

School Profile

Created Wednesday, December 03, 2014

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School Information

System Name:	Pickens County School District
School or Center Name:	Jasper Middle School
System ID	712
School ID	403

Level of School

Middle (6-8)

Principal

Name:	Shane Purdy
Position:	Principal
Phone:	706 253 1760
Email:	shanepurdy@pickenscountyschools.org

School contact information

(the persons with rights to work on the application)

Name:	Keith Petty
Position:	Teacher
Phone:	706 253 4333
Email:	keithpetty@pickenscountyschools.org

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

35

FTE Enrollment

584

Grant Assurances

Created Friday, December 05, 2014

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 4

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Amy W. Smith, CFO

Typed Name of Fiscal Agency Head and Position Title

12/1/14

Date



Signature of Applicant's Authorized Agency Head (required)

Lula Mae Perry, Superintendent

Typed Name of Applicant's Authorized Agency Head and Position Title

December 1, 2014

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)

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: Amy W. Smith

Position/Title of Fiscal Agent's Contact Person: Chief Financial Officer

Address: 100 D.B. Carroll St.

City: Jasper Zip: 30143

Telephone: (706) 253-1700 Fax: (706) 253-1705

E-mail: amysmith@pickenscountyschools.org


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

Lula Mae Perry, District Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 1, 2014
Date (required)

Historical Agency Review of the Department

The Department is the largest and most complex of the agencies of the Government. It is a vast organization with a wide range of activities and a long history. The Department's activities are carried out through a number of agencies, each of which has its own specific responsibilities. The Department's activities are carried out through a number of agencies, each of which has its own specific responsibilities. The Department's activities are carried out through a number of agencies, each of which has its own specific responsibilities.

Historical Agency Review of the Department

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Form with various fields and lines for text entry, including fields for name, address, and contact information.

Name: _____

Address: _____

City: _____

State: _____

Zip: _____

Phone: _____

Signature: _____

Typed Name: _____

Pickens County School District

Brief History of the District:

Pickens County School District (PCSD) is a small rural community found in the Appalachian foothills of North Georgia. This district represents a close-knit community of approximately 29,400 people and is populated by families with generational roots that extend back to the county origins in 1853. This close relationship with the community has led to the mission statement of “Graduation and Life Preparation for All” as the foundational basis for decision-making in the school district.

System Ethnicities/Demographics:

	Total Students	Black	Hispanic	White	Other
Pickens High School	1265	1%	3%	93%	3%
Jasper Middle School	551	1%	5%	91%	3%
Pickens County Middle	535	2%	5%	91%	2%
Harmony Elementary	528	1%	4%	92%	3%
Hill City Elementary	561	<1%	3%	94%	3%
Jasper Elementary	505	0%	11%	88%	1%
Tate Elementary	324	<1%	4%	92%	3%
System	4331	<1%	5%	92%	3%

Special Populations:

- Special Education – 16%
- Special Education PreK – 50 students (2 schools)
- PreK – 44 students (2 schools)
- Economically Disadvantaged – 40%
- 6-12 Remedial (REP) – 20%
- ESOL - <1%
- Students with SST – 3%
- Gifted – 14%
- Homeless – 4%
- K-5 EIP – 18%

Current System Priorities:

The PCSD is dedicated to high quality educational opportunities for all students. Through our efforts to engage in a continuous improvement process, staff members demonstrate their high level of commitment every day. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Systemic implementation of Response to Intervention (RTI) protocols

Pickens County School District

- Closing achievement gaps of subgroups
- Increase in the use of student-focused technology to support curriculum goals
- Increase in the high school graduation rate

Strategic Planning:

The strategic improvement planning process began in 2011 with stakeholder surveys to gather necessary perception data. Early in 2012, action teams were developed to provide a comprehensive review of district data and to develop strategic goal areas in alignment with the beliefs, mission, and vision of the district. A formal plan was adopted by the school board in July, 2012, has been reviewed annually thereafter.

Strategic Planning Goals	
Student Achievement	<ul style="list-style-type: none"> • Implement state adopted curriculum • Utilize formative and summative data • Implement differentiation of learning strategies • Establish student assessment baseline
Student and Stakeholder Involvement	<ul style="list-style-type: none"> • Identify and utilize community resources • Foster positive relationships among all stakeholders • Provide opportunities for stakeholder education • Increase stakeholder communication opportunities
Organizational Growth and Development	<ul style="list-style-type: none"> • Continue providing professional learning opportunities for certified/classified staff • Review and revise the system-wide professional development plan
Internal Processes	<ul style="list-style-type: none"> • Increase student access to technology • Attract and retain highly qualified staff

Current Management Structure:

The chart below shows the current management structure of the system. Asterisks indicate changes in leadership (principal, assistant, or district) in locations across the district this school year.

PCSD Superintendent (new 13-14)	
Elementary <ul style="list-style-type: none"> • Harmony Elementary* • Hill City Elementary* • Jasper Elementary • Tate Elementary* 	Secondary <ul style="list-style-type: none"> • Jasper Middle** • Pickens County Middle** • Pickens High School**
District Administration	
Director of Teaching and Learning, System Test Coordinator, and Director of Professional Learning (new 13-14) <ul style="list-style-type: none"> • Supervision <ul style="list-style-type: none"> ○ Academic Coaches ○ Instructional Technology 	Director of Federal Programs (new 13-14) <ul style="list-style-type: none"> • Supervision of Parent Involvement Coordinator

Pickens County School District

Coordinator	
Director of Special Education*	Director of Finance
Director of Operations	Director of Personnel

Past Instructional initiatives:

PCSD has utilized a vast array of initiatives in order to meet the needs of all student subgroups. The chart below exposes the multitude of initiative efforts.

Initiative	09- 10	10-11	11-12	12-13	13-14	14-15
ELA						
Academic Coaches (# of Coaches)		2.5	2.5	2.5	2.5	5
Accelerated Reader						
Adventures in Language						
BrainPop						
Bridges Literature						
CRCT Common Core Coach Books						
CRCT GPS Coach Books						
Decodable Reader sets						
eBook sets						
Education City software						
Graphic Novel sets						
Handwriting without Tears/ Keyboarding without Tears						
Harcourt Story Town						
Holt Elements of Language						
Houghton Mifflin – Collections (6-8)						
Jack and Jilly kits						
Ladders to Success						
Leveled non-fiction readers						
McDougal-Littell Elements of Literature (6-8)						
Novel Sets						
Pearson-Common Core Literature (9-12)						
Reader Rabbit						
Sadlier Vocabulary Workshop (6-12)						
Shurley Grammar						
SRA Direct Instruction						
Standards Based Classrooms/GPS						
Star Reading/Math						
Study Island – ELA, Math, Science, Social Studies						
SuccessMaker – Reading/Math						
USA Test Prep software						
Wordly Wise (6-8)						

Pickens County School District

Writing to Win (6-8)						
Writing to Win (Elementary)						
Assessments	09- 10	10-11	11-12	12-13	13-14	14-15
AIMSweb						
DIBELS						
Implementation of CCGPS						
OAS						
Star/AR						
General	09- 10	10-11	11-12	12-13	13-14	14-15
21 st Century Classrooms						
Academic Coaches		2.5	2.5	2.5	2.5	5
Bring Your Own Technology						
CCGPS for ELA/Math						
Common Grading Practices						
Co-Teaching and Inclusion						
Differentiation Strategies						
Formative Instructional Practices						
Gifted Endorsement						
Lesson Planning Template						
PD 360						
Science Unit Development						
SLDS						
TKES/LKES						

Present Literacy Curriculum:

The present literacy curriculum used in the district is driven by the CCGPS. The GaDOE suggested units and frameworks are currently being used in reading and writing. Houghton Mifflin Harcourt Story Town has been adopted for elementary grades with Houghton Mifflin Collections Series for middle grades, and the Pearson Common Core Literature for the high school.

Literacy Assessments used District-wide:

2014-15 Required Universal Reading Screenings (AIMSweb – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	GKIDS (quarterly)	GKIDS, Fry Words, Phonological Awareness
1-2	Letter/Name and Letter/Sound Correspondence, Dolch/Fry Words, Phonological Awareness ORF	Oral Reading Fluency (ORF) Dolch/Fry Words	ORF Dolch/Fry Words
3-5	Oral Reading fluency (ORF)	ORF	ORF

Pickens County School District

	Comprehension (MAZE)	MAZE	MAZE
6-8	Oral Reading fluency (ORF) Comprehension (MAZE)	ORF MAZE	ORF MAZE

Students scoring below benchmark level on universal screeners are placed in response to intervention tiers according to defined skill levels and needs. Instructional plans are then determined based upon those needs. Progress monitoring data is used to move students from tier-to-tier.

Literacy Needs and Objectives	
<p>Needs: Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)</p>	<p>Goals and Objectives: Goal 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency. Objective 1.1: All students in Tiers 1-4 will receive explicit vocabulary and reading strategy instruction. Objective 1.2: All students in Tiers 1-4 will receive writing strategies for CCGPS literacy. Objective 1.3: Quarterly research-based writing will be required in all content areas.</p>
<p>Professional learning related to differentiation, formative, summative, and screening processes K-12 for effective RTI monitoring.</p>	<p>Goal 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress. Objective 2.1: All students will be assessed 3 times per year for reading comprehension and receive strategic instruction through Tier 1 and interventions in Tiers 2-4. Objective 2.2: Teachers will identify deficits and provide interventions for students in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.</p>	<p>Goal 3: To articulate vertically and horizontally K-12 CCGPS strategies and text complexity. Objective 3.1: Teachers will participate in Professional Learning Communities for CCGPS literacy. Objective 3.2: Teachers will participate in professional learning to gain an understanding of text complexity and Lexile bands. Objective 3.3: Years 1-2, curriculum teams will develop vertical and horizontal pacing guides and lesson plans regarding text complexity and CCGPS strategies based on CCRPI indicators.</p>

Need for SR Project:

The need for Striving Reader funding is critical. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Staff reduction, class size, TKES/LKES, inconsistency of instructional strategies and initiatives, instability of RTI protocols, and diminished test scores indicate that changes in funding are crucial in supporting our mission for

Pickens County School District

Graduation and Life Preparation for All. Instructional staff are anxious for appropriate and continuous professional learning, instructional guidance, horizontal and vertical collaboration, and resources to assist in improving student achievement.

Pickens County School District

District Management Plan and Key Personnel:

Upon notification of the grant award, the district’s Striving Readers Grant Project Director will assemble the district literacy team to review the responsibilities of each team member and to ensure that each understand the grant’s goals and objectives, implement school literacy plans, and coordinate the implementation timeline.

District Literacy Team and Responsibilities

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school-level grant activities	Lynda Wallace, Principal, Harmony Elementary School Joeta Youngblood, Principal, Hill City Elementary School Carlton Wilson, Principal, Jasper Elementary School Deborah Longshore, Principal, Tate Elementary School Shane Purdy, Principal, Jasper Middle School Pennie Fowler, Principal, Pickens County Middle School Christopher LeMieux, Principal, Pickens High School
Finances – approve grant budgets and submit completion reports and state-required reports	Amy Smith, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, and process grant travel reimbursement	Cindy Little, Accounts Payable Clerk
Payroll – issue stipends for off-contract grant training	Marilyn Childers, Payroll Clerk
Managing school level grant activities with principals and school-level literacy teams	Lisa Hardman, Academic Coach, Harmony Elementary School Christy Kelly, Academic Coach, Hill City Elementary School Stephanie Hall, Academic Coach, Jasper Elementary School Renee Carder, Academic Coach, Tate Elementary School Anita Walker, Academic Coach, Jasper Middle School and Pickens County Middle School Todd Geren, Literacy Team Leader, Pickens High School
Managing system-level grant activities – coordinate professional learning, supervise and direct academic coaches in assisting with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete. Managing RTI strategies and processes.	Sandy Greene, Director of Teaching and Learning
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology-related	Patrick Shea, Director of Technology

Pickens County School District

training	
Special Education – coordinating district/state/federal requirements	Shelley Goodman, Director of Special Education

Responsibilities with Grant Implementation Goals/Objectives:

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)									
Announce SR Grant to PCSS and Community (Superintendent, Project Director)	X	X			X	X			X
Orientation of SR’s objectives based on DOE’s “What,” “Why,” and “How” of K-12 Literacy Plans (All Striving Readers’ grant recipients and stakeholders)	X				X				X
Convene District Literacy Team for planning (Project Director)	X		X		X		X		X
Convene School Literacy Teams for overview and implementation (Principal, Academic Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase new assessments (Project Director, Chief Financial Officer)	X				X				X
Purchase and distribute instructional materials and instructional technology (Project Director, Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Plan and Implement professional learning focused on Grant Literacy Objectives (Project Director, Academic Coaches)	X	X	X	X	X	X	X	X	X
Extend literacy time (afterschool, before school) (Project Director, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Submit monthly/quarterly/yearly reports (Principal, Academic Coaches, School Literacy Teams)	X	X	X	X	X	X	X	X	X

Implementation of Goals and Objectives: All administrators, teachers, academic coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What,” “Why,” and “How” documents. PCSS personnel will sign a commitment statement pledging to meet the project’s objectives and grant activities detailed in each grant.

