

School Profile

Created Thursday, November 15, 2012

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School Information

School Information District Name:	Clarke County School District
School Information School or Center Name:	Clarke Middle School

Level of School

Middle (6-8)

Principal

Principal Name:	Theodore MacMillan
Principal Position:	Principal
Principal Phone:	706-543-6547
Principal Email:	macmillt@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Sasha Baker
School contact information Position:	Instructional Coach
School contact information Phone:	706-543-6547
School contact information Email:	bakers@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

52

FTE Enrollment

600

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: Philip D. Lanoue, Ph.D.

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

Address: 240 Mitchell Bridge Road

City: Athens, GA Zip: 30606

Telephone: (706) 546-7721 Fax: (706) 208-9124

E-mail: lanouep@clarke.k12.ga.us



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

Philip D. Lanoue, Ph.D.

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

December 12, 2012 _____ Date (required)

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.

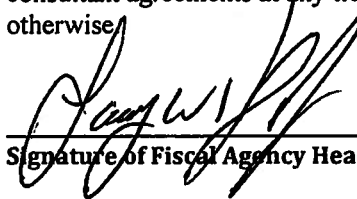
II. **Disclosure of Conflict of Interest after Agreement Execution**

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)

Larry Hammel, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

December 12, 2012

Date



Signature of Applicant's Authorized Agency Head (required)

Philip D. Lanoue, Superintendent

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

December 12, 2012

Date

N/A

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

N/A

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

Date (if applicable)

Preliminary Application Requirements

Created Thursday, November 15, 2012

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

[General Application Information](#)

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

A Z f t

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

[SRCL Grant Rubric](#)

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

A Z f t

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

[Assessment Chart](#)

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

A Z f t

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

A J B h s f f

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.

A JBhsf f

Grant Assurances

Created Tuesday, November 27, 2012
Updated Friday, December 14, 2012

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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.

À Zf t

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

À Zf t

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.

À Zf t

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.

A Z f t

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

A Z f t

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."

A Z f t

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.

A Z f t

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.

A Z f t

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.

A Z f t

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

A Z f t

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.

A Z f t

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).

A Z f t

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.

A Z f t

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

A Z f t

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.

A Z f t

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.

A Z f t

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.

A Z f t

Fiscal Year	Financial Findings	Federal Findings
FY2011	FS-6291-11-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY2010	FS-6291-10-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY2009	FS-6291-09-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY2008	FS-6291-08-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	None reported
FY2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None reported

Clarke County School District (CCSD) Narrative

a. Brief History

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the #1 large school district in the state for closing the achievement gap, we continue to gain in graduation rate (70.8% in 2011, up 7% from 2009). Both high schools were also named as Advanced Placement Honor Schools. On the 2011 Criterion-Referenced Competency Test, 87.9% of students in grades 3-8 met or exceeded state reading/ELA standards. CCSD is data-rich district, targeting needs and areas of concern through school and district data team processes, monitoring student progress, and continuous communication with all stakeholders.

b. System Demographics:

Ethnically, 51% of our students are African American, 23% are Hispanic, 20% are white and 2% are Asian. Nearly 12% of students have English as their second language, and 11% are special needs students. 80% of students receive free or reduced lunches through the federal meal program.

c. System Priorities:

The CCSD is committed to the following priorities for all students: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes. In all classrooms, we implement research-based instruction; grounded in Common Core standards and literacy practices, have continual monitoring of student progress, and create cultures of achievement in our schools.

d. Strategic Planning

CCSD provides schools yearly with an "Annual District Data Notebook" that summarizes student and school performance on all state and district assessments. Schools conduct root cause analyses and develop school improvement plans based on this data. During the Striving Readers (SR) planning and grant-writing stage, school literacy teams examined literacy data to 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5) develop action steps to inform goals/objectives of the plan. CCSD's plan is as follows: During Year 1, CCSD will provide professional learning in literacy to all schools in Cohort 2 including the Early Learning

Center; implement reading and writing across the curriculum; develop reading growth charts from screeners and other assessments; implement RTI for students according to instructional needs; purchase instructional and diverse texts; and implement technology to foster student engagement. During Year 2, CCSD will develop CCGPS units and focus on scope and sequence of reading and writing instruction. During years 3-5, CCSD will collect and report on data in order to implement the SR Plan.

e. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. All schools in Cohort 2 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

f. Past Instructional Initiatives:

Over the past six years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD’s Early Learning Center has successfully implemented two Early Reading First Grants (the largest funded ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. The SR (Cohort 1) grant is implemented in four elementary schools, one middle school, and one high school, and the Office of Early Learning, providing longitudinal data of literacy performance. Interventions such as Voyager, Successmaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

g. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K and Early Learning Literacy; Georgia Pre-K Content Standards and Georgia Early Learning Standards Materials used: Birth -2 yrs.: 1,2,3 READ; 3s : Scholastic Early Childhood Program; all 4s: Opening the World of Learning
CCGPS in grades K-12 Materials used: K-2: Rigby Literacy; Phonics Lessons 3-5: Storytown, Rigby Literacy; Writers Express 6-8: Language of Literature
Ongoing formative and summative assessments targeting Literacy Performance <ul style="list-style-type: none"> • Use of data team process in grades Pre-K to 12 • Classroom walkthroughs to inform instructional next steps

<ul style="list-style-type: none"> • Data summits to analyze concerns and target next steps in planning
Best Practices with CCGPS instructional shifts in all content areas: <ul style="list-style-type: none"> • Increased evidence-based writing in all content areas • Increased use of non-fiction texts with specific reading strategies and academic vocabulary instruction
Tiered Intervention Systems <ul style="list-style-type: none"> • Use of data systematically to target students in tiers 1-4 • Planning for Extended learning time and interventions (software, instructional)
Targeted Professional Learning based on the following: <ul style="list-style-type: none"> • Classroom walkthrough data/district walkthrough data • Using focused walkthrough data from coaches • Using School Improvement surveys to target needs
Utilizing technology literacies <ul style="list-style-type: none"> • All K-12 schools utilize 2:1 technology for digital literacy and research strategies

CCSD Literacy Needs and Objectives	
Identified Needs: Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)	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 instruction as well as explicit reading strategy instruction. 1.2: All students in tiers 1-4 will receive writing strategies for CCGPS literacy. 1.3: Quarterly research-based writing will be required in all content areas.
Professional learning related to formative, summative, and screening processes for birth- 12 th grade for effective RTI monitoring.	Goal 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress. Objective 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional	Goal 3: To articulate vertically and horizontally K-12 CCGPS strategies, and

learning in text complexity K-12.	text complexity. Objective 3.1: Teachers will participate in Professional learning communities for CCGPS literacy 3.2: During years 1-2, curriculum teams from early learning and grades k-12 will develop vertical and horizontal documents regarding text complexity and CCGPS strategies.
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h. Literacy Assessments Used District wide

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-III); Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-IV); Phonological Awareness Literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1 & 2	Phonics and sight word tests, Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3,5,8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

i. Need for SR Project

CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

a. Plan for Striving Readers' (SR) Grant Implementation:

With years of experience successfully administering scores of federal grants, the Clarke County School District is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises elementary and secondary literacy coaches, instructional technology coordinator, instructional technology specialists, and two administrative/budget assistants. His team manages grant activities, such as coordinating professional learning for teachers in Common Core literacy practices and instructional technology. SR's principals will oversee grant-focused literacy activities in their schools as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds as it currently does for numerous state and federal grant programs.

b. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Alita Anderson, Elementary Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- Melanie Sigler, Burney Harris Lyons Middle School
- Tad MacMillan, Clarke Middle School
- Anita Lumpkin-Barnett, Alps Elementary School
- Dr. Scarlett Dunne, Oglethorpe Elementary School
- Larry Hammell, Chief Financial Officer
- Gerald Arscott, Accounts Payable Coordinator
- Veronica Jackson, Administrative Assistant
- TBD, Additional District Literacy Coach

c and d: 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 CCSD/ Community (CCSD Public Relations, 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)	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, Literacy Coaches. School Literacy Team)	x	x	x		x	x	x		x
Purchase New Assessments (Budget Assistant)	x				x				x
Purchase and Distribute instructional materials and instructional technology (Project Director, Budget Assistant)	x	x	x		x	x			x
Plan and Implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Teachers begin Reading Endorsements (Project Director)	x	x	x	x	x	x	x	x	x
Extend Literacy Time (afterschool/summer) (Project Director, Principal, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Drawdown Funds (Business Office)	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, Literacy Coaches, School Literacy Team)	x	x	x	x	x	x	x	x	
Submit quarterly/yearly reports (Principal, Literacy Coaches, School Literacy Teams)				x				x	x

e. Implementation of Goals and Objectives: All administrators, teachers, literacy 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. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities detailed in each grant.

f. Involving Grant Recipients in Budget and Performance Plans: Grant recipients will meet quarterly with Dr. Tavernier, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

g. 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 quarterly on grant implementation and meetings will be documented with agendas and sign in sheets.

