacy Assessment Training	11/50
TKES standards-10 classes	50/50
Vertical Alignment 8 <sup>th</sup> to 9 <sup>th</sup>	10/10
Standards for Math Practice	11/50
SUTW-Step Up To Writing	9/50
Thinking Maps Training w/GLRS	SPED inclusion teachers (6), ESOL teacher (1), gifted program teacher (1) and Classroom Co-teachers (5)
LDC (RESA)	15/50
Economies in Transition- 7 <sup>th</sup> Grade SS (GPS)	2/50



**a. Project goals are directly related to the identified needs.**

The evaluation of the Striving Reader’s Needs Assessment indicated that Toombs County Middle School must have students reading and writing across the curriculum, using technology to improve engagement where possible, provide a school wide screening tool and using data in RTI, remediation as well as enrichment, providing teachers in ALL content areas with the professional learning necessary to complete the first two goals with fidelity, and communicating with families and the community must continue to improve.

Goal	Description
1	Improve literacy skills-including pre-literacy skills, reading, and writing for all students. (Title I, Part E)
2	All students will be screened-data from the screening will be utilized for RTI, remediation, and enrichment. (The What p. 11-13)
3	Students will receive direct and explicit instruction in reading comprehension, vocabulary development, and writing strategies in ALL content areas using technology where appropriate to improve student engagement. (The What p. 9,10)
4	TCMS families /community will be given consistent communication about literacy status, needs, growth, and the opportunity for students and parents to participate in the literacy programs after school and in the summer. ( <i>Literacy is a community necessity. The Why p. 23</i> ) (The What p. 7)

**b. Project objectives relate to implementing the goals identified.**

Goal	Objectives
1	ALL teachers will receive explicit instruction on researched Best Practices in Literacy. (The What p. 9,10) All teachers will be trained in researched Best Practices in Literacy including instruction in teaching reading comprehension strategies, vocabulary development, writing procedural strategies, and using technology to engage students in ALL content areas and to evaluate websites for content validity, understand the vocabulary associated with technology, and to teach students the necessity for and the ability to adopt appropriate register for a variety of audiences. (All content areas have writing components in their expectations for Georgia students. Many

	<p>adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement. The Why pp. 45, 53) (The What p. 10)</p> <p>Collaborative planning, walkthroughs, and follow ups will be monitored and completed by the instructional coach and administrators to analyze effectiveness and fidelity, and to offer instructional modeling and assistance and revisions based on walk through documentation.</p> <p>The Media Specialist will work with all teachers to involve them in literacy initiatives and teaching reaching comprehension skills in order to assure students make meaning, think critically, and produce knowledge from the ideas and information with which they interact. (The Why p.59)</p>
2	<p>All teachers will be trained in RTI, school wide screening, progress monitoring, remediation, and enrichment. (The What p. 11-13)</p> <p>All teachers will be trained:</p> <ul style="list-style-type: none"> <li>- in data analysis and program planning based on data (including former grade/school. (The Why p. 94) (The What p. 10-13)</li> <li>- in providing students with timely information on their progress toward the achievement of established learning goals (self-efficacy). (The Why p.53)</li> </ul> <p>Screening, progress monitoring, and remediation planning will be monitored by administrators and instructional coach.</p>
3	<p>Researched Best Practices in Literacy for <b>all content teachers, CTAE, Fine Arts, PE and Media Specialist</b> and administrators training will include: (The What p. 3-5,10,13)</p> <p><b>Reading Comprehension Instructional Training</b> (The Why pp. 26,41,59, p.74)-- Including the use of available <b>resources</b> such as 2014 Professional Learning provided by GaDOE and Appendix B (The Why pp. 37,38,47) (The What p. 3)</p> <p><b>Writing Instructional Training:</b> (The Why p. 44,59, p.74) (The What p. 3)</p> <p>Collaborative planning, walkthroughs, and follow ups will be monitored and completed by administrators and the instructional coach to analyze effectiveness and fidelity, and to offer instructional modeling and assistance and revisions based on walk through documentation. (The What p. 6,9,13)</p>
4	<p>All content teachers will communicate quarterly with families on the progress of student’s literacy. Teachers may collaborate on the communication during</p>