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Involving Grant Recipients in Budget and Performance Plans: Grant recipients will meet monthly with the Project Director, learning support specialists, and the District Literacy Team to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign-in sheets.

Evidence of meetings with Grant Recipients: Grant recipients will be part of the District Literacy Team designed to support Striving Readers’ schools with professional development and resources. This team will meet and report monthly on grant implementation and meetings will be documented with agendas and sign in sheets.

Timeline	Purpose of Meeting	Attendees
September 9, 2014	RESA – Grant Awareness Session	All School Literacy Team members, Project Director
September 9, 2014	Review of grant writing process and lessons learned	All School Literacy Team members, Project Director
September 20, 2014	Introductory grant writing workday	All School Literacy Team committee chairs, Project Director
October 21, 2014	Grant writing questions and answer session with Julie Morrill.	All School Literacy Team committee chairs, Project Director
November 18, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
November 24, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
December 2, 2014	Grant final review session	Project Director, Lead Academic Coach, Superintendent

As a result of the literacy needs assessment and subsequent grant writing process, literacy plans throughout the district have been clearly defined. Each school plan is designed to direct the work for the next five years. Teachers and instructional leaders have agreed to participate in ongoing professional learning activities intended to support the goals and objectives of the plans. Administrators are committed to supporting and participating in the professional learning as well as provide subsequent monitoring of professional practice. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a semester basis throughout the duration of the grant and beyond. Sustainability is the main goal beyond the scope of the grant.

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Experience of the Applicant:

The Pickens County School District has a strong history of sound fiscal management. The district oversees approximately \$50 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives that include but are not limited to:

- Maintenance 180 instructional day school year
- No furlough days since FY11
- Hiring of 5 Academic Coaches for elementary and middle schools
- System-wide purchase of ELA textbooks
- System-wide purchase of mathematics textbooks
- Major improvement and upgrade in technology infrastructure
- Purchase of technology for the classroom –
 - LCD projectors for each classroom
 - Laptop computers for each teacher
 - iPad carts for each school

The table below identifies the recent large-scale grant-funded initiatives of the Pickens County School District.

Initiative	School Level(s) Impacted	FY14 Funds
CTAE – Ag Extended Day	Middle, High	19,358
CTAE – Ag Extended Year	Middle, High	17,201
CTAE – Apprenticeship	High	10,106
CTAE – Extended Day	High	14,536
CTAE – Perkins IV	High	12,315
CTAE – Perkins Program Improvement	High	30,730
CTAE – Supervision	High	13,367
IDEA Flowthrough	Elementary, Middle, High	744,044
RT3 – Math and ELA Training	Elementary, Middle, High	9,600
RT3 – SLO	Elementary, Middle, High	4,650
Special Ed – State Program Improvement	Elementary, Middle, High	49,500
State PreSchool	Pre-K	96,074
Technology to Support Digital Learning	Elementary, Middle, High	19,000
Title I-A, Academic Achievement	Elementary, Middle	905,189
Title II-A, Improving Teacher Quality	Elementary, Middle, High	135,455

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff is the only set of employees who issue system-level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Review of such purchase orders is made by the Program Director and the Chief Financial Officer for appropriateness and fidelity to the guidelines of the grant. Approved requests must

Pickens County School District

supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, must address needs as indicated in the district strategic plan and school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the PCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL.

State Audit Results:

Fiscal Year	Financial Findings	Audit Results - Findings
FY 2013	Financial Statement Findings and Questioned Costs Federal Award Finds and Questioned Costs	No matters were reported.
FY 2012	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2011	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2010	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2009	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as appropriate and provide a form W-s, Wage and Tax Statement to each Board member annually.
	Federal Award Findings and Questioned Costs	No matters were reported.
FY 2008	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as

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	Federal Award Findings and Questioned Costs	appropriate and provide a form W-2, Wage and Tax Statement to each Board member annually. No matters were reported.
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Through the coordination of efforts and resources, the PCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and implementing strategic planning. While PCSD have been very conservative in the past in reaching out to seek grants, new progressive leadership has encouraged the district and individual schools in pursuing innovative grants that support student learning and achievement.

Pickens County School District: Jasper Middle School

School Narrative

School History:

Jasper Middle School, a Title I school, is a small middle school nestled in the north Georgia mountains and is one of two middle schools in the Pickens County School System. The school opened in the fall of 2002 and currently serves a population of approximately 584 students with thirty-four teachers, four paraprofessionals, a counselor, a gifted coordinator, a testing coordinator, a media specialist and media assistant, an academic coach, one assistant principal, and one principal.

Jasper Middle school serves a student population that primarily comes from middle socioeconomic and lower socioeconomic homes. Pickens County's west end, which is served by JMS, includes a larger number of socioeconomically disadvantaged residents than other areas of the county. As often is the case in situations where generational poverty is prevalent, literacy problems abound from generation to generation, and JMS's student body as a whole may be more challenged in regard to literacy proficiency than other school populations within the district.

Administrative and Teacher Leadership Team:

Jasper Middle School's administration is headed by Mr. Shane Purdy, principal, and is supported by Mr. John Jensen, assistant principal; Ms. Whitney Hancock, counselor; and Mrs. Anita Walker, academic coach.

The teacher leadership team is composed of administrators, the counselor, the school secretary, and one representative from each grade level or educational content area. The team meets on a weekly basis to discuss school business and to implement the necessary procedures for conducting education on a daily basis.

Pickens County School District: Jasper Middle School

A school Literacy Leadership Team has recently been formed to investigate avenues by which student proficiency in literacy may be achieved and to facilitate the implementation of research-based practices. The focus of the Literacy Leadership Team is on improving student growth and success and promoting the literacy across the curriculum initiative in relation to best classroom practices and Georgia Milestones. The team is currently headed by the assistant principal, two language arts teachers, and the school gifted and testing coordinator, who formerly taught language arts. The literacy leadership team also includes the school media specialist, one teacher from each academic content area, one connections teacher (technology), and one special education teacher.

Past Initiatives:

Over the past decade, various initiatives to improve student literacy have undergone implementation at Jasper Middle School. With the initial opening of the school, Direct Instruction, a program for improving students' reading ability, was adopted by the school, having formerly been adopted by the system.

While CRCT results over the past decade have shown JMS students perform relatively well in reading over all, many students still remain challenged in the areas of fluency and comprehension, while others lack enrichment opportunities that would enhance their already exceptional skills.

In regard to writing, programs such as High Performance Writing and My Access have been implemented for the express purpose of enhancing students' ability to effectively communicate through writing. However, over the past five years, student scores on the eighth-grade Georgia Writing Assessment have reflected little to no gains in

Pickens County School District: Jasper Middle School

regard to student performance, with an overall pass rate by JMS students remaining below 80% of the eighth-grade population.

Current Initiatives:

Currently, Jasper Middle School has begun to implement Writing to Win, a program developed by Dr. Warren Combs, in order to improve students' writing ability and to promote gains in student performance on the Georgia Writing Assessment.

In regard to reading, both the system at large and Jasper Middle School have begun to implement AIMSweb testing to provide universal screening and progress monitoring of response to intervention strategies related to students' reading fluency and reading comprehension.

Regarding literacy across the curriculum, JMS has begun to implement Writing to Learn, a program in conjunction with Writing to Win which focuses on strategies such as close reading and constructed response and which empowers teacher and students to use particular strategic methods to strengthen literacy in all academic content areas. This includes close reading strategies, vocabulary, explaining processes, citing evidence, and constructed response.

Professional Learning Needs:

The need for professional learning includes ongoing, job-embedded resources and trainers to support the implementation of new initiatives for the district and the school.

This professional learning would include:

- Job-embedded and workshop trainings related to Writing to Win and Writing to Learn

Pickens County School District: Jasper Middle School

- Continued training in the administration and use of data generated from universal screening assessments
- Training focused on literacy across the curriculum
- Professional development courses in Writing across the Curriculum and Reading across the Curriculum
- Training and in-depth professional development in the use of technology in relation to literacy standards and real-world application
- Research-based intervention strategies for struggling students
- Research-based enrichment and acceleration strategies for high achieving students based on Webb's Depth of Knowledge
- Progress monitoring by the literacy leadership team of teachers' classroom initiatives on literacy across the curriculum
- Collaborative content area and cross-curricular planning for literacy across the curriculum
- A school-wide, comprehensive literacy plan for implementing extended literacy time on a daily basis and for implementing literacy across the curriculum

It is the goal of Jasper Middle School to create a school wide culture of literacy within which literacy is a part of every classroom. In order to do so, all faculty members must receive professional development in the aforementioned programs, as the programs expand to form a cornerstone of common literacy expectations and goals across grade levels and across all curricular areas.

Pickens County School District: Jasper Middle School

Need for a Striving Readers Project:

As literacy requirements become more stringent in both educational and employment settings, it is imperative that all students develop proficient literacy skills. The prospect of sending functionally illiterate young people into society is not an option for the educators and students of Jasper Middle School. While the community was once driven by agriculture and menial labor jobs, a demographic shift and a shift in the expectations of potential post-secondary institutions and employers demand students are not only basically functionally literate but proficiently literate in academic as well as technological areas. This component of literacy demand encompasses both reading and writing and necessitates students' abilities to read fluently, comprehend, and articulate themselves precisely through spoken, written, and digital language.

As this is the case, it is of the utmost importance that Jasper Middle School concentrate on expanding its literacy endeavors to incorporate daily rigorous literacy instruction, intervention, and acceleration across the curriculum. However, with limited funding available, it is through the award of grants such as Striving Readers that Jasper Middle School may effectively implement targeted programs and strategies in order to serve students' literacy needs and create the highly literate young people that today's society demands.

Pickens County School District: Jasper Middle School

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment

The Georgia Literacy Plan Needs Assessment for Literacy, Middle School Teachers and Administrator's Surveys were distributed to staff members. Participants were asked to evaluate current literacy practices at JMS and provide a rating of based on their perceptions. These tools identified key elements and concerns in the school's literacy program. All certified and non-certified staff at JMS was asked to complete the survey through the Google survey program. The Literacy Grant Team analyzed the results by school and department.

Concerns and Root Cause Analysis

The following table identifies areas of concern as they relate to research-based practices. Each is aligned to root causes and what we have or have not done to address the concerns.

Area of Concern
Engaged Leadership (What, p. 5 & 7) (How, p. 21 & 29)
Root Causes: <ul style="list-style-type: none">• A literacy team represented by all stakeholders and departments has not been established• Community members have not been asked to support the school in the literacy plan
Actions Taken: <ul style="list-style-type: none">• A shared literacy vision has been agree upon by the current literacy committee and aligned with the state literacy plan• Use of research-based practices are aligned with CCGPS• A system of communication for sharing information through various media has been established• On-going data collection and analysis is used to inform program development and improvement• A network of learning supports has been established within the community that targets student improvement• Academic successes are publically celebrated through traditional and online media
Needs: <ul style="list-style-type: none">• Additional stakeholders and community partners must be added to the Literacy Team

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- Include stakeholder input to develop a combined list of prioritized recommendations and goals for improvement
- Incorporate research-based guidelines, strategies and resources for literacy instruction into all practices and instruction
- Ask community partners to help heighten awareness about reading or literacy topics
- Open school buildings for adult learners from the community in the evenings

Data Analysis Notes:

The first area of concern addresses establishing a literacy team that is organized by the administrator and involves members of the community that support instructional staff in the development of literacy instruction. Currently, all administrators and instructional personnel do not participate in professional learning on all aspects of literacy instruction. The cause for concern involves the fact that our literacy team is represented by the English Language Arts department with no input from outside departments. Invitations to join the Literacy team will be extended.

“The literacy team will create a shared literacy vision for the school and community aligned with the state literacy plan.” (How, p. 21)

Area of Concern

Professional Development in Literacy Instruction

(What, p. 13) (How, p. 29)

Root Causes:

- All students are not receiving direct, explicit instruction in reading
- All students do not receive effective writing instruction across the curriculum
- Most personnel do not participate in on-going professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas

Actions Taken:

- A core program is currently in use that provides continuity based on an articulated scope and sequence of skills and is integrated into a curriculum of literary and informational texts
- Student data is examined regularly to identify areas of greatest need
- Technology is used for production, publishing, and communication across the curriculum
- Teachers’ instruction is monitored through classroom observations/walkthroughs using a variety of assessment tools tied to teacher assessment
- A writing program has been initiated into some parts of the curriculum

Needs:

- Administration needs to include a literacy assessment tool when conducting classroom

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observations to gauge current practice in literacy instruction

- Faculty must participate in professional learning on the following:
 - a. Using of data to inform instructional decisions
 - b. Selection of appropriate text and strategies for instruction
 - c. Providing explicit literacy instruction
 - d. Modeling use of strategies
 - e. Providing guidance and independent practice with effective feedback
- A plan for instruction in writing consistent with CCGPS must be developed that is articulated vertically and horizontally
- Professional learning must be planned for all content teachers to participate in instructional best practices for writing
- In every class at least one day a week, teachers must provide instruction in and opportunities for the following:
 - a. Developing an argument citing relevant and reliable textual evidence
 - b. Writing coherent informational or explanatory texts
 - c. Writing narratives to develop real or imaginary experiences to explore content area topics
- The school calendar must include protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice

Data Analysis Notes:

The second area of concern shows 53% of the staff feel there are adequate materials and resources for teaching literacy, basic word identification, and differentiation aligned to the CCGPS to prepare students to read on grade-level literature or informational texts. Forty percent of the teachers felt there were adequate materials and resources to teach writing instruction. Of those surveyed, no one felt that all students receive effective writing instruction across the curriculum. Thirty-three percent felt there are adequate materials and resources to teach language skills. Also, the survey results showed in reading fluency, possessing resources for differentiation and writing, and language arts instruction, teachers felt literacy instruction is not part of their curriculum. Our middle school concentrates its instruction on comprehension and not the explicit reading instruction for struggling readers or obtaining text selections for higher achieving students. Professional learning is needed to adequately address these concerns.