Clarke County School District (CCSD)

Experience of the Applicant

a-b. Other Initiatives and State Audit results:

<ul style="list-style-type: none"> CCSD partners with the GaDOE and the UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTS DOE provides technology consultants and access to Georgia Virtual online content; UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
<ul style="list-style-type: none"> CCSD partners with UGA’s College of Education to develop and implement Professional Learning Schools (PDS).
<ul style="list-style-type: none"> CCSD partners with UGA College of Education and Franklin College of Arts and Sciences to implement eight years of state Math and Science partnership grants.
<ul style="list-style-type: none"> CCSD partnered with Athens Technical College to open Athens Community Career Academy, a charter program that opened in August 2011.

Three Years of State Audit Results:

Fiscal Year	Financial Findings	Federal Findings
FY 2011	FS-6291-11-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance

	<p>FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness</p>	<p>U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027, and 84.391)</p>
FY 2009	<p>FS-6291-09-01 Cash/Cash Equivalent Inadequate Internal Control Procedures Significant Deficiency</p> <p>FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness</p>	None reported
FY 2008	<p>FS-6291-08-01 Cash/Cash Equivalent Inadequate Internal Control Procedures Significant Deficiency</p> <p>FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency</p>	None Reported
FY 2007	<p>FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency</p>	None Reported

c. LEA's capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and district directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start grants, 21st Century Community Learning Center grants (3 separate grants for elementary, middle and high schools in the district), Striving Readers Grant (Cohort 1), and Math and Science Partnership grants with University of Georgia. Several grants have been awarded to the district's Early Learning Center including an Early Reading First Grant.

d. Sustainability of LEA's Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers' grants (Cohort 1), many instructional practices have been implemented and sustained K-12 in CCSD. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center Grants. In addition, the district was the recipient of a Career Academy Charter Grant in partnership with Athens Technical College in 2009 and a State Race to the Top Grant in partnership with the University of Georgia in 2011.

e. Initiatives Implemented internally with no outside funding:

- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for one AP exam for all students and a second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K – 3) and 2:1 (4 – 12) ratio in all schools.

CMS-CCSD
School Narrative

Clarke Middle School (CMS) has played an important role in the Clarke County community since opening its doors in 1959. Our student body of approximately 600 students is diverse in multiple ways, including socio-economic status (70% EDS), race and ethnicity (53% Black, 30% White, 11% Hispanic, 2% Asian, 2% mixed race), and identified instructional needs (16% EXC, 28% Gifted, 2% ELL).

CMS strives to provide all students with a rigorous and challenging education that lays the foundation of academic knowledge and skills necessary in the 21st century. It also works tirelessly to build partnerships and take advantage of opportunities that enable students to become advocates for, and contributing members of, their community. For example, collaborations with groups such as the Friends of Brooklyn Cemetery and Master Gardeners have enabled student-volunteers to preserve local heritage areas and provide over 1000 pounds of fresh food to the Athens-Area Food Bank.

CMS also boasts collaborations with the Faculty of Education at The University of Georgia (UGA) and serves as a primary site for pre-service teachers to practice skills vital for delivering quality instruction. Since 2010, CMS has been a Professional Development School that supports a Professor-in-Residence and several onsite University classes. Teachers and administrative team members teach specific topics to the pre-service classes, which helps prepare the education students for the reality in the classrooms.

Clarke Middle School follows CCSD's pacing of the CCGPS and the DOE's frameworks in ELA, math, social studies and science. We provide a variety of elective and connections courses. In keeping with a strong middle school philosophy, students are placed on teams. CMS also offers students enrichment through the Schoolwide Enrichment model and acceleration opportunities through Spectrum, the gifted and talented identification program. Our school offers students the

CMS-CCSD
 School Narrative

opportunity to enjoy unified and fine arts through connections classes and all courses work interdisciplinary units under the International Baccalaureate (IB) frameworks. Our Saturday Academy starts in January at the beginning of the second semester, and students receive remediation and targeted help with standards they have not mastered in content courses.

Administrative, School Improvement Leadership, Literacy Team:

Principal	Tad Macmillan
Assistant Principal	Victoria Wallace
Lead Counselor	Ashley Perry
Instructional Coach	Sasha Baker
Special Education Leader	Kristin Spencer
Media Specialist	Shawn Hinger

<u>School Improvement Leadership Team</u>	
Tad MacMillan (Principal)	Patrick Yawn (7th teacher)
Victoria Wallace (Assistant Principal)	Whitney Triplett (6th teacher)
Sasha Baker (Instructional Coach)	Marty Murtha (6th teacher)
Ashlee Perry (Counselor)	Kasi Carvell (Connections)
Annie Vaughn (Counselor)	Michelle Vecchio-Weinmeister (Gifted collaborator)
Nathalie Guerin (IB coordinator)	Patty Tudman (Secretary)
Shawn Hinger (Media Center)	Maria Bermudez (Parent)
Amy Rejmer (8th teacher)	Joyce Elam (Parent)
Gena Strickland (8th teacher)	Caryn Smith (Parent)
Renee Fleming (7th teacher)	Kristin Spencer (Spec. Ed Leader)

Literacy Team	
Tad MacMillan (Principal)	Kristin Spencer (Spec. Ed. Leader)
Victoria Wallace (Assistant Principal)	Mandy Seigler (parent)
Sasha Baker (Instructional Coach)	Ginger Lehmann (parent)
Nathalie Guerin (IB Coordinator)	Maria Bermudez (parent/school council)
Patrick Yawn (7th grade ELA teacher)	Jenny Wenger (parent/PTA president)
Madelene Ramsey (8th science tchr)	Dorothy White (UGA professor)
Ann Locicero (6th special ed. tchr)	
Nathalie Guerin (IB coordinator)	
Cheryl Hinson (CTAE teacher)	
Shawn Hinger (media specialist)	
Clint Winter (technology specialist)	

Past Instructional Initiatives:

In recent years, CMS has implemented a variety of instructional initiatives to increase the knowledge and skills of all staff. In 2006-2007, over a dozen teachers attended a Struggling Readers Workshop offered through North East Georgia RESA; the focus of this workshop was content area literacy. In 2008-2009, whole Faculty Study Groups focused on content area literacy and reading across the curriculum strategies. In 2009-2010, selected faculty received training from Kay Burke on how to assess student performance in standards-based classrooms. In 2010-2011, CMS became a candidate school in the International Baccalaureate Middle Years Program (IB MYP), which global mindedness and interdisciplinary instructional units. From 2006-2011, CMS utilized computerized interventions (Fast ForWord and Successmaker) to provide remediation to students with reading deficits. While these computer-based interventions are still available to identified students, they are no longer the primary tools of remediation.

Current Instructional Initiatives:

Since 2007, CMS has used the Voyager Expedition program to provide assistance to struggling readers. This prescriptive program combines teacher-delivered content (4 days/week) with on-line support (1 day/week) that is semi-individualized based on identified student needs as determined through online assessment tests. The Voyager Word Study program focuses on phonics, fluency, and comprehension development. Voyager is delivered through daily Extended Learning Time to students after their assessments show critical need. In addition to this intervention, in 2012 CMS faculty agreed to several school-wide initiatives intended to improve literacy across the curriculum: (a) a common, systematic approach to vocabulary instruction (Term, Information, Picture, Sentence); (b) use of interactive notebooks to include both teacher notes and student comments/reflections/questions; and (c) writing across the curriculum that includes using the DOE rubric for assessment.

CMS is also an IB (International Baccalaureate) candidate school and has begun to incorporate the Schoolwide Enrichment Model in order to help all students find passion and engagement in learning.

Professional Learning Needs:

CMS would benefit greatly from knowledge and skill development in several key areas. First, teachers have identified a need to learn more about disciplinary and cross-disciplinary strategies related to general student vocabulary development, reading comprehension, and skill development in oral and written expression. Second, teachers require professional learning to select appropriate strategies based on student data, and to then model, guide, and support independent practice for students at every level. There is also a need to provide effective differentiation in heterogeneous classrooms (especially science and social studies) where student support services (e.g., EXC, ELL, gifted) may be unavailable. Third, teachers need professional learning in the area of information technology and digital literacy to support the

large number of devices currently used in the classroom. Consistent with the aims of the CCGPS curriculum, students could hone reading and writing skills in the context of well-developed and relevant lessons that blend print, non-print, digital, and audio-visual materials. Teachers have also identified the need for more skill in interpreting data from meaningful diagnostic, formative, and summative assessments focused solely on reading (rather than language arts or writing) skills.

CMS has the infrastructure for job embedded and meaningful professional learning. Grade level content teachers (and collaborators) meet at least twice weekly in data teams and collaborative planning. Teachers also meet monthly to discuss in vertical teams which in-service training and discussion can occur.

Striving Readers Project Need:

CMS is currently one of three schools in the district receiving a “focus school” designation by the State Department of Education due to performance on the science and social studies portions of the CRCT. Through root cause analysis, the consensus of our Leadership team is that deficits in content area literacy (specifically, background vocabulary, and reading for information skills) are the most influential factors in students’ ability to demonstrate understanding of these standards. Our CRCT results further illustrate these deficits in the gap between student achievement in the reading scores and the science and social studies scores. The evidence is clear that while our students with disabilities are especially vulnerable, ALL of our students would benefit from improved literacy and skill development in oral and written expression. With this in mind, we are committed to ongoing progress monitoring through formative and summative assessments, as well as utilizing the RTI protocols in order to target all students in need. Striving Readers would

**CMS-CCSD
School Narrative**

provide classroom resources, target student interventions, and provide professional learning opportunities to improve literacy instruction across the curriculum.