	<p>Collaborative Planning.</p> <p>Literacy programs will be the focus of parent/family nights scheduled quarterly as designed by the Literacy Team. (The What p. 7)</p>
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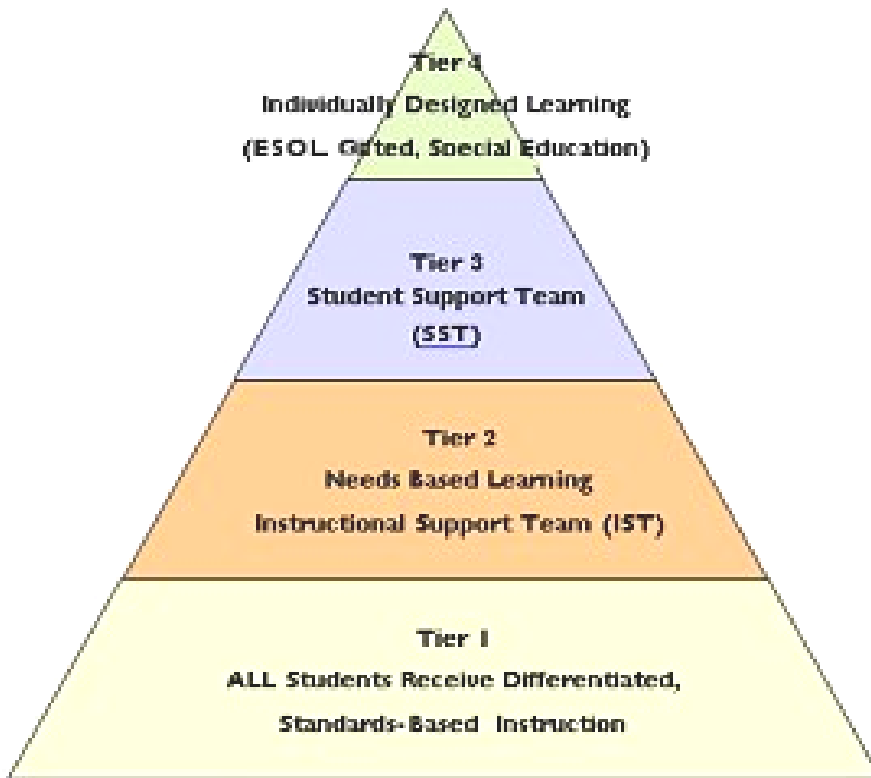
**c. Goals and objectives are measurable either with formative or summative assessments. (The Why pp. 95, 96) (The What p. 3, 8, 9)**

**d. Students in middle school will receive 2-4 hours of tiered instruction through the content areas. (The What p. 6)**

Students in Toombs County Middle School have four eighty minute blocks of content specific instruction. With the implementation of the literacy plan, TCMS will have the content blocks focus on literacy-the reading and the writing in content areas every day. (The Why p. 26, 27, 28)

**e. The application provides the RTI model.**

Toombs County Middle School utilizes the GDOE RTI four tier (The What p. 10-13)



<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Response-to-Intervention.aspx>

**f. The application is inclusive of all teachers and students (where relevant) in the school.**

All teachers will receive professional learning training including the Media Specialist, CTAE, Fine Arts, PE and Instructional Coach (Literacy Coach). (The Why p. 58)(The What p. 5)  
All students will benefit from the training across the curriculum.

**g. and j. Considers practices already in place when determining goals and objectives. j. References researched-based practices in the “What” and “Why” document as a guide for establishing goals and objectives.**

Practices already in place that support or have the foundation for the goals and objectives of TCMS project plan include:

Protected collaborative planning times (The Why pp. 91-93) (The What p. 6)  
Units of study aligned to CCGPS requiring students to read and analyze a wide range of print and non-print materials...digital images...various forms of media. (The Why p. 50)  
“Step up to Writing” in Social Studies (All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative. The Why pp. 45, 46)  
Remediation built into existing schedule  
RTI is emergent (The What p. 11-13)  
Vertical team alignment meetings (5<sup>th</sup> to 6<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup> grades) (The Why pp. 91-93)  
Monthly newsletter to families, website newsletter  
Family nights highlighting content areas (Math/Science Night, Social Studies Night, CRCT Night, Art Appreciation Night, Infinite Campus Parent Portal/My Big Campus Awareness night)

**h. and j. Specifies goals to be funded with other sources. j. References researched-based practices in the “What” and “Why” document as a guide for establishing goals and objectives.**

Collaborating with RESA:  
-to train content teachers on **LDC**. (The Why p.162) (The What p. 9, 10)  
-to provide content area Literacy Training. (The Why p. 162, 166) (The What p. 9, 10)  
Professional Learning in 2014 via GaDOE (The Why pp. 37-39) (The What p. 9, 10)  
Teachers trained in Planet Literacy will collaborate to redeliver strategies to team members. (GLRS The Why p. 166) (The What p. 9, 10)