“In-service personnel participate in on-going professional learning in all aspects of literacy instruction...”
(What, p. 13)

Area of Concern

Time Constraint (What, p. 5-6; 10) (How, p.22-23)

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Root Causes:

- Teachers in all content areas feel they do not have time to teach their content and in addition to literacy and writing instruction
- Teachers in all content areas do not feel confident in teaching reading and writing instruction in their classrooms

Actions Taken:

- Professional learning has been provided in the systematic writing program
- Master schedule include specific days for collaborative planning and discussion

Needs:

- Administration needs to ensure that all teachers have professional learning on the effective use of instructional and planning time
- Current practice in literacy instruction in each subject area must include assessment using a checklist and a review of teachers' lesson plans.
- Professional learning must be developed related to direct, explicit instructional strategies in word identification, fluency, vocabulary, comprehension, and writing skills
- On-going, job-embedded support for data collection and analysis as well as intervention strategies must be developed
- Scheduled time for instructional planning and student progress horizontally and vertically is necessary

Data Analysis Notes:

The third area of concern identified by the results appeared as a time constraint to teach literacy effectively. Fifty percent felt that they have adequate time to conduct whole group, small group differentiation, writing, language skills, and content area literacy in the amount of time provided. Of those 50%, more than half felt the major area of concern was concentrated in small group instruction. Sixty-seven percent of the teachers felt they need materials and professional learning for small group instruction. Again, a large portion felt teaching literacy was not in their curriculum. Professional learning again is needed to address these concerns.

“Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.” (What, p. 6)

Area of Concern

Academic growth and achievement has plateaued for most students (What, p. 8 & 9) (How, p. 37-41)

Root Causes:

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- Inconsistent use of intervention strategies for Tier 2/3 identified students
- Lack of understanding of systemic RTI protocols
- Inconsistent development of interventions intended to fill skill gaps with the CCGPS
- Resources for higher level learners are not provided to increase academic achievement

Actions Taken:

- Most resources are limited to students with average or below grade level performance
- Review of standards-based practices in place
- Support of Academic Coach in determining interventions strategies
- Increase in remediation students in Connections classes for math instruction has occurred

Needs:

- Increase connections classes to include ELA remediation class
- Professional learning to vertically align the standards across the grade levels
- Revise and build more focused intervention time into the master schedule
- Funds and professional development designed to increase rigor need to be targeted for those students who are higher achieving to go beyond the core learning group

Data Analysis Notes:

The fourth area of concern indicates the issue of students with gaps in reading and writing skills. Results showed 33% feel approximately 40% can read on grade level. Teachers also felt only 30% of the students have access to interventions. The teachers feel additional intervention is needed for those students struggling to read. Many professional development workshops have been centered on newly-adopted programs. Teachers believe professional development from experts in their field would benefit them tremendously. In addition, historical test scores indicate the school has plateaued on academic achievement, and new initiatives need to be examined to reach beyond our achievement scores.

“A system of on-going formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.” (What, p. 8)

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Building Block 1. Engaged Leadership

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

Why is this important?

“Because of the variety and complexity of issues that affect current levels of reading proficiency among adolescents, significant improvements will be achieved only through a comprehensive effort involving changes in...policies, improved assessments, more efficient school organization, more involved and effective leadership, and extensive professional learning for all leaders and teachers.” (Why, p. 156) Based on the Needs Assessment, teachers at Jasper Middle School feel that administrators display commitment to literacy by encouraging research-based guidelines, strategies, and resources for literacy instruction set forth in the “Why” document at an operational level. This is proven in the fact that protected time for literacy instruction and teacher collaboration is set forth in the daily schedule.

What? (In Current Practice)

- Literacy team developed FY14 and participated in Cohort 3 of Striving Readers Comprehensive Literacy Grant application process; inconsistently met following this process
- Literacy team renewed FY15 with members from each grade level and gifted services
- Staff participates in state sponsored webinars to learn about Formative Instructional Practices lead by the Academic Coach
- Time and support is provided for job-embedded professional learning (including coaching, peer-mentoring, learning communities, grade-level meetings, department meetings, etc.)

How? (To Move Forward)

- Add new leadership from administration to the literacy team
- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly
- Develop a professional learning plan that includes content literacy and writing across all curriculum areas

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- Utilize Academic Coach to provide professional learning and coaching
- Plan, organize, implement, and sustain a comprehensive literacy approach (What, p. 5)
- Ensure continued growth through professional opportunities for new instructional staff as well as renewal of strategies and protocols for veteran instructional staff to ensure fidelity to initiatives
- Review lesson plans and conduct walkthroughs and observations to monitor the use of literacy strategies across the content areas as well as the effectiveness of professional learning (How, p. 20)
- Include administration and all instructional staff in professional learning initiatives and research-based strategies for literacy instruction in reading and writing
- Review resources, programs, and materials to ensure appropriate budgetary allocations and funding

B. Action: Organize a Literacy Leadership Team

Why is this important?

The Why document referenced recommendations by the National Center on Educational Excellence that posited that administrators “establish a clear vision for school-wide data use” and “provide supports that foster a data-driven culture within the school.” (Why, p. 120) Based on the Georgia Literacy Needs Assessment teachers feel that we are in the emergent phase of literacy development.

What? (In Current Practice)

The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team
- Identify specific members of the team to include:
 - two language arts teachers
 - gifted coordinator
 - assistant principal
 - media specialist

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- special education
- one representative in each content area (science, math, and social studies)
- one connections technology teacher
- at least one parent and one community business leader
- Meet on a monthly basis in order to plan, implement, monitor, and assess successful literacy strategies and programs within the school
- Participation by Team members in collaborative discussion groups to define literacy, literacy across the curriculum, and literacy goals for the school
- Participation in professional development related to literacy, reading across the curriculum, and writing across the curriculum
- Continued participation in professional learning related to District initiative in writing (Writing to Win) and universal screening and progress monitoring (AIMSweb)

How? (To Move Forward)

- Identify and prioritize a list of students to be targeted for intervention or support
- Convene the Literacy Leadership Team with additional stakeholders and community partners
- Provide professional learning for stakeholders in understanding the literacy goals and the roles of the Literacy Leadership Team in the school
- Plan for on-going data collection and analysis of programs and improvement
- Review the School Improvement Plan to include literacy standards and initiatives
- Ensure research-based practices aligned with CCGPS
- Plan for and review current assessment practices to include new formats designated by the grant for screening and progress monitoring of students
- Develop a technology plan based on the needs of adolescent students and supportive of best literacy practices across the curriculum

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

Why is this important?

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According to “The What”, p. 7, “active collaborative teams ensure a consistent literacy focus across the curriculum...Scheduled time for teams to meet for regular collaboration and examination of student data/work” must be established. Based on the Georgia Literacy Needs Assessment teachers feel this area is emergent; however, under new administration changes have been made in the schedule to provide for collaborative planning, professional learning through the Academic Coach, review of student data and interventions, and collaborative lesson planning to align with the CCGPS. (How, p. 23; Why, p. 68). Furthermore, researched based guidelines, strategies, and resources have been incorporated into all practices and instruction (What, p. 5; Why, pp. 43, 68).

What? (In Current Practice)

- Study flexible scheduling options to include additional time for reading and writing intervention
- Consider the utilization of the entire staff when developing a schedule for literacy instruction
- Ensure that students engage in at least two hours of literacy instruction on a daily basis
- Ensure staff is highly qualified in literacy instruction
- Provide on-going and systematic training/mentoring program for new teachers
- Use technology to provide professional learning to new and veteran teachers where possible
- Analyze formative data and use the results to drive instruction, evaluate programs, and maximize use of teacher time

How? (to Move Forward)

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled dedicated times
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction across content areas

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- Share professional learning at team and staff meetings
- Ensure that students engage in at least two hours of literacy instruction on a daily basis
- Provide professional learning for content area teachers in explicit vocabulary instruction, depth of knowledge, open-ended discussion questions
- Provide specific professional learning for math, science, and social studies teachers and instructional staff regarding literacy standards in those content areas
- Provide technology resources in support of literacy practices, differentiation, and interventions in all content areas
- Set specific guidelines for including literacy across all content areas (What, p. 6)

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

Why is this important?

“Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area.” (What, p. 6) Literacy across the curriculum is an important responsibility of the teachers as articulated in the Common Core Georgia Performance Standards, and is essential to the success of the literacy plan. Based on the survey, a plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge must be scheduled in order to become fully operational (How, p. 24; Why, p. 46-49; 154-155). Teachers at JMS consider this area as not addressed due to the concern many non-ELA teachers have with understanding the connection with content and literacy.

What? (In Current Practice)

- Through walkthroughs and observations, administration will continue to ensure that effective literacy instruction is provided across the content areas (What, p.6)
- Incorporate science and social studies literacy standards into the daily lesson plan
- Incorporate science and social studies content into ELA classroom literacy instruction
- Ensure explicit academic vocabulary is taught in all content areas

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How? (To Move Forward)

- Utilize all staff to support literacy instruction
- Provide a literacy resource room for parents and caregivers in the school
- Maintain a link to literacy resources on the school website
- Include academic supports such as tutoring, online learning opportunities as well as extended learning opportunities such as after school and Saturday academies to enhance literacy learning
- Utilize social media to communicate and promote the goals of literacy across the curriculum, e.g., Facebook, Twitter, etc.
- Document literacy instruction in all lesson plans across curricular areas
- Develop and maintain a literacy handbook for all faculty, staff, and stakeholders to include at least:
 - Review of CCGPS literacy standards in all content areas
 - Exemplars of correct written and spoken grammar
 - Focus on most common grammatical errors indigenous to the North Georgia area
 - Writing strategies consistent with current district writing initiative (Writing to Learn)
 - Use of formative and summative data (AIMSweb, Scholastic Reading Inventory)
 - Suggestions for close reading
 - Tips for incorporating literacy standards across the curriculum
- Provide professional learning regarding alignment of CCGPS standards, unit guides, and frameworks for instructional and administrative staff
- Provide professional learning in explicit reading and writing skills to include:
 - Vocabulary acquisition
 - Close reading
 - Citing evidence
 - Summarization
 - Comprehension
 - Fluency

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E. Action: Optimize literacy instruction across all content areas

Why is this important?

“Because students enter the classroom with such diverse needs, one single approach is no longer effective. According to the NCTE, ‘Instructional practices, writing genres, and assessments should be holistic, authentic, and varied,’” (NCTE, 2008, p.2) (Why, p. 44) It is important that administration optimize literacy instruction across all content areas, and continue to identify research-based strategies and appropriate resources to support student learning of the CCGPS. In addition, differentiated instruction through tiered tasks and incorporating academic vocabulary across content lines will further optimize cross curricular literacy instruction as articulated within CCGPS (Why, pp. 44, 48; How, p. 26). Currently, JMS has initiated the district writing initiative which is intended to include writing across the curriculum. Greater strides need to be taken to help content area teachers connect the CCGPS with literacy instruction. For this reason, teachers at JMS scores this area as not addressed and feel it is an area of great need.

What? (In Current Practice)

- Continue to provide professional development to content area teachers on incorporating the use of literature and writing in all content areas to include writing instruction and text complexity
- Monitor literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, and student work samples
- Continue to recognize student effort as well as create a digital forum to share creative ideas among the faculty to infuse literacy throughout the school community (How, p. 26; Why, pp. 41 & 65)
- Review and revise the school-wide writing rubrics to ensure it is aligned with the writing standards for the CCGPS

How? (To Move Forward)

- Provide professional learning in the following areas:
 - Effectively teaching and evaluating writing with focus on ideas, organization, voice,

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and conventions of writing

- Development of a uniform system of instruction, assessment, and student understanding of writing
- Incorporating the use of literature and writing in all content areas
- Use of informational content-based text in the English language arts classes
- Writing instruction (narrative, opinion, argumentative, and informational) in all subject areas
- Supporting opinions with reasons and information and citing evidence
- Text complexity that is appropriate to grade level, Lexile levels, and student need
- Understanding primary and secondary sources
- Ensure all content teachers include literacy instruction in daily lesson plans and activities
- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks and interventions
- Require writing as an integral part of every class every day
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics (Why, p. 51)
- Monitor literacy instruction through lesson plans, walkthroughs, observations, and student work samples
- Provide opportunities for teachers and instructional staff through grade-level planning and coaching for feedback regarding integration and efficacy of literacy instruction and skill development necessary for achievement in all content areas as articulated within CCGPS
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas

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.