Building Block 1: Engaged Leadership	
Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school	
<p>What CMS has done:</p> <ul style="list-style-type: none"> • Literacy instruction is an integral component of both our School Improvement Plan and our Focus Learning Plan. Both plans include specific literacy-based instructional strategies. • The School Improvement Leadership Team and Vertical Content Teams review student performance data, including literacy indicators, monthly and charts plans for improvement to address areas of concern. • Administrators, the Instructional Coach, the Special Education Team Leader, and members of the School Improvement Leadership Team participate in state sponsored Webinars and ongoing professional learning on CCGPS and literacy in content areas. • The Administrative Team (Principal, Assistant Principal, Instructional Coach, Special Education Team Leader, Media Specialist) regularly conducts classroom walkthroughs to monitor instruction. Each month, the walkthroughs have a different focus, with literacy being a prime component. • Planning periods are structured so that two days each week, teachers meet collaboratively with their content team to review data and plan collaboratively. Teachers also meet during two different planning periods each week to plan cross curricular and address interventions and strategies for students struggling to succeed within the RTI Tier I framework. • All members of the Administrative team (see above) have attended Category 1 International Baccalaureate, Middle Years 	<p>Plan for planning, implementing, expanding, and sustaining engaged leadership:</p> <ul style="list-style-type: none"> • The School Improvement Leadership Team will support continued growth for faculty by providing opportunities for new staff to receive training in International Baccalaureate, CCGPS, specific literacy strategies (including TIP-C, interactive notebooks, standard's walls as a graphic organizer, and literacy standards in all content areas), Marzano's Nine High Yield Strategies, and other strategies in line with our school improvement plan that support literacy growth for all students. • The school interview team, which includes teachers and other members of the School Improvement Leadership Team (SILT), will give considerable weight to a candidate's literacy background, when making hiring decisions. • Clarke Middle School will add literacy, including digital literacy, to the agenda of the Clarke County School District's Middle School Instructional Council meetings. • The SILT and the Administrative Team will participate in book studies on literacy research and best practices and lead professional development activities with the staff on these topics. • The administrators will continue to provide and expand time, training, and support for staff to participate in job-embedded professional learning using the school instructional coach, district content coaches, peer leaders, peer walkthroughs, and cross content meetings focused on students response to interventions and embedding explicit literacy skills within content classes. • The administrative and School

<p>Programme training along with over 60% of the teaching staff.</p>	<p>Improvement Leadership Team members will provide systematic literacy walkthroughs to monitor us of literacy strategies, student engagement and learning, as well as to ensure consistent use of a variety of effective instructional practices.</p> <ul style="list-style-type: none"> • The Administrative Team will continue to analyze data and collaboratively develop and adjust professional development opportunities for new and existing staff. • The administrators will continue to identify teacher literacy leaders and work with the instructional coach and other sources to receive expansive training. The administrators will work to develop an infrastructure for growing this pool of literacy leaders and providing opportunities to redeliver to all new and existing staff.
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B. Action: Organize a Literacy Leadership Team

<p>What CMS has done:</p> <ul style="list-style-type: none"> • Organized a school Literacy Team including teachers, community members, parents, our professor in residence from UGA, and a teacher from Clarke Central High School, the high school CMS feeds into. • The School Improvement Leadership Team using feedback from the Needs Assessment Survey and student data developed a shared literacy vision for the school and community that is aligned to the state literacy plan outlined in the <i>Why</i> document. • Clarke Middle School implemented a uniform grading protocol for examining student work. • Develop parent and community involvement about school literacy activities through websites, listservs, community meetings, Parent University, blogs, and the development of a Parenting Center focused on college and career readiness. • Communicate with families and the 	<p>Plan for planning, implementing, expanding, and sustaining engaged leadership:</p> <ul style="list-style-type: none"> • Our Literacy Team will meet monthly and communicate regularly with staff and stakeholders about literacy initiatives, student and teacher progress, and needs. The team will ensure the use of research based practices by emphasizing direct and explicit reading instruction, effective writing instruction across the curriculum, the use of extended learning time for targeted literacy instruction, and developing and maintaining student engagement as students progress through school. • The Literacy Team will identify and prioritize a list of students to be targeted for intervention and support. They will also work to develop intervention plans for these identified students based on detailed data analysis. • The Literacy Team will research and model best practices based on the "Why document as follows 1)Utilizing
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<p>community about student achievement through neighborhood meetings, supplemental parent teacher conferences for targeted students, social media sites, and our parenting center.</p> <ul style="list-style-type: none">• Providing release time and job embedded support for all teachers as they transition to the CCGPS in instruction and assessment.• Providing venues and direction for English Language Arts teachers to work to train content teachers with writing strategies and use of a common rubric that is collaboratively scored.• Implementing the TIP-C (Term, Information, Picture, Counter) as a schoolwide vocabulary strategy.• Implementing the Common Core literacy standards in all content areas.• Providing professional learning on deconstructing CCGPS standards for higher order and critical thinking.• Providing support and feedback to teachers who are utilizing Voyager and Successmaker computer-based interventions during ELT, and using and reviewing on going data for placement in interventions.• Implementing with fidelity the additional resources of funding for literacy initiatives to date that include Foundation of Excellence and Title I• The literacy team will continue to work with the School Improvement Leadership Team to ensure that the School Improvement Plan goals, objectives, and actions are reworked and refocused according to ongoing student achievement results.• The Literacy Team and School Improvement Leadership Team continuously analyze formative and summative student assessment results and refine literacy goals based on the CCGPS.	<p>direct, explicit, and meaningful reading instruction as reflected in the seven habits highly effective readers (“Why”, pages 41-43); 2)Expanding the role of writing in all content areas according to CCGPS literacy and best practices (“Why”, pages 44-45); 3)Using extended learning time for reading and writing instruction (“Why”, page 58); 4) Increasing student engagement and self-efficacy as students are monitored for growth and progress in literacy (“Why”, pages 51-52).</p> <ul style="list-style-type: none">• The literacy team will work to ensure that stakeholders understand literacy goals and their individual roles in meeting these goals.• The literacy team will work with our family engagement office to develop a chart that maps community resources for families.• The literacy team will continue to use research and best practices as they provide professional learning and support for staff as they continue to fully implement the literacy standards of the CCGPS.• The Literacy Team will use student achievement data and work with the school Instructional Coach to meet individual teacher needs through follow up assistance and professional learning.• The administrator will re-assign staff as needed to maximize literacy goals.• The Literacy Team and administrator will identify and allocate additional funding sources to support literacy.• Representatives from the school Literacy Team will participate on the District Literacy Team.• The Literacy Team and Administrative Team will work to create incentives for strong teacher leaders as they support literacy goals and objectives with our staff.• The Literacy Team will work to develop a consistent tool for literacy focused walkthroughs to ensure consistency of effective practices.• The Literacy Team will visit other
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	<p>schools that have successfully improved student achievement to gain valuable insights and innovative ideas.</p>
<p>C. Action: Maximize the use of time and personnel through scheduling and collaborative planning</p>	
<p>What CMS has done:</p> <ul style="list-style-type: none"> • All teachers have collaborative planning for 110 minutes daily. This has been structured with at least 1 planning period weekly dedicated to deliberate review and analysis of classroom data and student work in a data team process and at least 1 other content team planning for strategies, interventions, differentiation, and lesson and unit planning. Another planning period each week is dedicated to professional learning, a fourth planning period is a cross content meeting for in depth RTI discussions, data review, and decisions, and another for cross content, horizontal grade level planning. These structured planning periods take place in 4 out of 10 weekly 55 minute planning periods. • A school blog is utilized for teams to post their agendas, actions, and next steps, as well as to ask for support from the Administrative Team. All data is kept in a shared spreadsheet that allows teachers to develop smartgoals, chart progress, and choose strategies specific to the targeted need of specific students. • The Data Team Cycle protocol is used by all staff to continue to determine the impact of instructional efforts to maximize use of planning time. • The Instructional coach works with teacher teams and individuals to schedule, participate in, and support professional dialogues about peer observations across the school in order to identify best practices and innovations within our building. 	<p>Plan for planning, implementing, expanding, and sustaining engaged leadership:</p> <ul style="list-style-type: none"> • The School Improvement Leadership Team will research a variety of scheduling models (across the country) in order to maximize a 2-4 hour block of literacy instruction. • The Literacy Team will identify potential outlets for stories of student and teacher success, in online and traditional media for both popular and professional publications. • The administration and School Improvement Leadership Team will ensure that ongoing modeling, literacy coaching cycles, weekly planning with a literacy consultant, and other job embedded professional development is provided to all content teachers on explicit literacy instruction. • The administration will consider the talents and training of the entire staff before making teaching assignments and in the development of a schedule to support maximized literacy instruction. • The administration and the School Improvement Leadership Team use its analysis of formative assessment data to continue to determine the impact of efforts to maximize the use of instructional and collaborative planning time. • The Literacy Team and the School Improvement Leadership Team will work to identify effective strategies for differentiating instruction, promoting active engagement, and teaching key areas literacy, including writing instruction. • The Instructional Coach will broaden the way the school shares peer

<ul style="list-style-type: none"> • The daily schedule provides for Extended Learning Time for students whose achievement data shows a need for more targeted interventions. • As part of our Focus Learning Plan, a supplemental class focused on literacy within content is offered to our identified focus students during the school day. • All students are scheduled into classes based on a variety of data points and these are reviewed throughout the year. Clarke Middle School does not have any self contained rooms. • The School Improvement Leadership Team works with teacher teams to create expansive data portfolios that showcase content successes and concerns and collaborates to create systematic changes that impact literacy and student achievement. 	<p>observations and exemplary instructional practices with use of classroom videos for self-evaluations, peer observations, and to share literacy expertise within and among schools.</p> <ul style="list-style-type: none"> • Use skype and other media to collaborate vertically from 5th to 10th grade with feeder schools, and horizontally with other middle schools within the district.
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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.