Teachers trained in Thinking Maps will collaborate with the Trainer of Trainers (and GLRS) to redeliver strategies with fidelity to all content teachers. (The Why p. 162)

Data and Instructional Practices via FIP (Formative Instructional Practices-GaDOE) (The Why pp.37-39) (The What p. 9, 10)

SLDS training so that **data** collection of students *one student a day* is shared with common teachers. (The What p. 9)

**i. Details a sample schedule by grade level, indicating tiered instructional schedule with appropriate interventions**

Sample Schedule: Grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>

7:55-9:15	ELA-co-teaching -IEP dictates	
9:17-10:37	Collaborative Planning-data analysis	Students receive connections classes at this time including remediation in reading, writing, and math interventions where data indicates a need. Computer Lab and EOCT classes are scheduled as connections classes.
11:21-12:41	Math-co-teaching -IEP dictates	
12:43-2:03	Science-co-teaching -IEP dictates	
2:05-3:25	Social Studies-para support - IEP dictates	ELL via Push-in (The Why pp. 69,90)

Toombs County Middle School administrators, Instructional Coach, and content area teachers conduct walkthroughs to collect data and monitor the implementation of TKES standards, CCGPS, and GPS. Content Area Teachers meet collaboratively to utilize data to plan instruction from pre, post, common formative assessment, and summative-end of unit assessments to drive instruction. Science Benchmarks are administered twice a year. Teachers use CRCT results for Lexile scores in deciding reading levels for students in content areas, to place students in remediation, and to plan instruction.

**a. a detailed listing of the school’s current assessment protocol**

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
CRCT	Outcome; Lexiles; Data analysis; Tier II students receive intervention	Vocabulary; Reading Comprehension	1 time per year
Grade 8 Writing Assessment	Diagnostic	Persuasive	1 time per year
Grades 6-8 AIMSweb Oral Reading Fluency Probes	Progress Monitoring	Oral Reading Fluency	Tier 2 every 2 weeks Tiers 3 & 4 - 1 time weekly
Grades 6-8 AIMSweb Math Computation	Progress Monitoring	Math Computation	Tier 2 – every 2 weeks Tiers 3 & 4 – 1 time weekly
Grades 6-8 AIMSweb Math Concepts & Application	Progress Monitoring	Math Concepts & Application	Tier 2 – every 2 weeks Tiers 3 & 4 – 1 time weekly
ACCESS for ELL	Screener	Language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing	1 time per year – English Learners
Vineland	Diagnostic	Adaptive Behavior	Initial placement & every 3 years
BASC- Behavior Assessment Children -	Diagnostic	Behavior	Initial placement & every 3 years

2 <sup>nd</sup> ed.			
Comprehensive Test of Phonological Processing	Diagnostic	Processing	Initial placement & every 3 years
Wechsler Intelligence Scale for Children	Diagnostic	Cognitive	Initial placement & every 3 years
Differential Ability Scales: Second Edition	Diagnostic	Cognitive	Initial placement & every 3 years
Kaufman Adolescent and Adult Intelligence Test	Diagnostic	Cognitive	Initial placement & every 3 years
Kaufman Test of Educational Achievement	Diagnostic	Achievement	Initial placement & every 3 years
Cognitive Abilities Test	Diagnostic	Mental ability	Initial placement - Gifted
Terranova	Diagnostic	Achievement	Initial placement - Gifted
Gifted Rating Scales	Diagnostic	Motivation	Initial placement - Gifted
Gifted Evaluation Scale	Diagnostic	Creativity	Initial placement - Gifted

**b. a comparison of the current assessment protocol with the SRCL assessment plan**

Current Protocol	SRCL Plan
No school wide Literacy screenings are used at this time.	Effective screening, progress monitoring, and diagnostic tools identify achievement levels of all students.  Problems found in literacy screenings are followed up by diagnostic assessments that are used to guide placement/inform instruction in intervention programs.
Some staff members use data to follow protocol for making decisions to identify the instructional needs of students.	A protocol is developed to make decisions for instructional needs of students. (The What p. 9)  All appropriate staff members have access to

	data and follow the established protocol for making decisions to identify the instructional needs of students.
Data is not always made available to students.	Teach students to analyze their own data. (The Why p.120)
Specific times for analysis of the previous year's outcome assessments are not identified in the school's calendar.	<p>Specific times are identified in the school's calendar to analyze the previous year's outcome assessments: CRCT; GAA</p> <p>Time is devoted to team meetings to review and analyze assessment results to identify needed program and instructional adjustments.</p> <p>Data is disaggregated to ensure the progress of subgroups. (The What p. 9)</p> <p>A protocol is developed to make decisions for instructional needs of students.</p>

**c. a brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule**

Grade levels have constructed a testing calendar which includes formative and summative assessments by grade level. Universal screening using Scholastic Reading Inventory will be given three times a year. Aimsweb curriculum probes are administered to students who are not successful in Tier I standards-based classrooms. In Tier II Aimsweb probes continue on identified students. Common formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.