Why is this important?

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“Active collaboration teams ensure a consistent literacy focus across the curriculum.” (What, p. 7)
Based on the Georgia Literacy Plan Needs Assessment, teachers considered this an area that is not addressed. They felt this is an area that requires attention and may help support literacy efforts at home as well as at school.

What? (In Current Practice)

- Create a shared vision of literacy for the school and the community
 - Recruit parents, civic leaders, community leaders to serve
 - Develop a set of literacy goals for career-related tasks and work options
 - Develop and implement a Speakers Bureau of contacts for presentation and small groups discussions with students regarding literacy in the workplace
 - Promote mentoring opportunities for stakeholders in order to foster on-going literacy growth

How? (To Move Forward)

- Investigate efforts by other school systems in developing support from the community
- Create a literacy webpage to feature student and parent literacy resources and links for learners and families
- Utilize the literacy webpage to highlight literacy achievements by students, groups of students, and the school
- Plan for literacy celebrations to include book fairs, literacy awareness night, literacy showcases, and other activities in which students may display their literary talents
- Actively see avenues to promote literacy within the school and community as articulated in the CCGPS

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Building Block 2: Continuity of Instruction

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

Why is this important?

“Administration established an expectation of shared responsibility for literacy across the curriculum.” (How, p. 29) In the past, JMS has not participated in a team approach to middle school instruction. Because of this, teachers scored this area as not addressed; however, under new leadership, the middle school concept of a team approach was established in the summer and schedules were adjusted to allow for team building for students and teachers across all grade levels. One key component to this model will be for administration to provide feedback from observations, allow teachers to observe model lessons, organize materials, and practice effective instructional strategies using videos when possible.

What? (In Current Practice)

- Weekly collaborative lesson planning
- Weekly RTI meetings to review student data, progress monitoring, and work samples
- Frequent meetings with the Academic Coach for training related to Formative Instructional Practices, data review, writing strategies
- Establish an expectation of shared responsibility for literacy across the curriculum and will design an infrastructure for that purpose (Why, pp. 46-49)

How? (To Move Forward)

- Schedule time for literacy teams to meet for regular collaboration and examination of student data/work and ensure continuity of literacy instruction across the curriculum
- Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects (Why, pp.154-155)
- Provide professional learning for teaching effective literacy strategies
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction

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- Allow academic coach to collaborate periodically with teachers in all content areas in order to ensure CCGPS literacy standards are being implemented within each classroom
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy
- Assess effectiveness of team actions on student learning
- Utilize literacy handbook as a reference for common strategies, assessments, and goals across the curriculum
- Integrate appropriate comprehension strategies into instruction in all subject areas (Why, p. 57)

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

Why is this important?

“Adolescents respond to the literacy demands of their subject area classes when they have appropriate background knowledge and strategies for reading a variety of texts. Effective instruction develops students’ abilities to comprehend, discuss, study, and write about multiple forms of text by taking into account what they are capable of doing as everyday users of language and literacy.”

(Why, p. 52) An important element of implementing literacy across-the-curriculum is teaching academic vocabulary in all subjects using a commonly adopted, systematic procedure. Based on the Georgia Literacy Plan Needs Assessment this area was considered not addressed and felt to be a dire need for JMS. It is essential that teachers identify the concepts and skills students needed to meet expectations in CCGPS, and administer research-based strategies and resources, particularly those found in Why document of the Georgia Literacy Plan to enhance the learning process (p. 51).

What? (In Current Practice)

- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan

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- Study the text structures most frequently used in texts of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Discuss ways to infuse literacy throughout the day including the use of technology

How? (To Move Forward)

- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Make writing a required part of every class every day, using technology when possible
- Integrate appropriate comprehension strategies into instruction in all subject areas
- Expand the types of writing across the subject areas
- Differentiate assignments by offering student choice
- Provide professional learning for all instructional staff in incorporating particular literacy strategies such as close reading, citing evidence, vocabulary acquisition, and comprehension
- Provide professional learning opportunities through North Georgia RESA and/ or other local educational facilities or in-house, focusing on courses such as reading across the curriculum and writing across the curriculum
- Establish opportunities for instructional staff and administration to attend conferences sponsored by the National Council of Teachers of English, the International Reading Association, state level affiliates, and other appropriate related organizations
- Support time for collaborative cross-curricular meetings to discuss the use of literacy strategies and standards

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

Why is this important?

Currently, JMS works collaboratively with agencies such as the Pickens County Public Library and the Pickens County Reading Council. It is recognized that literacy begins at home; therefore, it is

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important to foster and develop strong relationships in the community to develop a strong commitment to literacy instruction. Even with this collaboration, much work is needed in this area as teachers considered this to be an area not addressed.

What? (In Current Practice)

- Identify and contact learning supports in the community that will target student improvement (tutoring, mentoring)
- Encourage exceeding the standard. (e.g. Learning Academy and Mountain Mentors) to establish a means of continual learning and enhance student motivation (Why, p. 51)
- Develop a comprehensive system of communication technologies to more creatively and effectively support stakeholder engagement (Why, p. 51, 57)
- Utilize organizations such as DFACS and Ferst Foundation to assist in establishing a basis of understanding on literacy levels within the community

How? (To Move Forward)

- Establish a relationship with the local technical college to collaborative work with parents and caregivers who may be functionally illiterate
- Develop parent homework nights to increase literacy in relation to all content areas and help them assist their children in literacy and in the learning process; and support speakers of other languages in becoming proficient in speaking, reading, and writing English
- Establish a means of communication through social media outlets between the school and out-of-school agencies and parents/caregivers

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Building Block 3. Ongoing formative and summative assessments

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

Why is this important?

“Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur.” (Why, p. 96) A systematic procedure for formative and summative assessment is in place; therefore, teachers scored this area as operational.

What? (In Current Practice)

- Common content-based formative assessments have been developed in most content areas
- A data review process is in place to identify struggling and high achieving/advanced learners
- Training has been provided in administering the current assessments
- A systemic protocol of RTI has been established and on-going professional learning is in place to review those processes and procedures
- Incorporate assessment tools that identify both advanced and struggling learners (What, p. 8)
- Purposeful in assessing and progress monitoring students (What, p. 8)
- Teachers collectively participate in creating common assessments that align to the CCGPS
- Provide specific data analysis training for various types of assessment through the use of the Academic Coach
- Provide technology training to support teachers in collecting, analyzing and utilizing test results
- Use screening, progress monitoring, and curriculum-based assessment to influence instructional and programming decisions utilizing the Response to Intervention (RTI) protocols

How? (To Move Forward)

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- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time
- Ensure the continued use of screenings, progress monitoring and curriculum-based assessments to influence instructional decisions
- Purchase intervention materials aligned with students' needs
- Instructional staff will continue to analyze student data in grade level meetings and RTI meetings to develop and adjust instructional plans and identify students who would benefit from needs-based tiered instruction
- Provide professional learning in the use of SLDS
- Continue to support a data collection area within the school for use by all grade-level and department teams to collaboratively assess current levels of student success and programmatic adjustments in curriculum, instruction, assessment and scheduling

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

Why is this important?

“A screening helps determine the level of intervention needed to assist individual students; and, an informal diagnostic assessment helps an educator plan and focus on various interventions.” (Why, p. 97) The school district instituted a new universal screener and progress monitoring tool this past school year. JMS has adopted this initiative, and teachers have rated this area as operational.

What? (In Current Practice)

- Select effective universal screening to measure literacy competencies for all students across the curriculum
- Universal screening, progress monitoring, and content-based assessments are used to determine instructional decisions regarding RTI
- Students achieving below the standard receive consistent, explicit interventions and progress monitoring

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How? (To Move Forward)

- Provide training and professional learning in assessment and data analysis through outside consultants and the Academic Coach
- Provide professional learning and materials for interventions to be used with struggling students based on student assessments
- Continue to progress monitor struggling students with fidelity
- Classroom lesson plans will indicate differentiation selections, materials, and types of groupings
- Continue the use of common formative and summative assessments to evaluate common literacy goals within the content areas and to adjust instructional strategies

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

Why is this important?

“A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.” (Why, p. 133) Teachers have requested further professional learning related to understanding current diagnostic screenings and have rated this area as emergent.

Why? (In Current Practice)

- Research-based interventions are used to provide individualized instruction (What, p. 9)
- Use technology and data reports to share relevant student progress data with academic teams and families
- Results of the data drive student placement within an intervention group as well as indicate differentiated needs
- Continue the use of morning intervention focus groups for targeted literacy skills instruction

How? (To Move Forward)

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- Train teachers on how to administer, analyze and utilize diagnostic data (Why, p. 140-141)
- Improve student self-efficacy by encouraging students to set learning goals and take part in the progress monitoring process
- Encourage teachers to utilize learning targets through the Formative Instructional Practice modules to support literacy instruction aligned with the CCGPS
- Use technology to differentiate learning within content areas and support motivation and engagement

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

Why is this important?

“At grade levels above third grade, schools and teachers routinely use the information from the previous year’s summative assessments to identify the initial pool of students needing further assessment.” (Why, p. 103) “Screening is Step 1 of the process and does not provide a comprehensive assessment of a student’s specific problems.” (Why, p. 102) There is a plethora of summative data that is available; however, teachers are unclear how this data affects programming and currently feel they need greater input into those decisions. Teachers ranked this area as emergent.

What? (Is Current Practice)

- Identify school-wide domain weaknesses in all content areas both vertically and horizontally
- Use summative data to support curriculum, schedule, and instructional changes
- Analyze previous year’s state-wide summative assessments to determine curriculum, instruction, and student needs
 - CRCT/CRCT-M (no longer administered)
 - 5th grade Writing Assessment (no longer administered)
 - GAA Assessment
 - CRCT Indicators (used to project scores for the Georgia Milestones EOG)
- Disaggregate data to ensure the progress of subgroups

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- Identify common mid-course assessments (OAS and GOFAR benchmarking) that are used to measure progress toward standards
- Share and analyze student work samples as a way to inform instruction during collaborative planning to include writing samples and constructed response questions
 - Team meetings
 - Faculty meetings
 - Department meetings

How? (To Move Forward)

- Analyze assessment data to identify teachers who need support or changes in grade level/content area
- Develop a plan and align with the School Improvement Plan to improve student achievement
- Identify students who are not meeting standards or not progressing at grade level
- Discuss assessment results with students to set future goals
- Offer professional learning through PD360 or online professional learning tools to support teacher instructional strategies and subject area weaknesses

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

Why is this important?

“Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (Why, p. 98). Continued professional learning is necessary to provide strong guidance in instructional decisions. Teachers scored this area as emergent and felt this to be of great need.

What? (Is Current Practice)

- Develop procedures and expectations for staff to review and analyze assessment results
- Provide professional learning in understanding data and how it is used to drive instruction
- Review and revise current common assessments
- Develop a bank of formative assessment strategies to assess student progress

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- Purchase student response devices to support formative assessment
- Provide professional learning in AIMSweb, universal screening, and progress monitoring tools
- Provide professional learning in assessment tools (GOFAR) to support student progress within the CCGPS

How? (To Move Forward)

- Provide dedicated time in the schedule for collaborative review of student data by instructional staff
- Provide a data storage room to house summative and formative data as well as a location for RTI and data review meetings
- Evaluate the process for using data to ensure it continues to meet the needs of students and teachers
- Using online options, provide teachers with the training and time to analyze the data to determine the need for interventions
- Consider the development of a data team for the school

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Building Block 4. Best Practices in Literacy Instruction

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

Why is this important?

“In recent years there has been a growing concern about literacy in general, but adolescent literacy in particular. Providing students with a quality learning environment is the key to a successful adolescent literacy program.” (Why, p. 67) There is significant need for direct, explicit literacy instruction across the content areas. Some JMS teachers need support in understanding how this may be accomplished and have rated this area as emergent.

What? In Current Practice

- Examine student data to identify areas of greatest student need
- Review lesson plans and activities for alignment with literacy standards from the CCGPS

How? To Move Forward

- Provide specific explicit instruction in reading primarily in language and literature classes and extending across the curriculum
- Continue the morning focus period for specific and explicit literacy instruction for students and revise the current schedule to provide for additional opportunities for literacy instruction
- Review classroom and media center collections of books, novels, magazines, periodicals, newspapers, and eBook resources for content-based instruction
- Purchase additional multi-level informational and literary texts including eBooks based on content and expectations of high student interest
- Increase student exposure to a variety of informational and literary texts, responding to reading materials through constructed response, close reading, annotation, word identification, fluency assessment, vocabulary, response to open-ended questions, observed and assessed comprehension, summarization, analysis, and class discussion to increase rigor and deepen student literacy skill
- Provide professional learning to teachers in the expectations for explicit instruction to

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include:

- Use of data to inform instructional decisions
- Selection of appropriate text for strategy instruction
- Setting learning targets and goals
- Modeling of how strategy is used
- Guided and independent practice with feedback
- Discussion of when and where strategies are to be applied
- Collaboration with students in learning targets and expectations
- Ensure that students engage in at least two hours of literacy instruction daily
- Provide opportunities in collaborative settings for teachers to share differentiated lessons and strategies
- Provide families access to resources that differentiate support for students
- Provide opportunities for professional literacy development both in-house and through local agencies
- Purchase resources to support interventions and needs-based instruction for students based on analysis of data
- Provide resources to support additional tutoring opportunities before and/or after school for enrichment and remediation

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

Why is this important?