<p>What CMS has done:</p> <ul style="list-style-type: none"> • All staff participate in ongoing professional learning with CCGPS through the school Instructional Coach and District Content Coaches. • Each year the entire staff led by the School Improvement Leadership Team analyzes multiple forms of student, school, and teacher data to develop a list of priorities and objectives for school improvement. This is an iterative process that involves systematic feedback from horizontal and vertical teams throughout the year. • All Language Arts and Math teachers have participated in state sponsored webinars. All content teachers participate in ongoing professional development with the school instructional coach and district content coaches on literacy and the CCGPS. 	<p>Plan for planning, implementing, expanding, and sustaining engaged leadership:</p> <ul style="list-style-type: none"> • The School Improvement Leadership Team will add an instrument, such as the Literacy Instruction Checklist, GA, to its current practices of getting input from all staff about strengths and needs for school improvement goals. • The Literacy Team, headed by the principal, will plan professional learning that focuses on the facilitation of group processes and teaming, and will model these strategies at all school meetings. • The Literacy Team and School Improvement Leadership Team will participate in book studies and discussions on current research in disciplinary literacy within the content areas and facilitate redelivery to the entire staff in small group sessions. • Members of the Literacy Team, Student
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<p>This plan is ongoing with weekly job embedded professional learning in collaborative planning with the school instructional coach and district content coaches.</p> <ul style="list-style-type: none">• The School Improvement Leadership Team and Vertical Content teams work to identify and prioritize a list of students to be targeted for intervention and support. Grade level teams meet weekly with the instructional coach and RTI coordinators to collaborate on interventions and strategies to use across content areas to address students' needs for support.• Collaborative content teams meet weekly in data teams and systematically use Marzano's Nine High Yield Instructional Strategies in response to identified needs of teachers and students.• The Administrators and Instructional Coach work together to develop walkthroughs with a targeted focus, in order to monitor specific aspects of instruction, such as, content literacy, and active student engagement.• The counseling department and family engagement office work to match mentors with all targeted students. Mentors are trained in a variety of strategies by our counseling team and meet with mentees weekly.• Clarke Middle School's Family Engagement Specialist provides parents with resources and support for literacy and life skills and resources through our Parent Resource Center.• Clarke Middle School provides regular updates go out on a school wide listserv, a weekly principal's letter, monthly parent/principal coffee chats, Twitter updates, a media center facebook page, as well, as a google site or teacher website for every class to communicate standards, assignments, lessons, pacing, and assessments to parents and students.• We work with local outreach centers to provide after school tutoring.	<p>Support Team, and School Improvement Leadership Team would work collaboratively during the summer on a comprehensive guide designed to identify all learning supports within the school, district, and community and create a cohesive infrastructure to connect students to the appropriate service providers in the community.</p> <p>The group would work throughout the year with RTI teams to identify and prioritize students and support provided to them and their families.</p> <ul style="list-style-type: none">• Expand our development of a Parent University (in cooperation with one of our feeder elementary schools, David C. Barrow Elementary). This initiative works to have families from both schools work together at the Clarke County School District Career Academy to become more informed on family wellness, literacy, and other concerns brought to the group by families.• The Student Support Team and the Literacy Team would work in concert to develop strategies for tracking the utilization and outcomes of learning supports and building upon the progress of students connected to them.• The Literacy Team will work to keep all efforts within the school focused on literacy development even when faced with competing initiatives.
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<ul style="list-style-type: none"> • Saturday Academy for targeted students to receive targeted supplemental services in math, reading, and writing. • All students in Clarke County School District are provided with access to computer based programs from any device with internet access (Vmathlive, Successmaker, Rezulli Learning). At all school events, conferences, and at neighborhood meetings families are informed and encouraged to have their children participate in these interventions. • All communications from Clarke County School District are bilingual (English and Spanish) and can be translated into any language. All staff has access to a service called Language Line, which provides translator services in any language via telephone. 	
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E. Action: Optimize literacy instruction across all content areas

<p>What CMS has done:</p> <ul style="list-style-type: none"> • Clarke County School District has worked collaboratively with middle school's across the county to develop a walkthrough instrument that documents consistency of effective, research based, instructional practices. This instrument is used regularly by teachers, Administration, instructional coach, district personnel, and other school leaders. • School based and district based content literacy training is ongoing to better transition to the literacy standards in the CCGPS. • Training from ELA teachers to all staff on writing rubrics and exemplars of student writing in the categories of ideas, style, organization, and mechanics, which are the assessment categories on the state writing assessment. 	<p>Plan for planning, implementing, expanding, and sustaining engaged leadership:</p> <ul style="list-style-type: none"> • Subject specific training for all teachers and administrators on explicit literacy (reading comprehension, vocabulary development, and writing) instruction embedded in their content classes. • Training for Literacy Team members on school leadership and shared governance as they work to ensure the shared responsibility of literacy education is truly implemented with fidelity. • Training for all content teachers on collaborative scoring of writing.
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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.	
<p>What CMS has done:</p> <ul style="list-style-type: none"> As part of a Teach to Learn grant through the University of Georgia, teacher residents work in math and science classes, so that master teachers can expand their mentoring of new teachers and help observe, co-teach and model lessons in math and science classes. As a Professional Development School 2 UGA classes each week are taught on site at CMS. The pre-service teachers and the professor in residence work in classrooms with students for 50% of their instructional time. 	<p>Plan for planning, implementing, expanding, and sustaining engaged leadership:</p> <ul style="list-style-type: none"> Literacy training for expanding support for parents at Parent University and at neighborhood workshops. The Literacy Team would work to develop student capacity to “teach” elements from the CCGPS to families at PTA meetings and Literacy nights. Expand our parent volunteers to help students meet their literacy goals.

Building Block 2: Continuity of Instruction	
A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams	
<p>What CMS does now:</p> <ul style="list-style-type: none"> Administrators have developed an awareness of the need to identify gaps, and have shared an expectation of shared responsibility for literacy across the curriculum by including school-wide initiatives such as tracking writing scores and implementing initiatives such as TIP and interactive notebooks Grade level teachers have 55 to 110 minutes per day to physically meet to examine student work/data and engage in collaborative planning to adjust instruction based on formative assessments Grade level teachers are required to 	<p>Plan for planning, implementing, expanding, and sustaining a consistent literacy focus across the curriculum through the use of collaborative teams:</p> <ul style="list-style-type: none"> Teachers will be trained to use protocols to examine student work as it relates to both content and literacy standards School literacy team will study formative student assessment results to assess effectiveness of grade level team actions on student learning School literacy team will research effective strategies for differentiating instruction, promoting engagement, and teaching key areas of literacy

<p>meet three times per week for a total of 165 minutes of disciplinary or cross-disciplinary examination of student work and collaborative planning</p> <ul style="list-style-type: none"> • Content teachers meet vertically once per week for 60 minutes to examine student data and develop action plans for content and literacy instruction • Infrastructure supports shared responsibility for development of literacy across the curriculum through (a) training of content teachers in CCGPS literacy standards, and (b) on-line professional learning for the instructional coach to support the learning of new and continuing teachers for content and literacy instruction • Infrastructure supports shared responsibility for development of literacy across the curriculum through (a) training of content teachers in CCGPS literacy standards, and (b) on-line professional learning for the instructional coach to support the learning of new and continuing teachers 	<p>and writing based on student data and identified needs</p> <ul style="list-style-type: none"> • Teachers will collaborate with other team members (especially literacy leaders) to conduct peer observations and analyze lessons to improve disciplinary instruction • Where possible, literacy teacher leaders will model lessons, organize materials, and practice effective instructional strategies that can be used for professional learning during team and staff meetings • School and teacher websites will showcase evidence of student learning and success through a variety of physical and digital media
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B. Action: Support teachers in providing literacy instruction across the curriculum