**d. a narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL**

At this time, there are no current assessments that might be discontinued as a result of the implementation of SRCL.

**e. a listing of professional learning needs for teacher to implement any new assessment**

**Training in:**



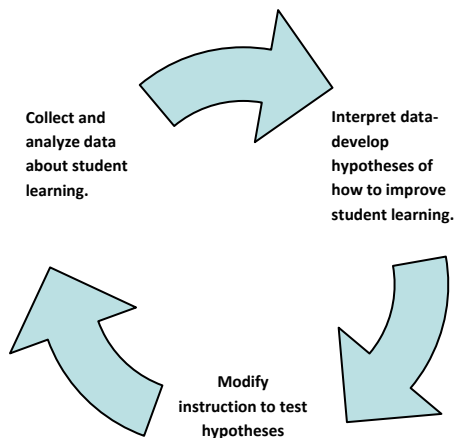
- administering SRI and utilizing the data including accurate data recording
- data use from Aimsweb
- using data from formative and summative assessments in every content area throughout the year
- identifying strategies for struggling and accelerated learners
- identifying interventions for struggling readers
- instruction in Best Practices in Literacy

**f. a brief narrative on how data are presented to parents and other stakeholders**

School wide CRCT data are shared at fall Parent Night. Individual student data is shared through letters in the mail, phone calls, face to face conferences (failures first priority), and Infinite Campus parent portal. Community communication is through the school website and the local newspapers with CCRPI results.

**g. a description of how the data will be used to develop instructional strategies as well as to determine materials and need**

Data will be used as a part of an ongoing cycle of instructional improvement. Students will be taught to examine their own data and set learning goals. Administrators will set a clear vision for school wide data use and provide the supports for a data-driven culture.(The Why p. 120)



Data from assessments will be used to decide students who need intervention, remediation, and enrichment. It will guide teachers in reteaching, selecting Best Practice instructional strategies (such as differentiated instruction, flex groups), and inform students of their own progress.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Response-to-Intervention.aspx>

**h. a plan detailing who will perform the assessments and how the plan will be accomplished.**

The Literacy Team will develop the assessment calendar which will include all tests:

test	frequency	Responsible party
CRCT	Once/year	Certified staff
SRI	Three times/year	Social Studies teachers/ computer lab
Aimsweb	Bi-monthly	interventionist
Unit Assessment Writing	quarterly	ELA teachers
8 <sup>th</sup> Grade Writing Test	Yearly	8 <sup>th</sup> grade ELA teachers
Mock Writing Test in 6 <sup>th</sup> 7 <sup>th</sup> Grades	Yearly	6 <sup>th</sup> , 7 <sup>th</sup> ELA teachers
Unit Formative/summative assessments	Dependent upon unit time frame	Content area teachers
Science Benchmarks	Twice per year	Science teachers

The CRCT is a state mandated summative test that measures the students’ mastery of the state GPS and CCGPS. Teachers analyze the CRCT data to drive instructional plans and target struggling learners. Toombs County Middle School Students will participate in the Scholastic Reading Inventory Assessment three times per academic year. This screener will issue Lexile levels, student reading comprehension, and a vocabulary base. Student results will lead the targeting for additional instruction and the data will be analyzed to determine who will need supplementary reading instruction. By combining the CRCT, the SRI, ACCESS, with our formative assessments data, Toombs County Middle School teachers will drive the instruction to improve literacy across the curriculum. Teachers will return data and feedback to students in a timely manner of no more than five days of the test date.