By the 9th grade year, adolescents are expected to “demonstrate competence in authentic, real world writing in ALL content areas, using formal, informal, literary, or technical language appropriate for the purpose, audience, and context of the communication in a variety of genres.” (Why, p. 76) To do this, a carefully crafted plan must be horizontally and vertically aligned to meet this ultimate readiness for high school. While the district writing initiative is in place, more work is needed to thoroughly infuse literacy practices, instruction, and strategies across the curriculum. Teachers ranked this area as emergent.

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What? (In Current Practice)

- As part of the District Strategic Plan, a system-wide writing plan and program are in place
- Continue professional learning related to teaching writing strategies
- Development of writing strategies to support students in responding to questions based in higher level thinking and rigor (constructed and extended response for the Georgia Milestones

How? To Move Forward

- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
- Develop and implement a writing plan consistent with district initiatives that includes explicit instruction, guided practice, and independent practice across all subject areas
- Research and purchase a diagnostic software program that helps students plan, write, and revise their essays along with providing diagnostic feedback

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

Why is this important?

Maintaining engagement and motivation in the adolescent reader “requires unique focus...To the extent possible, they [adolescents] need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. [Steps must be taken] to promote relevancy in what students read and learn.” (Why, p. 51) Motivation and engagement is a significant area of concern for the adolescent learner. JMS teachers scored this area as operational as specific focus on motivation has occurred in a variety of formats.

What? In Current Practice

- Provide students choice to self-select reading materials and topics for research

How? To Move Forward

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- Increase access to texts that students consider engaging (What, p. 11)
- Provide digital tools for students to support engagement and encourage student responsibility for their own learning
- Provide a variety of instructional and assessment strategies, including, but not exclusive to, comparing and contrasting, text to film, technological presentations and productions, dramatic literary skits, creative fiction writing, group projects and peer collaboration, and personal selection of reading materials
- Involve students in classroom competitions, personal persuasive speeches, editorial writing, publishing, and local writing contests

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

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

Why is this important?

Response to Intervention is based on addressing the needs of all students and responding when students do not succeed at the current level of instruction. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. (Why, p. 96). Based on the Georgia Literacy Plan Needs Assessment, teachers believe that JMS is operational and an articulated strategy for using data to improve teaching and learning is followed. The establishment and implementation of RTI “requires a school-wide common understanding of the CCGPS, assessment practices, and instructional pedagogy.” (Why, p. 125)

What? In Current Process

- Protocols for identifying students needs and matching them to the appropriate interventions are in place
- Develop plans for literacy interventions in all content areas
- Provide release time for professional learning so teachers may become proficient in analyzing data and its utilization for students in need of interventions (How, p. 43)
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing
- Determine percentage of students currently being served in each tier at each grade level

How? To Move Forward

- Articulate goals/objectives at building and system level based on identified grade-level and building needs, as well as system needs
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation

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- Develop protocols for identifying students and matching them to the appropriate intervention
- Purchase, train and implement data collection technology
- Purchase, schedule, train providers and implement intervention
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions
- Schedule grade-level and data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration
- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers

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

Why is this important?

“Response to Intervention is a technique of tiered layers of interventions for students needing support” and is “designed to provide early, effective assistance for ALL underperforming students.” (Why, p. 125) Based on the Georgia Literacy Plan Needs Assessment, teachers believe that Tier I instruction based upon the CCGPS is provided to all students in all classrooms. They rated the school as fully operational.

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What? (Is Current Practice)

- All students receive Tier I interventions through differentiation strategies within the classroom
- Time is scheduled to provide for collaborative planning for lesson plans and student data review
- Utilize systematic universal screening process that identifies student weaknesses and deficiencies in reading and writing

How? (To Move Forward)

- Ensure that students engage in two hours of literacy instruction per day across the curriculum
- Promote common academic language across the content areas
- Ensure that explicit vocabulary and strategic reading strategies are taught across the content areas
- Use common formative assessments to monitor consistent grade-level implementation of CCGPS standards
- Monitor the planning, delivery and assessment for students with special learning needs
- Provide on-going professional learning in the core reading program (Why, p. 37)
- Monitor fidelity to literacy instruction through walkthroughs and observations
- Create and implement a literacy instruction checklist for use during teacher walkthroughs and observations

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

Why is this important?

To improve literacy, content area educators should construct and differentiate lessons “to measure student growth in reading across the curriculum.” (Why, p. 152). Based on the Georgia Literacy Plan Needs Assessment, teachers believe we are operational and Tier 2 needs-based interventions are provided for targeted students.

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What? In Current Practice

- Professional learning is provided to support teacher understanding of data analysis and progress monitoring
- Diagnostic assessments and progress monitoring is utilized through technology resources
- Interventions are monitored through the use of progress monitoring data and team regular team review

How? To Move Forward

- Teachers will participate in professional learning to analyze and utilize data and differentiate instruction
- Supply resources for teachers to ensure the curriculum is providing research-validated interventions designed to meet the individual student's needs
- Weekly grade level meetings to discuss student progress
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions
- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
 - Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule
 - Providing adequate space conducive to learning

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

Why is this important?

Based on the Georgia Literacy Plan Assessment, teachers feel that SST and data teams monitor progress jointly; however, only recently as a monitored, systematic protocol for SST been established and caused the score of emergent in this area. “Effective adolescent instruction and intervention practices include explicit vocabulary instruction, implementation of strategies that develop independent vocabulary learners, opportunities for extended discussion of text meaning and interpretation, students’ motivation and engagement in literacy learning, and intensive individualized interventions for struggling readers.” (Why, p. 131)

What? In Current Practice

- Inclusive of strategies at Tier 2 and 3, data/academic teams meet to:
 - Discuss students in Tier 3 who fail to respond to intervention
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
 - Verify implementation of proven interventions
 - Ensure that the interventionist has maintained fidelity to intervention protocol prior to referral
- Tier 3 SST academic teams meet at least once a month to discuss student progress based on daily interventions that may include psychologist and/or counselor

How? (To Move Forward)

- Consistently provide research validated interventions to meet individual student needs
- Increase explicit vocabulary instruction
- Data points are documented to monitor student response to daily intervention
- Ensure that Tier 3 includes proven interventions that address behavior and academic skill problems
- Continue to ensure that students move into and out of Tier 2 and Tier 3 data is used to

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support response to intervention

- Monitor referrals to special education and determine if they are equivalent to proportion of school and system populations representative of the ethnic and racial composition as a whole
- Consistently use a decision-making checklist to ensure appropriate interventions and documentation is current

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

Why is this important?

In addition to Tiers 1 through 3, “targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to interventions. Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education.” (Why, p. 134). Based on Georgia Literacy Plan Assessment, teachers feel that we are either operational and implement specially-designed learning through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS.

What? In Current Practice

- School schedules are developed to ensure least restrictive environment
- Case workers are assigned to students with special learning needs to monitor goals for the IEP
- Highly qualified and experienced teachers support the delivery of instruction for students
- Special education, ESOL, and gifted teachers participate in professional learning to ensure strict alignment with delivery of CCGPS

How? To Move Forward

- Special education, EL, and/or gifted lead teachers meet, plan, and discuss students' progress regularly with general education teachers
- Collaborative planning is scheduled for special education, EL, and gifted teachers to meet

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with general education teachers as much as the schedule will allow

- Special education teachers, ESOL teacher, and gifted teachers will participate in professional development opportunities within the school and system and through outside agencies and will participate in professional learning communities to qualify and adhere to strict alignment of curriculum and instruction to CCGPS

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Building Block 6. Improved Instruction through Professional Learning

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

Why is this important?

More and more research is beginning to show that effective professional learning is linked to higher student achievement. Research shows that “for every \$500 directed toward various school improvement initiatives, those funds directed towards professional development resulted in the greatest student achievement gains” (Greenwald et al., 1996). According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to student’s experience. In an increasing competitive global and technology-based economy, students should have strong literacy skills, and teachers should receive the training to improve their instruction and to promote student achievement. Based on the Georgia Literacy Plan Assessment, teachers feel that this area is emergent.

What? In Current Practice

- Partner experienced teachers with pre-service and beginning teachers (How, p. 48)
- Provide opportunities for teachers to practice techniques in non-threatening situations (How, p. 49)

How? To Move Forward

- Scheduled time or mentors and new teachers to meet monthly
- Administration will review progress and provide feedback, resources and support as needed (What, p. 13)
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Provide professional learning, where necessary, for postsecondary faculty
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary

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literacy

- Provide building and system-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
- Develop the school calendar and daily schedule to accommodate protected time for collaborative analysis of the literacy data, examination of student work, and construction of lesson plans on an individual basis and in cross-curricular, content area, and team capacities

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

Why is this important?

Based on the Georgia Literacy Plan Assessment, teachers believe that in-service personnel participate in ongoing professional learning at an emergent level because the school calendar has only recently (FY15) been set to allow for and protect time to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (How, p. 18; Why, p 141, 156).

What? Is Current Practice

- Faculty and administrators participate in ongoing professional literacy development and ongoing professional CCGPS development
- Academic coach provides professional in-house learning opportunities on a regular basis and across curricular areas in relation to literacy standards
- Interventionists participate in on-going professional program-specific development

How? To Move Forward

- Include all stakeholders including paraprofessionals, support staff, interventionists, some substitute teachers, pre-service educators, administrators, and all other faculty members in on-going professional literacy training
- Monitor implementation through administrators', including the academic coach, review of lesson plans, a standardized literacy checklist, informal walkthrough observations, TKES evaluations and walk-throughs as embedded in the evaluation system, and formal literacy

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observations

- Provide timely feedback for continuation of or adjustment of curriculum and professionals practices
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Meet in collaborative teams (include pre-services teachers currently working within the school) to support teachers in using literacy strategies effectively
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups

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Analysis of Student and Teacher Data

State Assessment Data

2013-2014 JMS CRCT Results by Grade Level				
Subject	Grade Level	Does Not Meet	Meets	Exceeds
Language	6 th	2.5%	62.3%	35.2%
	7 th	5.2%	45.1%	49.7%
	8 th	3.4%	43.2%	53.4%
Mathematics	6 th	8.4%	72.7%	18.8%
	7 th	8.1%	47.3%	44.6%
	8 th	15%	56.5%	28.6%
Reading	6 th	1.2%	43.6%	55.2%
	7 th	1.5%	55.1%	43.4%
	8 th	1.3%	33.1%	65.6%
Science	6 th	19.1%	52.6%	28.3%
	7 th	11.1%	36.9%	52%
	8 th	13.1%	54.2%	32.7%
Social Studies	6 th	16.2%	37%	46.8%
	7 th	7.1%	24.2%	68.7%
	8 th	9.2%	41.4%	49.3%

Disaggregated CRCT Data										
2014	SWD	ED	Asian	Black	Hispanic	Multi-Racial	Undefined	White	Male	Female
	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed
Reading	98.5%	98.5%	100%	100%	100%	88.9%	100%	98.6%	98.3%	98.8%
ELA	94.3%	94.3%	100%	83.4%	95.8%	100%	100%	94.3%	91.4%	97.7%
Math	89.1%	89.1%	100%	60%	84%	88.9%	50%	90.1%	88.7%	89.7%
Science	85.1%	85.1%	100%	83.4%	76%	88.9%	50%	85.7%	83.1%	87.4%
Social Studies	87.3%	87.3%	100%	83.3%	79.2%	100%	100%	87.2%	85.4%	89.4%

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JMS CRCT and CRCT-M Scores							
CRCT	Exceeds	Meets	Does Not Meet	CRCT-M	Basic	Emerging	Below
2013- 2014							
Reading	55%	43.5%	1.5%	Reading	16.7%	33.3%	50%
ELA	40.6%	53.7%	5.7%	ELA	0%	40%	60%
Math	28.4%	55.6%	10.9%	Math	0%	64.7%	35.3%
Science	34.1%	51%	14.9%				
Social Studies	45.3%	44.7%	10%				
2012-2013							
Reading	46.7%	50.4%	2.8%	Reading	20%	60%	20%
ELA	40.3%	54.4%	5.3%	ELA	11.1%	55.6%	33.3%
Math	31.6%	60.6%	7.8%	Math	7.7%	53.8%	38.5%
Science	30.5%	35.9%	16.1%				
Social Studies	48%	35.9%	16.1%				
2011-2012							
Reading	45.7%	51.4%	2.9%	Reading	25%	41.7%	33.3%
ELA	40.3%	55.7%	4.0%	ELA	21.4%	50%	28.6%
Math	26.2%	50.6%	23.2%	Math	20%	68%	12%
Science	36.5%	47.9%	15.6%				
Social Studies	47.5%	35.6%	16.9%				

JMS 8 th Grade Writing Test Data			
	Exceeds	Meets	Does Not Meet
2013-2014	3.6%	68.5%	27.9%
2012-2013	4.8%	71.7%	23.5%
2011-2012	2.9%	77.8%	19.3%

Analysis of Subgroup Data

The student population at Jasper Middle School is comprised of 584 students. Of those students, 300 are male, and 284 are female. There is very limited racial/ethnic diversity at JMS: 29 students are Hispanic, 1 student is American Indian, 4 students are Asian, 3 students are Black, and the remaining students are White. Disaggregated data by subgroup is reported in the table above; however, the data related to race/ethnicity (excluding the White subgroup) is not

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statistically significant data due to the low number of students represented in each of the racial/ethnic subgroups.