<p>What CMS does now:</p> <ul style="list-style-type: none"> • All teachers have received in-person and state-sponsored Webinar training in the CCGPS content literacy standards • Content area teachers meet horizontally and vertically to identify the concepts and skills needed for students to meet expectations in CCGPS • Instruction of academic vocabulary in all subjects is facilitated using a commonly adopted, systematic procedure (TIP) • Administrators, district language coaches, and representatives of Northeast Georgia RESA monitor the use of instructional strategies to improve literacy through formal and informal observations • Teachers and students discuss and deconstruct exemplary samples of student writing to identify and model key 	<p>Plan for providing literacy instruction across the curriculum:</p> <ul style="list-style-type: none"> • School will provide a variety of discipline specific texts (print and digital) related to content areas to support student engagement in embedded reading comprehension strategies • School will implement a plan for daily writing in every class using technology (school or student) when possible • Teachers in all content areas will receive professional learning to provide explicit instruction in narrative, informational, and argumentative writing • Teachers in all content areas will receive professional learning to use a school-wide writing rubric that is
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<p>features</p> <ul style="list-style-type: none"> • Teachers guide students to focus on their own literacy improvement through reading logs and peer editing rubrics • Teachers provide opportunities for students to read varied genres using both print and digital media to improve confidence and understanding • Available funds have been used to move toward a 2:1 computer model for the entire student body, and for students to bring their own technology • Teachers infuse all types of literacy throughout the day through the use of both print, digital, and social media • Teachers provide instruction and formative feedback on student's practice writing and use of the writing process to enhance student confidence and competence • Teachers regularly differentiate media and genre of both reading and writing assignments • Media specialist hosts at least on family literacy night per year to engage parents in activities that demonstrate the importance of literacy proficiency • School implements several literacy celebrations for the entire school each year 	<p>aligned with the CCGPS to set clear and consistent expectations and goals for student performance</p> <ul style="list-style-type: none"> • School will expand opportunities for students to read, write, speak, and listen using physical and online resources and to communicate through print, digital, and social media. • School will integrate a common theme (e.g., United Nations International Days) across subject areas to immerse students in content vocabulary and cross-disciplinary understandings of a given topic. • Schedule studies of research-based strategies from SREB's "Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve," as referenced in "The Why" document. • Teachers in all content areas will meet once per week with language arts teacher and/or literacy specialist to provide literacy blocks of 2-4 hours for all students • Teachers in all content areas will receive in-person or online training on the selection, implementation, and evaluation of literacy strategies (including the use of rubrics) needed to teach text structures, vocabulary, and background knowledge in each subject area • Teachers will receive professional learning to study a variety of strategies for incorporating daily writing in all content areas, especially through the use of technology • Fund a one-to-one technology model that will be a priority as teachers embed technology instruction for literacy in content areas.
<p>C. Action: Collaborate with supporting out-of-school agencies and organizations within the community</p>	
<p>What CMS has done:</p> <ul style="list-style-type: none"> • The Teachers as Advisors program 	<p>Plan for collaboration with support of out-of-school agencies and organizations within the community:</p>

<p>provides every student with a consistent adult, who teaches school skills, social skills, and helps students plan and track and understand their own academic and social progress, increasing self efficacy and leading to greater cognitive and affective engagement.</p> <ul style="list-style-type: none">• Leadership collaborates between the school and outside agencies, such as Adopt-a-Class business partners, Clarke County's Mentor Program, and the Boys and Girls Clubs, local fraternities and sororities, churches, neighborhood community centers.• School partners with numerous local, state, and national organizations to provide academic and social support to students, including (a) Educational Talent Search to serve those who will be the first in their families to attend college; (b) Delta Academy to provide support in the development of oral and written expression skills, (3) Athens Regional Library to provide teachers with additional resources and families with access to computers, reading programs, and materials, (d) Communities in Schools and Sparrow's Nest to provide classroom supplies and after-school tutoring to identified students.• School has established an external mentoring program with the Athens Chamber of Commerce to support the needs of students who request participation in that program.• School has established an internal mentoring program (Check In, Check Out) with Administration and volunteer teachers for any student identified as benefiting from additional support.• School partners with local bookstores and Books for Keeps programs to donate books to CMS and individual students.• School partners with The University of Georgia to provide literacy and extended learning summer programs that extend beyond the classroom (e.g., Summer Reading Clinic, English Language Learner Clinic, Red Clay Writing Project, Duke TIP program)	<ul style="list-style-type: none">• Leadership will survey families to identify needs of adult learners and determine how the school might meet those needs (e.g., internet access at home; GED classes in the evening, etc.)• Develop Professional learning to include culturally responsive practices for educators in order to better serve our families.• School will develop stronger partnerships with local organizations such as Athens Junior League, Rotary Club, 4-H club, Future Farmers of America, Boys and Girls Clubs as well as local businesses to provide better and more varied access to resources and real-life learning experiences that support the need for print and digital literacy skills for education and the workplace.• Develop a plan for regularly and systematically surveying key stakeholders regarding literacy needs and available resources to match available fiscal, technological, and human resources with identified needs and to highlight gaps where they occur.• School will build on in-school (e.g., Keep Your Body Safe month) and community-based (e.g., Athens Boys and Girls Club) services and initiatives that focus proactively on broad issues that may minimize or prevent factors detrimental to student learning.• School will work more closely with out-of-school organizations, business, and institutions of higher learning to develop enhancement and enrichment activities for all participating students.• Teachers and support staff will work with parents and other stakeholders to develop digital (e.g., video lessons) or online (e.g., chat room) supports for homework and project support, test preparation and so on.
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<ul style="list-style-type: none"> • School provides online tutoring and co-curricular opportunities such as Renzulli learning, Successmaker, Voyager Reading, and V-Math. • School has strong relationships with multiple local businesses and service agencies to support students and families in need. • CMS-PTO-local businesses work closely together to ensure that stakeholders engage in critical planning and decision-making activities. • Teachers and families have access to the Language Line for translation services in any language to ensure that families receive culturally and linguistically appropriate communications. • Clarke County School District works with CMS to translate necessary school documents in other languages to assist parents. 	<ul style="list-style-type: none"> • School will work with district grant writers and institutions of higher education to pursue additional funding sources and/or volunteer support (e.g., Reading Clinic interns) for specialized literacy staff and materials • Media specialist and school technology specialist will work collaboratively with key stakeholders to devise strategies to more fully and creatively integrate technology and digital resources (e.g., blogs, Twitter, electronic newsletters) into student and family communication
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<p>Building Block 3: Ongoing Formative and Summative Assessments</p>	
<p>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.</p>	
<ul style="list-style-type: none"> • Grade level content teams meet twice weekly to design common formative assessments, chart and analyze data, plan interventions and lessons, and examine student work to assess and adapt plans. • Grade level teams meet weekly to review student response to classroom interventions across contents and devise and adapt plans to address student needs. 	<ul style="list-style-type: none"> • Provide additional time and professional development for teachers to plan and revise formative literacy assessments. • Provide further training on ways to use data to successfully plan for students that continue to struggle. • Provide further training in successful literacy interventions and efficient ways to design and implement formative assessments for the effectiveness of the interventions • Training on standards based summative assessments
<p>B. Action: Use universal screening and progress monitoring for formative assessment.</p>	

<p>What CMS does now:</p> <ul style="list-style-type: none"> • STEEP MAZE reading comprehension and oral fluency testing given 3 times a year. • Norm Referenced Performance Series Testing for all students at the start of the school year and for identified students again in the spring. • Use quarterly assessments of reading comprehension and writing proficiency. 	<p>Plan for implementing, expanding, and sustaining ongoing formative and summative assessment:</p> <ul style="list-style-type: none"> • Use Scholastic Reading Inventory 4 times a year to identify Lexiles for every student and use reports in instruction.
<p>C. Action: Use diagnostic assessment to analyze problems found in literacy screening.</p>	
<p>What CMS is doing now:</p> <ul style="list-style-type: none"> • Norm Referenced testing is analyzed by the RTI team and the administration when placing students in our daily ELT (Extended Learning Time). Students are placed in interventions accordingly. 	<p>Plan for analyzing problems found in literacy screening:</p> <ul style="list-style-type: none"> • Teachers will use results of diagnostics for student placement in interventions that are appropriate for each student. • Use technology when appropriate to share student progress and data in teams and with stakeholders.
<p>D. Action: Use summative data to make programming decisions as well as to monitor individual student progress.</p>	
<p>What CMS is doing now:</p> <ul style="list-style-type: none"> • The RTI team analyzes benchmarks, CRCT scores and universal screeners to aid their decision for interventions and progress monitoring of individual students. • The scheduling team uses a variety of historical summative data to schedule students into classes designed for their academic success. This data is also used to schedule students into enrichment and support extended learning time classes. • Vertical content teams use data tracking sheets on each student to identify targeted students as well as to monitor content progress across the grade. • Summative data is used to identify student in need of supplemental literacy support during connections, after school, 	<p>Plan for making programmatic decisions:</p> <ul style="list-style-type: none"> • Collaborative teams will give quarterly writing and reading assessments in each content area in order to make effective programming decisions and monitor student progress. • The Literacy Team will analyze data and adjust curricular needs or professional learning to target literacy plan goals.

and for Saturday Academy	
E. Develop a clearly articulated strategy for using data to improve teaching and learning.	
<ul style="list-style-type: none"> • The School Improvement Leadership Team uses CRCT, benchmark and writing test data to plan for professional development. • Content data teams analyze pre and post test data, benchmark data, and quarterly writing assessments to inform instructional and differentiation needs for students. 	<ul style="list-style-type: none"> • Data teams and RTI teams along with members of the Literacy Team and a literacy consultant will plan common reading and writing assessments in each content area to assess to achievement in literacy and to plan lessons with explicit literacy strategies and differentiation.