**Strategies and instructional resources that will be used or purchased as a result of SRCL funding. Tie back to the needs assessment, student data and root cause analysis. They should directly impact literacy access to print instructional engagement and teacher support.**

**Generic descriptions**

**a. Resources Needed to Implement the Literacy Plan:**

- Materials for assessment and the administration of diagnostic screeners for all students in reading comprehension and writing proficiency
- Targeted students scheduled for sustained interventions during connections classes.
- Funding for consultants
- High interest, relevant, non-fiction reading text to motivate students and align to CCGPS (to foster student engagement)
- Technology devices for students for literacy instruction across the curriculum (21<sup>st</sup> Century)-
- eReaders or iPads, LDC projector, audio and video equipment, and headsets to support digital literacy and text access
- Hardware and software to support literacy-USB portable drives
- Substitutes hired for release time training
- Materials for assessment
- Materials for explicit reading and writing across the curriculum (magazines, classroom libraries, project supplies,
- Stipends for professional learning-The RTI Process, Screening and ongoing assessments, Data Analysis, Best Practices for instructional literacy strategies including vocabulary, student engagement, writing and reading across the curriculum
- Mileage expense for trainings, conferences, and workshops (RESA, GLRS)

**b. List of activities that support literacy intervention program**

- Professional learning on teaching explicit reading and writing strategies across the curriculum
- Assessment instrument for screening to identify students with specific needs
- Formative and summative assessments for individualized and frequent data
- Protected schedule for implementing explicit reading and writing interventions and literacy
- instructional time
- Monitoring and feedback of strategies implemented for reading and writing interventions

- Rewards program for meeting/exceeding literacy goals

### **c. List of Shared Resources**

Shared resources include three copy machines, two computer labs, three black and white printers, document cameras, thirty- two class sets of novels for the three grade levels, PBS, RESA, GLRS, and a Scantron machine.

### **d. General List of Media Center Resources**

- Fiction, Non Fiction, and Reference books
- Biographies
- Informational Text
- Magazines
- Audio/Visual Materials
- 14 student computers

### **e. List of Activities that Support Classroom Practices**

- Collaborative Planning
- Units of study Aligned with CCGPS and GPS
- Thinking Maps
- Math in the Fast Lane
- Planet Literacy
- LDC (in process)
- Classroom sets of 4 novels per grade
- Technology Resources
- White boards
- Document cameras
- Laptops
- 2 Computer labs
- Response System
- Standards Based Instruction
- Effective Teaching Strategies
- Direct Instruction
- Differentiated Instruction
- Vocabulary Instruction
- Instructional Coaching, modeling and follow up on Best Practices, Vocabulary strategies,

- Assessment data analysis, and student engagement

**f. List of Additional Strategies needed to support student success:**

Professional Development to teach all content area teachers :

- How to “write across the curriculum”
- To use assessment data to guide instruction and plan remediation
- How to implement RTI , progress monitoring, and data analysis and plan interventions
- Reading Strategies
- Vocabulary Strategies
- Best Practices and Engagement strategies

**g. General List of current classroom resources for each classroom in the school:**

- Wireless Internet
- Activboards
- Content area text for Science/Social Studies
- Two computers in most classrooms
- Laptop with projector in many classrooms
- Document camera in each grade

**h. Clear Alignment plan for SRCL and all other funding**

Toombs County Middle School will invest in effective literacy strategies to improve student achievement. Curriculum in ELA and Math is aligned to CCGPS, Science and Social Studies to GPA, and all subject areas to CCGPS Literacy Standards. The TCMS writing plan is to be aligned to CCGPS.

	Striving Reader Funding	Other Funding Sources
Tier I Materials	Screening Assessment	Title I, Local funding, Title VI-B
Tier II Materials	Professional Learning	Title I, Local funding, Title VI-B
Tier III Materials	Professional Learning	Title I, Local funding, Title VI-B
Tier IV Materials	Professional Learning	Title I, Local funding, Title VI-B
Formative, Summative Assessments, Data Analysis	Professional Learning	Title I, Local funding,
Instructional Technology	iPads, eReaders, eBooks; document cameras,	SPLOST, Local Grant

	projectors, mobi	
Parent, Community Communication	Striving Reader updates, newsletters, web site, newspaper articles, curriculum nights, parent night	Title I
Professional Learning	Screening, Data Analysis-Interventions, Best Practices, Vocabulary Strategies, Writing in Content Areas, Reading in Content Areas, Technology, Engagement	Title I, Title II-A

**i. Demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.**

RTI	Student Engagement	Instructional Practices	Writing	Reading
Scholastic Reading Inventory	Immediate Feedback to students	Data analyzed to plan instruction	Software to provide independent practice for the genres of writing	Student to Lexiles to bridge the gap
Software for remediation of identified weaknesses	Access resources that promote student engagement	Whiteboard use requires students to use apps and resources online	Research project using various resources	
	Scaffold to content mastery			

When the SRCL grant is awarded to TCMS, it will be used as a data-based literacy action plan to actively guide ongoing decisions about instruction, programming, and resource allocation. The school's literacy action plan will make the difference in administration and teachers being able to focus on instruction and plan for how all decisions support or affect the literacy development of the **community**. The school's literacy action plan will assure “staying the course” so that administrators and teachers are not distracted from the goal of improving literacy.