Approximately 15% of the population at JMS qualifies for special education services. Specifically, 18 students are served for EBD, 50 students have specific learning disabilities, and 18 have speech or language specific impairments. An examination of disaggregated CRCT data indicates that students need additional literacy support in the content areas. Reading and ELA scores are considerably higher than Science and Social Studies scores which indicates that there is a disconnect in the application of informational reading and writing skills. Further examination of CRCT-M scores shows an immediate need for additional support for students with the most severe literacy deficits.

Further analysis of disaggregated data indicates that literacy poses more of a problem for males than for females. Results of the 2014 eighth-grade Georgia Writing Assessment show that while 13% of female students did not meet expectations, 29% of males at JMS did not meet expectations. This indicates a need for additional support for male students and additional resources and professional learning for teachers in the areas of student engagement and technology integration in literacy.

Strengths and Weakness identified through Prescribed Assessments

Strengths

The percentage of students meeting and exceeding in Reading and English Language Arts is consistently above the state average, and the percentage of students scoring at the exceeds level in those subject areas is steadily growing.

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Weaknesses

The lowest scores were found in Math, Science, and Social Studies. This, along with lower overall writing scores, appears to indicate that students need additional support in literacy in all content areas. The SWD and male population respectively appear to require close consideration related to intervention strategies, motivation, and engagement with real-world applications to improve achievement in those areas. JMS's goal is to develop a systematic method of assessing and addressing students' literacy needs and evaluating progress to improve achievement in all academic areas.

District-Prescribed Data

Additional analysis of AIMSweb data shows that a substantial portion of JMS's student population scored below grade level in reading fluency and reading comprehension. Those indicators are as follows: Sixth-grade comprehension, 25.7%; sixth-grade fluency, 21%; seventh-grade comprehension, 19%; seventh-grade fluency, 19.4%; eighth-grade comprehension, 19%; and eighth-grade fluency, 24%. These percentages of deficiency are indicative of a need for targeted intervention.

Data for All Teachers

Jasper Middle School's teaching staff currently consists of 35 certified individuals. Six of those individuals are new for the 2014 -2015 academic year. None of these teachers classify in the low range of educational experience. 65.71% classify in the mid-range of educational experience, and 32.49% classify in the high range of educational experience.

In regard to certification level, 28.57% of teachers hold a level 4 certification. 22.86% hold a level 5 certification. 45.71% hold a level 6 certification, and 2.86% hold a level 7 certification.

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For new teachers, the classification of low educational experience is 0%. Mid-range experience is 66.67%. High-range experience is 33.33%.

Special education teachers account for 14.29% of Jasper Middle School's teaching staff. Four of five teachers comprise a mid-range level of experience, equaling 80%, and one teacher classifies as high range of educational experience.

The most recent teacher attrition rate at Jasper Middle School is 22.86%. This rate is slightly above the state's 17.62%, but is attributable to an abnormal fluctuation in retirement and transfer during the 2013 – 2014 school year.

Indication of future attrition rates suggest that Jasper Middle School faces more significant shift of faculty within the next five to ten years as 34.29% of teachers fall into the high-range of educational experience and will be retiring. This percentage presents the challenge of consistency in terms of classroom experience and in terms of consistently implementing literacy and literacy across the curriculum. Thus, it is imperative for JMS's sustainability plan to incorporate professional development for new hires in order to implement seamless continuity of educational endeavors regarding literacy across the curriculum.

Goals and Objectives Based on Formative and Summative Assessments:

Goal 1: Establish a systematic approach to incorporating literacy in all content areas

Objective 1: Continue to provide universal/benchmark literacy screenings for all students

Objective 2: Utilize diagnostic assessments to determine student literacy skills

Objective 3: Collect and analyze student data to support tiered interventions three times per year

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Objective 4: Use assessment data to isolate the skills required for mastery of literacy standards

Goal 2: Students will receive effective literacy instruction, in all content classes, from well-trained teachers using research-based strategies and methods of delivery throughout the Response to Intervention process

Objective 1: Provide intervention strategies to all students, at all levels, in all classes

Objective 2: Monitor Tier 2/3 interventions frequently to ensure they occur regularly and with fidelity

Objective 3: Provide PL in specific RTI interventions, data, and progress monitoring

Goal 3: Professional development will be provided to all instructional staff to support areas identified in the literacy needs assessment

Objective 1: Develop standardized protocols for the collection of data to determine students' literacy competence in content areas through the RTI process

Objective 2: Develop standard protocols for analyzing student data

Objective 3: Use technology to support the disaggregation of data

Objective 4: Provide PL in the use of data as progress monitoring and its impact on teaching and learning (interventions)

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Professional Learning

All teachers participate in professional learning groups monthly at JMS. Teachers collaboratively meet to participate in technology training, review student data, and discuss differentiation strategies, and lesson planning. Teachers have had professional training in TKES, FIP training, PBIS, AIMSweb, RTI software systems, and student information systems. Teachers have actively participated in on-going training throughout the school year directed by the district as well as the school based from the School Improvement Plan and the District Strategic Plan.

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Goal 1: Expand and Define the Literacy Leadership Team (Building Block 1)

Current Practices: (What p. 5) Literacy Committee – meetings monthly, literacy needs assessment (What p. 5); collaborative planning (What p. 9), writing strategies across content (What p.6).

Objectives	Timeline	Funding Source	Measure of Effectiveness
1. Create a team of highly qualified individuals that support literacy (How, p. 21)	Fall, 2014	Release time SRCLG	Professional Learning (PL) Plan Minutes and sign-in sheets
2. Design a calendar that is clear and consistent by setting regular meeting dates (How, p. 22)	Spring, 2015 Ongoing	N/A	PL Calendar PL Plan Minutes and sign-in sheets
3. Create a system for observations that include a literacy checklist and TKES observations (What, p. 10)	Fall, 2014	N/A	Walkthrough/Observation TKES

Evidence of Research-Based Practice:

- “Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise.” (Why, p. 156)

Goal 2: Establish a systematic approach to incorporating literacy in all content areas (Building Blocks 2, 3, 4)

Current Practices: CCGPS units, frameworks, (What, p. 10), collaborative planning (What, p. 9) (How, p. 22), writing to win initiative (What, p. 6) (How, p. 24)

Objectives	Timeline	Funding Source	Measure of Effectiveness
1. Provide professional learning on literacy instruction across all content areas (What p. 6, 10)	Spring, 2015 On-going	Release Time SRCLG PL Funds	PL Plan Minutes/sign-in sheets Walkthroughs/Observations
2. Provide professional learning on direct writing instruction across all content areas (What, p. 6)	Fall, 2014 On-going	Release Time SRCLG PL Funds	PL Plan Minutes/sign-in sheets Walkthroughs/Observations
3. Design a vertically and horizontally articulated writing plan consistent with CCGPS (What, p. 10)	Spring, 2015 On-going review	Release Time SRCLG PL Funds	Plan for writing Lesson Plans Writing Samples
4. Continue to provide universal/benchmark literacy screenings for all students (What, p. 8) <ul style="list-style-type: none"> • Utilize diagnostic assessments to determine student literacy skills (What, p. 9) • Collect and analyze student data to support tiered interventions three times per year 	Fall, 2014 On-going	Title I SRCLG Local Funds	Benchmark Reports Analysis of Student Work Rubrics

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<ul style="list-style-type: none"> • Use assessment data to isolate the skills required for mastery of literacy standards (What, p. 9) • Use formative and summative assessments to measure goals and objectives 			
<p>5. Provide students access to multiple forms of media, information, and knowledge in all content areas (Why, p. 31; What p. 8)</p> <ul style="list-style-type: none"> • Provide PL designed to support teachers in utilizing the Literacy Design Collaborative to support various genres of reading and improve Lexile levels (Why, p. 47, 52) • Provide technology to support literacy instruction in various formats • Research and purchase best technology devices to support literacy standards (Why, p. 52) • Purchase resources or materials needed to support using technology to enhance literacy (Why, p. 54) 	Summer, 2015	Local Funds Title I SRCLG PL Funds	Lesson Plans Walkthroughs/Observations Technology Plans
<p>6. Strengthen Implementation of CCGPS (What, p. 10)</p> <ul style="list-style-type: none"> • Provide PL in teaching literacy across content areas (Why, p. 141) • Utilize curriculum models that support literacy integration in all content areas • Incorporate technology into instruction to support CCGPS • Provide PL in the use of technology that supports literacy • Purchase technology materials and resources to support initiatives • Purchase content-related informational texts in a variety of formats • Provide PL in effectively utilizing texts at various levels of text complexity 	Fall, 2014 On-going	PL Funds Local Funds SRCLG Title I	Lesson Plans Walkthroughs/Observations Benchmark Reports Technology Plans
<p>Evidence of Research-Based Practice:</p> <ul style="list-style-type: none"> • “Adolescents’ interests in the Internet, hypermedia, and various interactive communication technologies (e.g., chat rooms where people can take on various identities unbeknown to others) suggest the need to teach youth to read with a critical eye toward how writers, illustrators, and the like represent people and their ideas—in short, how individuals who create texts make those texts work.” (Why, p. 52) 			
<p>Goal 3: Students will receive effective literacy instruction, in all content classes, from well-trained teachers using research-based strategies and methods of delivery throughout the Response to Intervention process (Why, p. 123)</p>			
<p>Current Practices: Current grade-level RTI teams (What, p. 9), common assessments (What, p. 8), use of benchmark/universal screening measures (What, p. 8-9), collaborative annual review of models of instruction (What, p. 5).</p>			
Objectives	Timeline	Funding Source	Measure of Effectiveness

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1. Provide intervention strategies to all students, at all levels, in all classes (How, p. 29)	Ongoing	Title I SRCLG	Benchmark Reports Lesson Plans Walkthroughs/Observations
2. Purchase resource materials necessary to implement effective interventions	Fall, 2015	Title I SRCLG	Technology Plan Purchase Order
3. Provide professional development on the implementation of purchased resources (What, p. 9, 11)	Fall, 2014 ongoing	PL Funds SRCLG	Instructional Technology Specialist Plans Meeting minutes/Sign-in Sheets
4. Monitor Tier 2/3 interventions frequently to ensure they occur regularly and with fidelity (Why, p. 126-128)	Fall, 2014 Ongoing	N/A	RTI review documentation
5. Provide PL in specific RTI interventions, data, and progress monitoring (Why, p. 122-124)	Ongoing	PL funds SRCLG	Meeting Minutes/Sign-in Sheets
6. Provide technology resources to support student motivation and engagement (Why, p. 51)	Fall, 2014 Ongoing	Title I Local Funds	Technology Plan
Evidence of Research-Based Practice:			
<ul style="list-style-type: none"> “Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques.” (Why, p. 123-124) 			
Goal 4: Professional development will be provided to all instructional staff to support areas identified in the literacy needs assessment			
Current Practices: walkthroughs and observations (What, p. 5), collaborative planning (What, p. 6), Academic Coach support (What, p. 6-8), common writing rubrics and exemplars (What, p. 7).			
Objectives	Timeline	Funding Source	Measure of Effectiveness
1. Provide teacher training in explicit reading/writing literacy standards (What, p. 6)	Summer, 2014 On-going	Title I SRCLG Local Funds	Lesson Plans Walkthroughs/Observations Meeting Minutes/Sign-in sheets
2. Plan and provide PL on direct, explicit strategies to build students’ vocabulary, comprehension, and writing skills (Why, p. 143) (What, p. 6) <ul style="list-style-type: none"> Collaboratively develop an instructional plan that supports student acquisition of academic vocabulary, increases reading comprehension, and improves writing technique 	Summer, 2015 On-going	PL funds SRCLG	Lesson Plans Walkthroughs/Observations Meeting Minutes/Sign-In Sheets Instructional Plans
3. Develop standardized protocols for the collection of data to determine students’ literacy competence in content areas through the RTI process (Why, p. 104) <ul style="list-style-type: none"> Develop standard protocols for analyzing student data 	Fall, 2014 On-going	Local Funds	Benchmark Reports RTI Review Documentation Technology Plan