Building Block 4: Best Practice in Literacy Instruction	
Action: Provide direct, explicit literacy instruction for all students in Reading.	
<p>What CMS has done:</p> <ul style="list-style-type: none"> • All teachers engage in continuous training in CCGPS literacy standards through district and school professional learning • Instructional coaches provide feedback in instructional processes for literacy, unit planning, and in creating assessments. • ESOL teacher provides direct and collaborative instruction for English learners in all content areas • All teacher teams utilize data to inform instructional decisions, tiered intervention processes, and in creating effective assessments in literacy instruction. 	<p>Plan for planning, implementing, expanding, and sustaining literacy instruction:</p> <ul style="list-style-type: none"> • Provide more comprehensive professional learning in using data to inform literacy practices, modeling specific reading strategies in all content areas, and providing effective feedback to students. • Provide professional learning in differentiation and direct vocabulary instruction for all content areas. • Address academic and workplace literacy through CCGPS literacy standards. • Utilize screened data (e.g. Scholastic Reading Inventory) to determine Lexile scores and use these scores as tools for increasing text complexity. • Share and collaborate with all teachers regarding peer-to-peer observations and best practices in literacy instruction. • Provide reading endorsements to teachers and utilize their expertise in

	<p>learning communities.</p> <ul style="list-style-type: none"> • Expand e-book resources and digital libraries in non-fiction and dual language texts. • Utilize technology for research, production, publishing, and communicating writing in all content areas.
<p>B. Action: Ensure that students receive effective writing instruction across the curriculum.</p>	
<ul style="list-style-type: none"> • Teachers have received ongoing professional learning in the collaborative scoring of writing, using effective rubrics and feedback for writing, and in CCGPS literacy strategies for all content areas. • Teachers regularly use student work and writing as data points for targeting areas of concern. • Teachers use Thinking Maps and 4 square organizers in writing. • All teachers utilize writing strategies daily in classrooms. 	<p>Plan for planning, implementing, expanding, and sustaining literacy instruction:</p> <ul style="list-style-type: none"> • Develop and implement a coordinated professional learning plan for writing to include explicit modeling in writing, guided practice, and independent practice. • Vertically and horizontally align and articulate a writing plan consistent with CCGPS expectations. • Provide more intensive interventions when necessary, including tutoring, more conferencing, and more explicit modeling in direct instruction. • Use technology to aid in all writing practices for research, drafting, publishing, and communicating writing in meaningful ways.
<p>C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.</p>	
<p>What CMS has done:</p> <ul style="list-style-type: none"> • Technology and digital literacy projects are widely used by all content areas. • Teachers as Advisors offers ongoing adult mentorship of students for building relationships and increasing student engagement • International Baccalaureate units and strategies are used to promote connection and community with students. • Teachers structure classes to offer 	<p>Plan for planning, implementing, expanding, and sustaining literacy instruction:</p> <ul style="list-style-type: none"> • Promote summer programs, afterschool writing or reading clubs, and literacy nights to increase interest and engagement in literacy initiatives. • Foster more recognition programs in literacy growth and achievement with all students. • Expand literary field trips to University of Georgia, Richard Russell Library, plays, theater productions, and author

<p>opportunities to collaborate with peers and teachers.</p> <ul style="list-style-type: none"> • Instructional practices instate scaffolding in reading, writing, and digital literacies in order to promote confidence and self-efficacy in our students. 	<p>readings.</p> <ul style="list-style-type: none"> • Host author visits and local community member visits to encourage literacy initiatives in coordination with media specialists. • Expand literacy resources with e-books, digital apps, and technology for student engagement.
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<p>Building Block 5: System of Tiered Intervention for All Students</p>	
<p>A. Action: Use information developed from the school-based data teams to inform RTI process</p>	
<p>What CMS does now:</p> <ul style="list-style-type: none"> • The school-based data teams use formative and summative unit assessments, quarterly benchmark assessments, as well as anecdotal notes to determine which students are failing or are at-risk of failing 1 or more content areas. • The Student Support Team then discusses these students in weekly meetings to consider additional factors that may be affecting the students' academic performance. These factors include: attendance, disciplinary referrals, and counseling referrals. • The SST team also retrieves data from 2-3 years ago using the Statewide Longitudinal Data System (SLDS) to analyze students' patterns of failure/struggle. The data pulled from this source includes, but is not limited to: Lexile scores, quarterly benchmark scores, and CRCT scores. • Students failing two or more classes, along with at least one other identified area of concern (excessive 	<ul style="list-style-type: none"> • Develop and implement a more comprehensive protocol and approach in using information to inform RTI process. • Use the GADOE checklist when evaluating personnel utilized in interventions and how students are progressing between tiers. • Members of the Student Support Team will regularly attend Data Team meetings to help ensure that teachers recognize the correlation between Data Teams and the RTI process • The Student Support Team will also work collaboratively with the Data Teams to: <ul style="list-style-type: none"> ○ Identify and implement research based strategies that are proven to help student improve academically. ○ Ensure that all teachers understand how to effectively implement and progress monitor the intervention(s) ○ Ensure that all teachers understand how to identify student work samples that best represent students' understanding of the content as well as the data

<p>absences and/or tardies, disciplinary referrals, counselor referrals, or repeated "Does Not Meet" standards on the Math, ELA, or Reading section of the CRCT) are then referred to RTI Coordinators to begin receiving RTI services.</p> <ul style="list-style-type: none">• Each student that is placed in RTI is assigned a Case Manager. The Case Manager's initial responsibility is to work with his/her team during Data Team and Grade Level meetings to ensure that 1) the team has identified the student's underlying academic concern(s) 2) the team has discussed and identified effective, research based strategies/interventions that can be used to help the student progress academically.• As Data Teams and Grade Levels meet weekly, the Case Managers ensure that teachers bring samples of student work so that reflect the goal(s) created for RTI. The teams also discuss whether intervention(s) are being successful. During Data Team and Grade Level meetings, Case Managers also update the RTI website with students' weekly progress so that all teachers can use these finding to inform future instruction.• Currently Clarke Middle School uses data in the areas listed below to determine if a student is identified as "At Risk." Once Identified based on the criteria, the grade level RTI teams make student referrals. Student Support also evaluates data quarterly to ensure all students are being adequately and appropriately served. CMS's RTI criteria standards for entrance and exit in the RTI process based on data review are as follows:	<p>collection process.</p>
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B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms

<ul style="list-style-type: none"> • Universal screeners are used to target specific groups in need. • Implementation of CCGPS is pervasive throughout all content areas • Differentiation is a focus for students in Tier 1 includes collaborative teaching and flexible grouping 	<ul style="list-style-type: none"> • Use universal screening data more effectively in data teams to place students appropriately when needed. • Focus on professional learning for explicit instruction in literacy goals for Tier 1. • Focus on more effective use of common formative assessments in all classrooms for Tier 1. • Better use of differentiation to address specific standards and elements and for different learning styles.
<p>C. Action: Implement Tier 2 needs-based interventions for targeted students</p>	
<p>What CMS is doing now:</p> <ul style="list-style-type: none"> • Teachers receive ongoing professional development/training about the implementation of the RTI process, research based interventions, progress monitoring, and data collection. • A RTI website was created as a tool that allows teachers to store data in one common place. All teachers have access to the website and student progress should be updated weekly according to the objective(s) for RTI. • The Case Managers work with his/her team to identify 1-2 areas of academic concern for each student; the team identifies research-based intervention(s) that can be used to help the student be academically successful, and finally, the team comes up with a short-term goal for each area of concern. Each goal has to be specific, measurable, quantifiable statements that describe what changes in learning the team hopes will occur as a result of RTI. Additionally, each short-term goal must be able to be achieved within a 4-8 week time period. • The Case Manager meets with the 	<ul style="list-style-type: none"> • Systematic use of universal screeners and Scholastic Reading Inventory reports to identify Tier 2 students and monitor their literacy progress to aid in setting goals and planning targeted strategies, interventions, and instructional models. • Ensure teachers are properly trained in utilizing a variety of literacy interventions across contents. • Purchase intervention software where necessary • Continue to provide professional development that focuses on all aspect of RTI (identification, progress monitoring, data collection, etc.) • Spend more time in classroom modeling the correct execution of interventions • Frequent checks to makes sure that all teams are updating the website regularly