The TCMS school wide literacy plan focuses multiple activities toward increasing students' reading, writing, and thinking skills. In order to have literacy improvement, the needs of all students must be met. Effective use of data is the key to a successful school wide literacy

initiative. Data on student performance, school and community needs, school capacity, and teacher practices.

Student performance data alone, however, are not sufficient for driving a literacy improvement effort because they do not take into account the school and community context within which learning and literacy development occur. Professional learning communities may be in place that can provide a ready-made structure for a literacy improvement effort to build upon. The library collection may be outdated and limited, but available technology can effectively support both reading and writing, as well as provide supplemental texts.

The goal of TCMS Literacy Plan is to create an organization that can sustain high levels of literacy and learning for current and future students. Few schools have unlimited resources to devote to literacy support; deciding how to use the available resources wisely requires gathering data about school and community priorities and expectations, current programs, structures and policies, and teacher professional development needs must be monitored.

Professional Development is a key strategy for supporting improvements in education. When educators are provided with the knowledge and skills to reflect on their practice, to assess their effectiveness, to study research, and to make decisions about students, a community of continuous learning develops and goals are more likely to be achieved. To meet the challenge of educating all learners to high levels TCMs needs professional development that is intensive, ongoing, and job embedded.

**a. and b. A table indicating professional learning activities that staff have attended in the past year**

TCMS Professional Learning 2012-2013		
Title	Teachers-Percent Attended b. The percent of staff attending professional learning. The percent of staff attending a Professional Learning depends upon what grade/subject area is targeted for that particular Professional Learning.	Leaders
Resources to Supplement ELA Units	ELA target: 100%	1
ELA Webinars	ELA target: 100%	
Resources to Supplement Math units	Math target: 100%	1
Math Webinars	Math target: 100%	
Resources to Supplement Social Studies Units	SS target: 100%	1
Resources to Supplement Science Units	Science target: 100%	1
Differentiated Instruction	100%	2
Summer Math Academy		1
New Teacher Orientation		1
SLDS	100%	2
Math in the Fast Lane	Math target: 100%	2
Co-Teaching Training	Co-teachers target: 100%	
Planet Literacy	Cot-teachers target: 100%	
Thinking Maps	Co-teachers target: 100%	1
IEP Training & Progress Monitoring		
Data Retreat	Grade Reps targeted (3): 100%	100%
Literacy Design Collaborative	18	
Peer Observations	100%	100%
Content Vocabulary (Social Studies)	SS teachers targeted: 100%	
PBIS	100%	
Thinking Maps	Co-teachers targeted: 98%	
GOSSLP Best Practices	SP teachers target: 100%	

**c. A detailed list of ongoing professional learning**

Ongoing Professional Learning	Targeted teachers %
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Resources to Supplement ELA Units	ELA teachers target: 100%
Resources to Supplement Math units	Math teachers target: 100%
Resources to Supplement Social Studies Units	SS teachers target: 100%
Resources to Supplement Science Units	Science teachers target: 100%
Peer Observations	100%
Differentiated Instruction	100%
Co-Teaching Training	Co-teachers target 100%
SLDS	100%
PBIS	100%
New Teacher Orientation, mentoring, monthly meetings for concerns and training	New teachers target and partner mentor: 100%
Math in the Fast Lane	Math teachers target: 100%
Thinking Maps	All content teachers target: 100%
Literacy Design Collaborative	ALL content teachers target: 100%
TCMS Writing Plan Alignment to CCGPS	Grade and Content ELA teachers: 100%
Collaborative Planning/data analysis, instructional revisions weekly	Grade/Content teachers target: 100%
Vertical Alignment Teams monthly	Content teachers 6, 7, 8: 100%
Transitional Alignment Teams quarterly	Content teachers 5 <sup>th</sup> to 6 <sup>th</sup> and 8 <sup>th</sup> to 9 <sup>th</sup> : 100%

**d. The programmatic professional learning needs indentified in the needs assessment**

Increasing Family/community Involvement	Training for families in multiple ways to assist their child.
Literacy	Professional learning for teaching reading, writing and technology strategies in the content areas based on available data.
SLDS	Professional Learning for data collection, analysis, and use of resources on SLDS.
Writing	Training for teaching writing strategies in all content areas-specific writing workshops
Reading	Training for teaching reading comprehension strategies in the content areas.
Vocabulary	Training in vocabulary strategies in all content areas
Technology	workshops
Strategies to support ELL's	Reading, Writing, Vocabulary, Technology
Differentiated Instruction	Leveled text, strategies for all students
Data, analysis, application	Data analysis workshops

to instruction	
Professional Learning evaluation	How do we know it works? The defining element of professional development must be its capacity to create professionals who change their practices when data indicate that what they are doing is not improving learning.