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<ul style="list-style-type: none"> • Use technology to support the disaggregation of data • Provide PL in the use of data as progress monitoring and its impact on teaching and learning (interventions) 			
<p>4. Provide PL in research-based intervention strategies (Why, p. 124)</p> <ul style="list-style-type: none"> • Release days, stipends, and payment of substitutes • Teacher attendance at conferences and/or seminars of related content 	Fall, 2014 On-going	PL Funds SRCLG	Lesson Plans Walkthroughs/Observations Meeting Minutes/Sign-in Sheets
<p>5. Provide PL in technology that supports literacy instruction</p> <ul style="list-style-type: none"> • Create a plan that describes how technology will be used to enhance literacy and writing instruction (Why, p. 52) • Prepare a protocol detailing how technology will be used for production, publishing, and communication across content areas (Why, p. 51; What, p. 11) 	January, 2015	PL Funds SRCLG	Lesson Plans Walkthroughs/Observations Meeting Minutes/Sign-in Sheets
<p>Evidence of Research-Based Practice:</p> <ul style="list-style-type: none"> • “The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program.” (Why, p. 27) 			

Response to Intervention Model

Leveled Instructional Tier		Instructional Strategies
<p>Tier 1 Standards-based instruction; classroom learning (Why, p. 126)</p>	<p>Data Collection is frequent and on-going to measure student improvement.</p>	<ul style="list-style-type: none"> • CCGPS Standards-based instruction • Universal screening • Differentiation of instruction
<p>Tier 2 Needs-Based Learning and targeted interventions (Why, p. 126)</p>		<ul style="list-style-type: none"> • Diagnostic testing to identify student weaknesses • Small group setting based on specific student need • Progress monitoring • Modification of interventions
<p>Tier 3 Intensified, targeted research-based interventions (Why, p. 128)</p>		<ul style="list-style-type: none"> • Increased frequency and intensity of intervention • Increased progress monitoring • Intensive monitoring and adjustment of specific interventions
<p>Tier 4 Specialized programs and instructional delivery models (Why, p. 128)</p>		<ul style="list-style-type: none"> • Specific individualized learning plan • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring of instructional goals

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Sample Schedule

8:10 – 8:30: Math and ELA Focus Groups		
6 th	7 th	8 th
8:35-10:05 (45 min segments) Connections 1/2 Math/ELA Connections	8:30-9:40 (70 min) ELA/Literature	8:35-9:40 (70 min) ELA/Literature
10:10-11:20 (70 min) ELA/Literature	9:40-10:50 (70 min) Math	9:40-10:10 (30 min) – split Math
11:20-11:55 (35 min) - split Math	10:50-11:15 (25 min) - split Science	10:15-11:45 (45 min segments) Connections 1/2 Math/ELA Connections
11:55-12:25 (30 min) Lunch	11:15-11:45 (30 min) Lunch	11:50-12:30 (40 min) Math – total 70 min
12:25-1:05 (40 min) Math –total 75 min	11:45-12:35 (50 min) Science – total 75 min	12:30-1:00 (30 min) Lunch
1:05-2:15 (70 min) Science	12:40-2:10 (45 min segments) Connections 1/2 Math/ELA Connections	1:00-2:10 (70 min) Science
2:15-3:25 (70 min) Social Studies	2:10-3:25 (70 min) Social Studies	2:10-3:25 (75 min) Social Studies

*Student class schedules rotate. Morning and afternoon tutoring are available before/after school.

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Current Assessment Protocol

Assessment Type/Purpose	Who's Responsible	When Administered	Purpose
Online Assessment System Benchmarks	All content area teachers	August, October, January, March	Formative
AIMSWEB (R-CBM and Maze)-Screening, Progress Monitoring and Outcome	Reading/Language Arts Team Teachers and School Wide Assessment Team (SWAT)	Fall, Winter, Spring	Universal Screener
AIMSWEB (M-CAP and M-COMP)-Screening, Progress Monitoring and Outcome	Mathematics Team Teachers and School Wide Assessment Team (SWAT)	Fall, Winter, Spring	Universal Screener
Learning Targets Assessments-Progress Monitoring	All content area teachers	Learning Targets assessments given every nine weeks	Formative
Georgia Milestone (Reading, ELA, Math, Science, Social Studies)	Teachers and Administrators	Main administration in Spring	Criterion-Referenced Achievement
Study Island-Progress Monitoring assessment	All content area teachers	Different concepts are administered weekly to monitor progress of concepts learned in the classroom	Formative
ACCESS for ELs	ESOL Teacher	1 time per year, February	Screener/Diagnostic
Georgia Alternate Assessment	Special Education Teachers	Achievement	Reporting at Checkpoints and main report one time per year

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently, PCSD requires the administration of AIMSweb three times per year in grades 1-8 for benchmarking and universal screening. Progress monitoring probes are administered weekly based on tiered interventions in reading and mathematics. While professional learning has been in place for this initiative since 2013, the district is still in the early stages of consistency. Results of the CRCT are used to determine support groups at the beginning of each year and to populate Math Connect classes for remediation. Scholastic Reading Inventory is not currently used at JMS.

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Implementation of New Assessments/Discontinuation of Current Assessments:

As required by the grant, Scholastic Reading Inventory will be used three times per year for benchmarking as designated in the grant assessment plan. State tests will continue as mandated. Progress monitoring will be implemented with fidelity through Scholastic Reading Inventory to maintain consistency with the RTI model of interventions. AIMSweb will be maintained until it is determined that it is unnecessary for the purposes of universal screening and progress monitoring.

Professional Learning Needs for New Assessments:

Teachers and instructional staff will need specific training on the use and administration of Scholastic Reading Inventory. Currently, benchmarking is done through a SWAT team approach of selected individuals. This SWAT team will be trained on SRI through a full day of on-site support. Each team will return to the school and redeliver all information to the schools.

Training will be provided related to progress monitoring tools, reports, and the effective use of all data and data tools.

Ongoing training will occur for all new teachers and those needing review in order to maintain fidelity to the administration process. Professional learning will address differentiation, tiered instructions, data and progress monitoring.

Actual administration of the assessments will be conducted by the SWAT team according to the district testing calendar for benchmarking and achievement testing. Progress monitoring will be managed by classroom teachers and academic coaches according to the intervention schedule developed during RTI meetings.

Communication of Data of Parents and Stakeholders:

Student data will be presented to parents and stakeholders in a variety of ways.

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- Report cards and progress reports
- Parent Portal (Infinite Campus Student Information System)
- Title Parent Meetings
- PTO Meetings
- School Advisory Council
- Literacy Team Meetings
- Leadership Team Meetings
- School Board Meetings
- School Website and social media outlets
- Parent/Teacher Conferences and RTI meetings

The Use of Data to Develop Instructional Strategies/Determine Materials and Need:

The use of data has a strong research base in establishing student needs, teacher instructional strategies, and program evaluation. “The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom—that assessments are used to benefit pupils...this challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning.” (Why, p. 95) In doing so, the effective use of formative assessment must be established consistently and with fidelity as well as ultimately evaluate student achievement and performance.

The results of student assessment data will be used for the following purposes: (Why, p. 96)

- Identify students’ strengths and weaknesses in order to establish appropriate tiered instruction
- Inform progress through the intervention process

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- Establish learning goals for students based on the CCGPS
- Match instruction to learning through effective instructional design supporting literacy performance standards
- Evaluate effectiveness of the instruction in meeting the goals for the students
- Inform students and parents of learning targets and goals
- Evaluate effectiveness of Tier 1, 2, 3, 4 instruction and standards-based learning
- Determine strengths and weaknesses in literacy skills and match programs to specific needs
- Identify areas of need for professional learning, mentoring, and coaching opportunities

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Resources, Strategies, and Materials (Existing and Proposed) including Technology to Support the Literacy Plan

JMS has some resources and materials in place to support the school's literacy efforts; although, there are still some resources that are necessary to accomplish the plan. Below is a list of our current and proposed support.

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

- Literary and information texts on various levels for classrooms and media center
- Content-based texts on various levels and aligned to units of study
- Research-based literacy instructional materials
- Online informational and literary texts to support content area standards
- Administration of diagnostic screeners for all students in reading comprehension and writing proficiency
- Technology to support disciplinary literacy
- Specific science and social studies materials, resources, and texts to support content reading and student interest
- 21st Century Technology devices
- Expand text and electronic bookshelf focused on student interest
- Audio book resources and headphones for students and teacher access
- Expand access digital audio book players for student checkout
- Novels on an advanced reading levels focused on student interest and engagement
- Intervention materials and site licenses
- Site licenses for online assessment tools

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- Travel expenses for conferences
- Scholastic Reading Inventory
- Intervention related professional learning
- Training for academic coaches as intervention specialists
- Family involvement activities
- Consumable materials
- Classroom computers
- Networkable printers
- Interactive tablets and boards
- Hand-held technology devices

2. A generic list of activities that support literacy intervention programs

- Additional time built into schedule to allow for interventions
- Structured Tutoring (Instructional Extension)
- Research-based scientifically evidenced intervention materials
- Structured reward program for meeting/exceeding literacy goals
- Protected literacy instructional time
- Flexible needs-based groupings
- Response to Intervention protocols
- Title I parent involvement coordinators
- Special Education co-teaching training
- Diagnostic tools for foundational reading skills
- Training in teaching academic vocabulary

3. A generic list of shared resources

- Research-based scientifically evidenced intervention materials for disciplinary literacy
- Pacing guides
- Instructional units and frameworks
- Teacher/student computers
- Student response systems
- Mobile classroom set of student tablets
- Teacher laptops and iPads
- Media Center resources
- Computer labs
- LCD projectors
- Novel sets
- 2 Copy machines

4. A generic list of library resources or a description of the library as equipped

- 14,679 books available for student and teacher check-out
- 8 computers available for student use
- A mounted projector for group instruction
- Access to a digital library with 54 electronic books
- 1,539 outdated educational VHSs for teacher use
- 19 educational DVDs for teacher use
- 17 audio books for teacher use
- 2 educational magazine subscriptions for student and teacher use

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- Parent resources
- Purchased apps for iPads
- Reference materials
- Online Catalogue with Lexile

5. A generic list of activities that support classroom practices

- Daily collaborative grade-level planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with CCGPS
- Intervention programs
- Differentiated instruction
- Collaborative lesson plans
- Structured Tutoring
- Student access to individual reading material based on the individual's reading level
- Formative Instructional Practice training
- Academic Coach availability for training, assessment, RTI, interventions, and instructional strategies

6. A generic list of additional strategies needed to support student success

- Strategies for increasing student engagement and motivation
- Professional learning in the following areas:
 - Evidence-based content literacy instructional best practices
 - implementation of interventions with fidelity
 - Webb's Depth of Knowledge

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- Understanding Lexiles
- Literacy across all content areas
- Best practices for writing instruction across content areas
- Effective use of assessment
- Understanding data and its uses for planning and implementing interventions and progress monitoring
- Review of the RTI protocol and progress monitoring
- Strategic instruction model and training for content enhancement strategies in content areas
- Multiple means of accessing diverse media to obtain and present informational text
- Student access to individual online reading material based on the individual's reading level
- Protected instructional time for Social Studies and Science

7. A general list of current classroom resources for each classroom in the school

- At least four desktop computers and printer per classroom
- Mounted projectors in all academic classrooms
- A research-based, computer-adaptive reading and math assessment program for students that measures reading comprehension on the Lexile Framework and math computation and application
- Textbooks in all content areas
- Printers

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Resources, Strategies, and Materials	SCRL Funding:	Other Sources of Funding:
Professional Development	Literacy-specific – consultant fees, training materials, travel expenses, stipends, conference fees, substitutes	Title 1; Local funds
Electronic and print materials	Lexile-Leveled classroom materials; Curriculum; technology devices, printers, hardware/software	Title 1; ELOST; SPLOST; Local funds
Instructional Technology	Teacher resources for assessment and literacy instruction; Scholastic Reading Inventory; professional learning, remediation and acceleration materials, informational text, supplies, classroom/media center informational and literary electronic and print text	Title 1; SPLOST; Technology ELOST Funds
Student Technology	Handheld devices, tablets, laptops, Electronic Library, Audio Library	Title 1; Technology SPLOST funds

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Community Outreach	Communication devices that motivate families and community members to support literacy in the school and community; Striving Reader updates to parents/families via website, school newsletter, newspaper, Blackboard, social media, and family Literacy Nights and Cultural Arts Fairs that support literacy learning	Title 1; QBE
Extended Day/Year Activities	Personnel, supplies, transportation	Local funds, QBE
Consumable Materials	Notebooks, paper, toner, markers, poster boards, dividers, composition books, etc.	Local funds, QBE

Proposed Technology Purchases:

Technology purchases through the grant are intended to support the following goals:

- ✓ Goal 1: To establish an infrastructure for on-going formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (Building Block 3, A)

The collection, management, and analysis of data through the RTI process and supported by technology will substantially support efforts to monitor and document intervention and instructional strategies of learners. Under tools such as Scholastic Reading Inventory and

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AIMSweb, teachers are better able to track and monitor progress as well as drive instruction toward positive student growth.