<p>RTI Coordinators to explain the goals that the team has come up with. The RTI Coordinator makes sure that the goal(s) are realistic and helps the Case Manager determine how the intervention can be effectively delivered in the classroom. Also, the Case Manager and RTI Coordinator discuss samples that the teachers must use to monitor student progress. Finally, the RTI Coordinator makes sure that the Case Manager understands how to maneuver the website and the most effective ways to collect the required work samples from all teachers that are necessary to demonstrate student progress.</p> <ul style="list-style-type: none">• Data teams and Grade level teams discuss the progress of students in RTI at least twice a month. If an intervention is not being successful after 4 weeks, the RTI Coordinators meet with the Case Managers to determine a new intervention that teachers should try.• If the student has met short-term goals, and if the student is displaying a rate of progress that would result in meeting the grade level standards within a reasonable amount of time (i.e., are they closing the gap between self and peers), the team meets, along with the RTI Coordinator, to determine what goals should be established to move the student back down to Tier 1.• Students are in ELT's (Extended learning time) classes focused on CCGPS literacy• Use the computer based intervention, SuccessMaker reading and language arts components and utilizing standard and element specific student data to plan targeted instruction for students who are struggling to master core skills and content	
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<ul style="list-style-type: none"> Utilizing flexible grouping within all core classes as well as a variety of co-teaching models for differentiation. 	
<p>D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly.</p>	
<p>What CMS does now:</p> <ul style="list-style-type: none"> The SST met at the beginning of the year to discuss and offer research-based interventions for students who moved up to the Tier 3 in the intervention process. At Data Teams and Grade Level meetings, teachers discuss the progress of students at Tier 3. For students who are not showing progress with the interventions that have been put into place, names are submitted to the SST. These students are discussed during SST meetings and the team comes up with suggestions to help teachers implement the intervention or a new intervention with fidelity Each quarter, the SST analyzes data to determine which students are failing 2 or more classes. If a significant number of students are failing the same classes, data teams (content areas) meet to evaluate their teaching styles, rigor of assignments and assessments, etc. to determine what revisions need to be made to ensure that all students have an equal opportunity to be successful. 	<p>What CMS plans to do to implement and expand:</p> <ul style="list-style-type: none"> Members of the Student Support Team will regularly attend Data Team meetings to help ensure that teachers recognize the correlation between Data Teams and the RTI process The Student Support Team will also work collaboratively with the Data Teams to facilitate meaningful conversations about student data; identify and implement research based strategies that are proven to help student improve academically; Ensure that all teachers understand how to effectively implement and progress monitor the intervention(s); Ensure that all teachers understand how to identify student work samples that best represent students' understanding of the content as well as the data collection process.
<p>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.</p>	
<p>What CMS does now:</p>	<p>Plan for instruction in Tier 4:</p>

<ul style="list-style-type: none">• Gifted staff being trained in Content Core Literacy with NEGARESA with plans for redelivery to staff.• Lead gifted collaborator attended and presented at National Gifted Conference and brought back creativity and critical thinking strategies to re-deliver to collaborators and then core teachers.• Gifted staff attends monthly professional learning sessions on district highlighted topics, which include, underachieving gifted students, identification of diverse populations, student-selected topics, mentoring struggling students, and monitoring identified students on plans of improvement.• Gifted staff participate in data and content meetings to assist in data analysis and identifying appropriate interventions for students and planning extensions for core curriculum.• Gifted staff offer wide variety of competitions to all students, as well as, specifically targeting the talents of specific students.• Extended learning time courses developed specifically for gifted students with emphasis on topics of interest for gifted students fostering talent development, creativity, and critical thinking skills addressing social and emotional needs of gifted students.• Gifted staff being trained in Content Core Literacy with NEGARESA with plans for redelivery to staff.• Lead gifted collaborator attended and presented at National Gifted Conference and brought back creativity and critical thinking strategies to re-deliver to collaborators and then core teachers.• Gifted staff attends monthly	<ul style="list-style-type: none">• Provide additional reading instruction during connection classes• Provide professional learning in utilizing specific intervention strategies by all teachers• Implement a Co-Teaching cycle for special education and general education teams for each content area• Identify and implement specific strategies for assessing students' daily writing prompts to provide continuous feedback• Science and social studies extended learning time classes to offer additional support with these content areas and the weaknesses EXC students have in these content• Plan for variety of extended learning time classes to enhance and enrich curriculum, nurture talent development, infuse creativity and critical-thinking.• Plan professional learning to instruct staff on the infusion of creativity and critical thinking into core courses.• Provide opportunities to students to work in interest areas and in a preferred learning style.• Plan more opportunities for Tier 4 gifted students to connect with appropriate peer groups, competitions, and service learning.• Professional learning to address underachievement in gifted students focusing on the 5C's: control, choice, challenge, complexity, and caring. (Kanevsky & Keighley, 2006)• Link struggling gifted students with mentors.• Gifted staff being trained in Content Core Literacy with NEGARESA with plans for redelivery to staff.
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<p>professional learning sessions on district highlighted topics, which include, underachieving gifted students, identification of diverse populations, student-selected topics, mentoring struggling students, and monitoring identified students on plans of improvement.</p> <ul style="list-style-type: none">• Gifted staff participate in data and content meetings to assist in data analysis and identifying appropriate interventions for students and planning extensions for core curriculum.• Gifted staff offer wide variety of competitions to all students, as well as, specifically targeting the talents of specific students.• Extended learning time courses developed specifically for gifted students with emphasis on topics of interest for gifted students fostering talent development, creativity, and critical thinking skills addressing social and emotional needs of gifted students.• Successmaker and Voyager Math and Reading programs during Extended Learning Time as well as in some of the direct classes. • Implementation of assistive technology with a variety of tools.• Implementation of instructional models: Collaboration, Instructional Support, Direct, Parallel-Teaching, Small Group, Co-Teaching• Initiated data collection professional development for all special education teachers• Implemented Check In Check Out system• Initiated writing prompt homework assignments for EXC students• Data collection and review of formative assessments• Social Skills extended learning time to teach students how to access the CCGPS through student advocacy.• Use of Google Docs to encourage	
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<p>student organization with assignments, writing prompts, and reading assignments-</p> <ul style="list-style-type: none"> • 	
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<p>Building Block 6: Improved Instruction through Professional Learning</p>	
<p>A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom</p>	
<p>What CMS is doing now:</p> <ul style="list-style-type: none"> • All new teachers participate in New Teacher Orientation and mentored by master teachers and instructional coach and participate in ongoing peer observations with instructional coach and teacher teams to provide focus and guide post walkthrough dialogue. 	<ul style="list-style-type: none"> • Ensure all new teachers have a deep and working understanding of CCGPS and literacy plan of school by attending all teacher work days, working with the instructional coach, and attending faculty meeting professional development work sessions • Expand in school professional learning communities for all pre-service teachers placed at Clarke Middle School. • Schedule time for pre-service teachers to plan with and observe in model literacy classrooms.
<p>B. Action: Provide professional learning for in-service personnel.</p>	
<ul style="list-style-type: none"> • In-service personnel participate in all data and collaborative processes to analyze data and monitor student progress. 	<ul style="list-style-type: none"> • Encourage personal professional learning plans for each in-service personnel • Ensure in-service personnel understand the literacy plan and offer support to implement it • Utilize more videotaping of observations to foster coaching and mentoring opportunities

Description of the Needs Assessment Process

a-b

Our school leadership team meets each July to analyze multiple data points of student achievement and assess our schools' priorities and goals for school improvement in the coming year. Each content area team continues analyzing this data by doing root cause analysis work in pre-planning. Our staff continues to work in content teams throughout August to more fully discern our current areas of concern, their root causes, and our needs to address them as we plan our school improvement initiatives and professional learning. Additionally, the School Improvement Leadership Team regularly analyzes on going achievement indicators, such as quarterly writing samples, quarterly benchmark scores, and grades in bimonthly meetings in order to adjust our initiatives and strategies school wide. These findings are shared with all staff, and grade level leaders facilitate discussions in weekly grade level meetings, where all teachers are able to give input back to the School Improvement Leadership Team. Monthly, vertical teams in each content meet to review new student achievement data and walkthrough data to assess school initiatives and have input on adjustments and supports that are needed for improvement.

In order to obtain more detail specifically about teachers' perceptions of literacy, all teachers completed an electronic literacy survey in November 2012 with questions aligned to research based practices from the "Why" document. The School Improvement Leadership Team also evaluated these needs using the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 .

c. Root Cause Analysis

When identifying the root causes from Clarke Middle School's needs assessment, the general areas of concern identified were as follows: 1) increasing reading comprehension and writing proficiency for all students across all contents; 2) students in all RTI tiers receive targeted interventions based on data with explicit instructional focus in reading comprehension, writing, and vocabulary development across all contents; and 3) implementing a literacy based and systematic progress monitoring structure with skilled data analysis and strategies for integrating into instruction in all content areas. These needs align with the DOE's "What" document that emphasizes systematic, explicit instruction, organizing instruction to improve learning, and instructional improvements for literacy achievement.

Direct and explicit reading strategies will be embedded as part of each content area's instructional plan. This reading instruction will include explicit vocabulary instruction, repeated exposure to new words, and sufficient opportunities to use this new vocabulary in a variety of contexts in all content areas. Additional reading and vocabulary development will be taught and embedded in content; it will be combined with non-linguistic representations and multiple uses in varied contexts in all content areas. This includes text-based collaborative teaching and learning, using informational, literary, and diverse texts, and incorporating pre, during, and after-reading comprehension and increased vocabulary development strategies.

All students will receive instruction in comprehensive writing strategies in all content areas. This will include the writing process, writing to learn, writing to demonstrate learning, and authentic writing in all content areas on a weekly basis. All students will also engage in the research writing process in all content areas on a quarterly basis, incorporating both short and extended time frames. Research strategies and skills are paramount to adolescent writing proficiency, and these skills will be taught across content areas. The domain data from the writing assessments will be utilized to address the writing deficits.