**e. Details of the process used to determine if professional development was adequate and effective**

In order to determine if professional development is adequate and effective, the following will take place:

Examination of targeted student data

PLC minutes

Walkthroughs and observations to monitor, model, revise, and share professional learning implementation

Immediate feedback on walkthroughs

Teacher evaluation of professional learning activities

**f. and g. A professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan -A method of measuring effectiveness of professional learning that can be tied back to the goals and objectives.**

The chart below contains TCMS’s Professional Learning Plan. Administrators, faculty and appropriate staff, families, and the community will have opportunities to participate as the SRCL grant is implemented. The Needs Assessments results were combined with the TCMS Literacy Plan to formulate the Professional Learning Plan. The pages in the Literacy Plan are referenced in the middle column.

Targeted Goals and Objectives	Literacy Plan reference	A method of measuring effectiveness of professional learning that can be tied back to the goals and objectives.
Provide Professional Learning for new staff to receive necessary support on new literacy initiatives previously learned by staff. CCGPS Effective vocabulary instruction PLC protocols SLDS OAS Differentiated Instruction Thinking Maps	p. 1,12	PLC documentation-minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Literacy Team minutes CRCT 8 <sup>th</sup> Grade Writing Test

<p>Use Comprehensive Reading Solutions  <a href="http://www.comprehensivereadingsolutions.com">http://www.comprehensivereadingsolutions.com</a></p>		
<p>Continue to implement professional learning and support to staff during the transition to CCGPS. (Webinars (DOE), workshops)</p>	<p>p.11</p>	<p>PLC documentation-minutes            CCGPS Units/lesson plans            Walkthroughs/observations of implementation            Literacy Team minutes            CRCT            8<sup>th</sup> Grade Writing Test</p>
<p>Professional Learning in collecting, analyzing, and utilizing data for improved instruction.</p>	<p>pp. 14-18</p>	<p>PLC documentation-minutes            CCGPS Units/lesson plans            Walkthroughs/observations of implementation            Literacy Team minutes;            Data Team Minutes            CRCT            8<sup>th</sup> Grade Writing Test</p>
<p>Training in Protocol for collaborative planning time (e.g., examination of student work)</p>	<p>p.2</p>	<p>Master Schedule            PLC documentation-minutes            Student work samples            CRCT            8<sup>th</sup> Grade Writing Test</p>
<p>Provide Professional Learning to teachers and administrators on technology use for researching and data analysis</p>	<p>p.13</p>	<p>PLC documentation-minutes            Walkthroughs/observations            Unit and lesson plan documentation of technology use            CRCT            8<sup>th</sup> Grade writing test</p>
<p>Provide professional learning to support how technology will be used for production, publishing, and communication across the curriculum.</p>	<p>p.13</p>	<p>PLC documentation-minutes            CCGPS Units/lesson plans            Walkthroughs/observations of implementation            Student work samples            Literacy Team minutes            CRCT</p>

		8 <sup>th</sup> Grade Writing Test
<p>Plan and implement targeted and sustained professional learning for the staff on literacy strategies and deep content knowledge.</p> <p>Use Comprehensive Reading Solutions  <a href="http://www.comprehensivereadingsolutions.com">http://www.comprehensivereadingsolutions.com</a></p>	p.3,11, 13	PLC documentation-minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Literacy Team minutes CRCT 8 <sup>th</sup> Grade Writing Test
<p>Provide opportunities for families/community to attend training on information access and online resources to assist their child at home.</p>	p.7	Family Night Agendas/sign in sheets Family evaluation of trainings Newsletters TCMS website
<p>Provide training to staff who administer SRI assessment</p>	p.13	PLC documentation-minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Literacy Team minutes CRCT 8 <sup>th</sup> Grade Writing Test
<p>Provide professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction.</p>	p.3,11,13	PLC documentation-minutes CCGPS Units/lesson plans with references to rubrics School wide developed writing rubric Walkthroughs/observations of implementation Literacy Team minutes CRCT 8 <sup>th</sup> Grade Writing Test
<p>Provide professional learning to all staff regarding the implementation of teaching vocabulary strategies in all content areas.</p> <p>Use Comprehensive Reading Solutions  <a href="http://www.comprehensivereadingsolutions.com">http://www.comprehensivereadingsolutions.com</a></p>	pp. 3, 4	PLC documentation-minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation CRCT 8 <sup>th</sup> Grade Writing Test
<p>Provided professional learning on direct and</p>	p.11,13	PLC documentation-