- ✓ Goal 2: Develop and maintain interest and engagement as students progress through school (Building Block 4, B)

Research has shown that adolescent readers show positive growth in literacy when technology is used as a tool for and a topic of literacy instruction and real-world application. This instruction must include student access to a variety of reading materials both print and online as well as include resources that given them opportunities to discuss what they are reading through online media, the Internet, and other text sources.

Technology is an essential tool for the adolescent learner. Its use strongly supports the goals outlined and increases students' motivation to learn and read when using technology.

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Professional Learning Strategies Based on Documented Needs

Recent and Ongoing Professional Learning

The table below is the professional learning calendar for the current school year, 2014-2015.

June 2014			
June 16, 2014	School Improvement (SIP) Planning	Central Office	School Improvement Teams
June 17, 2014	SIP	Central Office	School Improvement Teams
June 18, 2014	SLO Training/Planning	Central Office	100% of Connection Teachers
June 19, 2014	SLO Training/Planning	Central Office	100% of Connection Teachers
June 20, 2014	SLO Training/Planning	Central Office	100% of Connection Teachers
July, 2014			
July 2014	PBIS Training	Central Office	4 Teachers, 1 Counselor, and 1 Administrator
August – November 2014			
August - November 2014	BAASE Training	JMS	100% school administration and 100% certified faculty
August - November 2014	AIMSweb Training	JMS	100% school administration and 100% certified faculty
August, 2014			
August 2014	Legal Issues Orientation	Pickens High School	100% school administration and 100% certified faculty
August 2014	PBIS Training	Central Office	4 Teachers, 1 Counselor, and 1 Administrator
September 2014			
September 2014	Intro to Formative Instructional Practices	JMS	100% school administration and 100% certified faculty
September 2014	Differentiation	Regional Educational Service Agency	Academic Coach
September 2014	Depth of Knowledge (DOK)	JMS	100% school administration and 100% certified faculty
October 2014			
October 2014	Clear Learning Targets	JMS	100% school

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			administration and 100% certified faculty
October 2014	Writing Strategies Training (ACE, Acrostic)	JMS	100% school administration and 100% certified faculty and paraprofessionals
October 2014	Government Training	State Capitol	5 Social Studies Teachers
October 2014	Technology Training	Regional Educational Service Agency	Academic Coach
October 2014	DOK	JMS	100% school administration and 100% certified faculty
November 2014			
November 2014	Math Training	Rock Eagle	2 faculty members
November 2014	DOK	JMS	100% school administration and 100% certified faculty
November 2014	Writing Strategies Training (RACE, Quad Cluster)	JMS	100% school administration and 100% certified faculty and paraprofessionals
November 2014	Technology (STEM)Training	Atlanta	1 faculty member
January 2015			
January 2015	Collecting and Documenting Evidence of Student Learning	JMS	100% school administration and 100% certified faculty
January 2015	DOK	JMS	100% school administration and 100% certified faculty
February 2015			
February 2015	Analyzing Data and Providing Effective Feedback	JMS	100% school administration and 100% certified faculty
February 2015	DOK	JMS	100% school administration and 100% certified faculty
March 2015			
March 2014	Student Ownership of Learning: Peer Feedback, Self-Assessment	JMS	100% school administration and 100% certified faculty
March 2015	DOK	JMS	100% school administration and 100% certified faculty

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During the previous school year, 100% of Jasper Middle School's faculty and administration has attended professional development of some type. Some aspects of professional development tie directly to literacy, literacy across the curriculum, intervention, and RTI. Of particular relevance, 100% of Jasper Middle School's faculty has participated in some aspect of AIMSweb training of which a portion focuses on fluency and comprehension, 100% of faculty members have participated in writing strategies training, 100% of faculty has participated in Infinite Campus and PBIS training, and 100% of faculty has participated in BAASE training through which Tier II, and Tier III instruction may be documented and monitored.

Evaluating the Impact of Professional Development

A process for establishing the effectiveness of professional development includes a faculty survey for each professional development training session. This survey allows participants to rate the overall quality of the professional development and to rate individual components of the professional development training. In addition, participants may provide commentary as feedback. Aside from this aspect of evaluating professional development, implementation of certain strategies, programs, and procedures are monitored and reviewed by administrators to determine the success of their implementation. Administrators and the academic coach evaluate the effectiveness of PL through administrative walkthroughs and observations, feedback surveys, lesson plan analysis, RTI documentation, and student achievement measures.

Professional Learning Needs Identified by the Needs Assessment

The specific professional learning needs of JMS were identified on the basis of the Georgia Literacy Plan Needs Assessment. Every proposed professional learning need is directly aligned to the JMS literacy plan goals and objectives that were detailed in the "Project Plan, Procedures,

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Goals, Objectives, and Support” section of the SLCR grant application and refers to the specific Building Block of the plan. The professional learning plan is outlined below:

Strategy	Reference in Literacy Plan	Measures of Effectiveness
Participate in PL to ensure school-wide understanding of assessment data	Building Blocks 3, 4, 5, 6 Goal 2: Objectives 4 Goal 3: Objectives 1, 5 Goal 4: Objective 3	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-throughs/observations • RTI documentation • Formative/Summative Data
Participate in PL in delivering explicit, direct literacy instruction across-the-content areas	Building Block 4 Goal 2: Objective 1, 2 Goal 4: Objective 1, 2	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-through/observations • CCGPS Units • Formative/Summative Data
Participate in a systematic approach to teaching writing instruction across-the-curriculum	Building Blocks 2, 4, 6 Goal 2: Objective 2, 3 Goal 4: Objectives 1, 2, 5	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-through/observations • CCGPS Units • Formative/Summative Data
Participate in professional training in understanding RTI tiered instructional strategies that support literacy and writing	Building Block 5 Goal 2: Objective 4 Goal 3: Objectives 1, 4, 5 Goal 4: Objectives 3	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-through/observations • CCGPS Units • Formative/Summative Data
Participate in ongoing PL in the delivery of the CCGPS	Building Block 1, 2, 4, 5 Goal 2: Objective 1, 3, 7 Goal 4: Objectives 1, 2, 5	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-through/observations • CCGPS Units • Formative/Summative Data
PL in incorporating literacy texts across-the-content areas	Building Block 4, 6 Goal 4: Objectives 1, 5	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-

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		through/observations <ul style="list-style-type: none"> • CCGPS Units • Formative/Summative Data
Selecting text complexity appropriate to the grade levels as required by CCGPS	Building Block 1, 2, 4, 5 Goal 2: Objective 5, 7 Goal 4: Objectives 1, 2, 5	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-through/observations • CCGPS Units • Formative/Summative Data
Participate in instructional technology uses that promote literacy and writing with student devices	Building Block 4 Goal 2: Objective 5, 7 Goal 3: Objective 2 Goal 4: Objective 3, 5	<ul style="list-style-type: none"> • PLC documentation/minutes • Walk-through/observations • CCGPS Units • Formative/Summative Data

Teachers at JMS are highly motivated individuals who require more professional training that will positively affect student achievement. Collectively, the teachers desire to integrate literacy and writing into the content but most lack proper professional guidance in the teaching of reading and writing in order to integrate it properly. With professional development, additional teaching resources and student materials to support the process, integration of reading and writing across the curriculum will be accomplished.

The effectiveness of professional learning is linked to higher student achievement and will be measured by formative and summative assessments throughout the process as detailed in the “Project Plan, Procedures, Goals, Objectives, and Support” section of the SRLC grant application (“The Why,” pp. 140-141). Based on the collection and analysis of the data measures noted in the Professional Learning Plan, JMS will evaluate the effectiveness of the program and refine our policies accordingly.

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Sustainability Plan

As a result of the Georgia Literacy Plan Needs Assessment, we found that teachers collectively agree that improving content literacy in all grade levels will lead to higher student achievement and improve readiness for college and career (Why, p. 26-27). It is essential that we transform JMS students into “reading to learn” students instead of “learning to read” students. For sure, with the proceeds of the SRCL grant, our mission to “prepare our students for high school graduation and future success by inspiring them to become responsible learners and productive members of society” will be brought to fruition.

The table below shows the coordination of funding of the literacy plan with SRCL funding and other sources of funding, which will ensure the sustainability of the plan.

Extending the Assessment Protocol	<ul style="list-style-type: none">• Review expectations of the SRCL Grant annually with all staff• Develop and implement a teacher mentor program to assist new staff across all content areas• Maintain a consistent professional learning calendar to train all administrators, academic coaches, teachers and paraprofessionals to ensure on-going implementation of all initiatives with fidelity• Provide updates to member of the Board of Education regarding the need for literacy initiatives• Utilize local, state, and federal funds to continue formative and summative assessments
Developing Community Partnerships	<ul style="list-style-type: none">• Include literacy goals and plans into parent involvement plans• Continue to develop relationships with community partners to solicit potential resources for initiatives
Sustainability Plan	<ul style="list-style-type: none">• Participation by all Academic Coaches in all trainings to develop a train-the-trainer model of on-going in-house professional learning• Development and implementation of school schedules to support collaborative planning time and student data review

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	<ul style="list-style-type: none"> • Continuation of professional learning communities to support discussion of best practices, differentiation, analysis of data, and standard-based instruction • Schedule monthly district literacy team meetings to monitor fidelity of initiatives, analysis of assessment data, and grant implementation. • Continue to encourage teacher participation in certification endorsement programs, e.g., gifted, ESOL, Reading, Science, Social Studies, and Math. • Extension of the assessment protocols through purchases meeting requirements of Title I needs and budgets. • Develop a technology resource review cycle to evaluate licenses, maintenance agreements, and hardware. • Administer a needs assessment annually to review and revise specific concerns
Replacing Print Materials	<ul style="list-style-type: none"> • All print materials possible will have a library binding for protection and durability • Funds from other grant sources and local funding will replace print materials as needed following the grant period • Books will be housed and catalogued in order to provide access to inventory and review replacement cycles
Training New Teachers; Professional Learning	<ul style="list-style-type: none"> • Attend new teacher orientation session during pre-planning each year to introduce programs, curriculum, instructional design, and literacy initiatives. (What, p. 12) • Provide continuous professional learning through mentor teacher program • Designate professional learning days in the school calendar • Utilize Comprehensive Reading Solutions website for on-going training in professional learning communities

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Technology	<ul style="list-style-type: none">• Maintain and upgrade current infrastructure through the goals of the Technology Plan• Develop and maintain a review process for licenses, software, hardware, and warranties.• Create a position on the Literacy Leadership Team for the Instructional Support Specialist• Coordinate all technology purchases through the Director of Technology to prevent duplication and support appropriate pricing.
Lessons Learned	<ul style="list-style-type: none">• Review Literacy Plan and Project Plan goals and objectives during monthly School Improvement Team Meetings.• In an effort to create professional learning communities within JMS, the faculty and staff continuously review the student achievement data and school improvement plan each year to create a comprehensive professional learning plan.• Monitor teacher participation through classroom walkthroughs and observations• Use data obtained throughout the grant to update/strengthen the literacy plan.

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Budget Summary

As a result of a comprehensive review of literacy needs, JMS has identified specific areas of need, utilized available data, and established the Literacy Plan and Project Plan for implementation under funding from The Striving Readers Literacy Grant.

Curriculum, Instruction, and Assessment: The foundations of the literacy plan must include adequate and robust materials to support dynamic instruction. Materials and resources are necessary to support the effective use of data to inform instruction. Teachers, academic coaches, and other instructional personnel will need professional learning and support to maintain fidelity to the initiatives.

- Literary and information texts on various levels for classrooms and media center
- Content-based texts on various levels and aligned to units of study
- Research-based literacy instructional materials
- Online informational and literary texts to support content area standards
- Specific science and social studies materials, resources, and texts to support content reading and student interest
- Expand text and electronic bookshelf focused on student interest
- Audio book resources and headphones for students and teacher access
- Expand access digital audio book players for student checkout
- Novels on an advanced reading levels focused on student interest and engagement
- Family/Parent involvement activities
- Consumable materials
- Scholastic Reading Inventory
- Administration of diagnostic screeners for all students in reading comprehension and writing proficiency
- Intervention materials and site licenses

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- Site licenses for online assessment tools
- Intervention strategy related professional learning

Professional Learning: Professional learning will be key to the success of the Literacy Plan and student growth in literacy. Staff members including teachers, administrators, paraprofessionals, media specialists, and academic coaches must have adequate and appropriate training before initiatives are implemented. Funding will support on-going training to maintain fidelity to the initiatives and support new staff.

- Training for academic coaches as intervention specialists
- Travel expenses for conferences
- Consultant fees
- Instructional training materials
- Funding for substitutes
- Funding for stipends

Technology: The use of technology is intended to promote motivation and engagement during and through the learning process.

- Technology to support disciplinary literacy
- 21st Century Technology devices
- Classroom computers
- Networkable printers
- Interactive tablets and boards
- Hand-held technology devices

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