<p>explicit instructional strategies: Writing in all content areas *(Crucial!!) Reading comprehension strategies in all content areas Locating and utilizing leveled text Guiding students in research projects that use several sources Use Comprehensive Reading Solutions <a href="http://www.comprehensivereadingsolutions.com">http://www.comprehensivereadingsolutions.com</a></p>		<p>minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Student work samples CRCT 8<sup>th</sup> Grade Writing Test</p>
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***A sustainability plan is our plan for continuation of the SRCL project after Federal funding ends.*** c. a clear, detailed plan discussing sustainability

**a. A clear plan for extending the assessments protocol beyond the grant period**

Toombs County Middle School has a plan to continue the work of best practices in literacy strategies becoming solid habits for both teachers and students. The assessment plan will add a tool for diagnostic testing. Professional Learning will be for all teachers. TCMS will need to strengthen its community partnerships. We will develop parent programs and make plans for those partnerships to continue.

**b. A plan for developing community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment (Title I, Title III, Title IV)**

The Toombs County School Educational Foundation has been founded to help meet emerging and long-range needs of our school system. The intent of the foundation is to provide funding for activities that are beyond the scope of traditionally supported school system activities by raising funds to promote, enhance and supplement the educational programs for the benefit of students and staff in the Toombs county School System in order to preserve a tradition of excellence and help build the dreams of children in our community. The TCMS Literacy Team will work with our PTO and other community groups and organizations to obtain local funds needed to continue initiatives throughout the grant period.

**c., e., and g. Provide for ongoing professional learning experiences beyond the life of the grant. Detail a clear plan for extending the professional learning beyond the grant period and to new staff to the system. . Detail a clear plan for expanding the lessons learned through the SRCL project with other schools and teachers new to the LEA**

Newly hired personnel will receive literacy training in the common core literacy standards. The Literacy Team and content specialist will work together in implementing literacy strategies. All staff will continue professional development creating a faculty of literacy specialist. Professional development will be delivered by in-house experts and consultant services through RESA and GLRS and online resources from the Georgia Department of Education site such as FIP, Comprehensive Reading Solutions, Webinars, PBS, Teaching Channel, neighboring school systems, and the "Library" of teacher online resources that will be started this year. The Literacy Teams will develop a deeper understanding of research-based literacy strategies, implement them in lessons, monitor them, evaluate them, and share the successes.

**d. discussion of how print materials are to be replaced when necessary**

Materials such as classroom libraries, magazine subscriptions, and other consumable materials will be funded through partnerships in the community groups and other local grants. TCMS has a fall fund raiser that would help supplement replacing print materials.

**f. details a plan for sustaining technology that was implemented with SRCL fund including site licenses (SPLOST)**

Because technology should be available to every student throughout the day, technology will be maintained in house where possible. E-rate monies as well as local funds, fund raisers, and grant applications will allow for maintenance and upkeep of technological equipment. Maintenance of materials will be considered prior to purchase decisions.

## Budget Summary for Toombs County Middle School

If the Striving Reading Comprehensive Literacy Grant is awarded to Toombs County Middle School, the estimated amount for the school is \$289,447.34. The budget calls for the fund to be allocated over a three to five year period.

Year I:

SRI purchase-assessment for **universal screening**

**Crucial:** Professional learning for ALL teachers and support staff:

- Literacy,
- RTI, assessments-data collection, analysis,
- Best Practices,
- Explicit instruction in reading and writing strategies in subject/content specific areas,
- Training in technology used in screening, data collection, and for student engagement,
- Community awareness supplements and resources for Family/Parent Nights.
- Determine if a diagnostic assessment should be purchased

E-readers

E-texts

Response Devices

Whiteboards/activboards

Laptops/projectors/ipads

Document cameras

Literacy Program Software

Printers, paper, toner supplies

Software related to literacy strategies

Writing resources-novels, magazines, non-fiction leveled text

Resources to enrich classroom libraries (especially leveled non-fiction texts) and the media center

TCMS would like to offer after school programs and summer literacy camps for grade 7-8 students. This would involve teachers' salaries and literacy kits to use during the camps. The implementation required will call for the Instructional Coach to work beyond regular contract hence a consideration for administrative costs.

Years II-V:

Ongoing professional learning including new teacher training in incentives already in place

Continued Universal Screening costs

Diagnostic assessment costs

Replenish resources that are considered consumables

Maintain technology