Students will be assessed quarterly on reading comprehension and writing proficiency to

determine specific interventions or remediation needed. This will be accomplished through systematic and direct instruction in collaborative and small groups. Listening and speaking components of this goal will be implemented by classroom discussions, student’s performance tasks, and student collaboration. Students will be provided with intensive and varied literacy instruction in all RTI tiers that target these areas of concern. Students will be continually assessed in order to identify needs and concerns for students requiring strategic, intensive, or due process interventions.

Root Causes and Specific Rationales for Determination of the Cause

Root Cause	Rationale
Teachers lack expertise and training in teaching struggling readers and writers.	Few teachers at CMS currently hold reading, writing or digital literacy endorsements
Teachers do not have ongoing professional development, support or coaching in the teaching of reading and writing.	Lack of financial resources has hindered effective, ongoing professional development in the teaching of reading and writing.
Content teachers do not employ a variety of assessment measures for writing and reading proficiency.	Higher-order thinking strategies and writing and literacy assessments are not consistently being utilized in all content areas.
Students lack sufficient background vocabulary and comprehension skills to read and understand non-fiction texts in content areas.	Literacy skills have not been embedded and emphasized in each content area in all grades.
Students lack high interest reading materials on the appropriate reading level as well as access to the Internet and technology at home.	The majority of our students live in poverty and have limited access at home to literacy resources.
Students are not able to self-monitor while reading, which allows them to gauge progress and promotes academic confidence.	All teachers across all content areas are not promoting rigorous engagement with the text, of which self-monitoring is a part.
Few students are proficient in the composition of informative and argumentative texts.	Writing is not a ritual practice across all content areas.

d. Inclusion of all teachers in Needs Assessment

All teachers on staff were included in the Needs Assessment. Clarke Middle stresses each teacher team's input in all decision making processes and teachers continuously provide feedback on The Leadership's team progress and goals.

e. Specific Age, Grade Levels, or Content Areas in which the Concerns Originates

The areas of concern are in all three grades (6-8) and in all content areas. Although some test scores may indicate that the areas of greatest concern are in social studies and science, our other assessments/measures (Lexile, STEEP reading assessments, and scantron NRT) reveal that reading skills are the primary cause for lack of literacy proficiency.

f. Areas of Concern as Related to Research-based Practices

Following the Department of Education's "What" document, the CMS Literacy Team identified three areas of concern: 1) Increasing background vocabulary and reading comprehension in all subject areas for all three grade levels as well as targeting students in all tiers of RTI; 2) Increasing writing proficiency for all students across all subject areas as well as targeting students in all tiers of RTI; and 3) Increasing family engagement with our literacy goals. Direct and explicit instruction of reading comprehension strategies are needed in all content areas' instructional plans. The instruction will include pre, during and post reading comprehension strategies for all subjects in each of the three grade levels. Additional vocabulary instruction will be taught consistently and will be embedded in each content and grade level using a modified Frayer model and graphic organizers. Students will be given explicit instruction in how to use these strategies in every content area. By embedding literacy instruction in all content areas daily, our students will receive two to four hours of reading and

d. Inclusion of all teachers in Needs Assessment

All teachers on staff were included in the Needs Assessment. Clarke Middle stresses each teacher team's input in all decision making processes and teachers continuously provide feedback on The Leadership's team progress and goals.

e. Specific Age, Grade Levels, or Content Areas in which the Concerns Originates

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Needs Assessment, Concerns, and Root Cause Analysis

writing instruction daily. Additionally, research skills and strategies are essential for the development of middle school writers mastering the CCGPS literacy standards so student will be taught these skills in each content area and will demonstrate their progress with quarterly research reports.

Students will be assessed quarterly for reading comprehension and writing proficiency. Students will be assessed more frequently for background vocabulary development. The results of these assessment will be analyzed to address student deficits. Direct and systematic instruction will take place in collaborative and small groups. Students' areas of concern will be targeted and assessed in all of the RTI tiers to prescribe the proper interventions.

To increase the engagement and capacity of CMS families, we will develop a communication and family capacity building plan to help our families know the literacy progress of their child as well as the strategies for improvement for their child's particular literacy need.

Afterschool, Saturday school, and summer literacy programs will be developed to meet the needs of the family.

a. Grade Levels Identified:

Our needs assessment indicates that all grade levels and both genders have similar needs related to literacy support. Based on our analysis of test data, male and female students in each grade need explicit literacy instruction in core content areas.

b. Subgroup Data:

The CMS faculty engages in a rigorous and systematic process of reviewing our performance data each year. Thanks to our district's leadership, we have extensive data which enable us to disaggregate our results and analyze the needs of individual students and subgroups. Core analysis is based on individual teacher review of student benchmark and CRCT data and comparison to school, district, state, and norm-referenced data to develop plans and strategies to deal with identified weaknesses. Collaborative teacher teams use benchmark data to ensure that instruction supports mastery of the CCGPS and improved student performance on the CRCT. CCSD studies between benchmarks and CRCT performance reveal approximately 90% correlation between the two measures. Oversight and data analysis teams (i.e., data, grade-level content, content vertical, leadership, and administrative) also analyze the data (CRCT scores, benchmark scores in all content areas, Writing test scores, domain information from the Statewide Longitudinal Data System (SLDS), grades, walkthrough data, common formative assessments, and other performance data) to identify areas of need in the various subgroups to develop strategies for improvement. The table below provides a broad overview of a major assessment issue at Clarke Middle.

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Subgroup CRCT Data 2012

	SWD Meets/Exceeds	EDS Meets/Exceeds	Black Students Meets/Exceeds	Hispanic Students Meets/Exceeds	White Students Meets/Exceeds
Reading	74%	89%	85%	96%	99%
ELA	62%	85%	83%	93%	97%
Math	69%	81%	78%	84%	97%
Science	41%	60%	58%	71%	93%
Social Studies	47%	62%	58%	76%	97%

As this chart illustrates, achievement gaps exist between our highest performing group (our white subgroup) and our Economically Disadvantaged (ED), Students with Disabilities (SWD), Black, and Hispanic students. Our goal is to develop a systematic method of assessing and addressing our students' literacy needs and evaluating progress in response to appropriate intervention(s). Within this literacy plan, identified Tier II, III, and IV students will receive the frequent, targeted, and individualized literacy support and progress monitoring to ensure that interventions are fostering and sustaining literacy gains.

c. Strengths and Weaknesses Identified:

Based on CRCT results, some of our greatest gaps are in Social Studies and Science, and a root cause of these gaps is the reading ability of our students. Lexile scores, and Scantron NRT reading comprehension percentiles, denoted in the tables below, illustrate the literacy struggles that interfere with students' ability to perform well in content area classes.

Lexile Information from 2012 CRCT

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 Analysis of Student and Teacher Data

Subgroup	Percent of school population	Average Lexile Score
All Students	100%=584 students	993
SWD	14.2%	816
EDS	69.7%	931
Black Students	53.7%	911
Hispanic	11.8%	1008
White	30.1%	1149

Lexile Data for Subgroups by Grade Levels

Students with Disabilities (SWD)

	6th Grade	7th Grade	8th Grade
# of students in subgroup/total # of students	24/182	28/200	31/202
Average Lexile	744	832	846
Average Lexile for students not identified as SWD	983	996	1092

Economically Disadvantaged Students (EDS)

	6th Grade	7th Grade	8th Grade
# of students in subgroup/total # of students	123/182	151/200	133/202
Average Lexile	891	924	970
Average Lexile for students not identified as EDS	1088	1131	1223

Black Students

	6th Grade	7th Grade	8th Grade

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 Analysis of Student and Teacher Data

# of students in subgroup/total # of students	102/182	116/200	96/202
Average Lexile	890	900	941

Hispanic Students

	6th Grade	7th Grade	8th Grade
# of students in subgroup/total # of students	19/182	20/200	30/202
Average Lexile	963	970	1055

White Students

	6th Grade	7th Grade	8th Grade
# of students in subgroup/total # of students	53/182	56/200	67/202
Average Lexile	1084	1133	1212

The gap in Lexile levels between highest and lowest performing students is mirrored in other assessments. After making significant progress 3 years ago, scores on the Georgia Writing Assessment have remained stagnant but also reveal a subgroup gap. Similarly, these gaps are observed in benchmark and common formative assessments. When we review our classroom walkthrough data, observers indicate that too few of our struggling learners are showing engagement with instruction and, too frequently, these students struggle with issues related to absence and behavior management.

d. Teacher Data: CMS staff is currently 48 teachers: 8-10 content teachers on each grade

level who are supported by 2-3 special education teachers per grade. We also have a thriving Connections program with 9 teachers for Art, Music, PE, Ag. Ed, and foreign language.

Supporting teachers include an Instructional Coach, International Baccalaureate coordinator (50%), media specialist, Family Engagement specialist, and two administrators. Although 100% of teachers are highly qualified, a high percentage of our teachers were initially high school certified, and therefore lack the literacy training received by elementary teachers. Our 2011-2012 teacher retention rate is 87% (2010-2011 rate was 84%). Our teachers have an average of 6 or more years at Clarke Middle and 87.5% have advanced degrees.

f. Goals and Objectives based on assessments:

Teachers working individually and in teams use benchmark data and quarterly writing assessments to ensure that instruction supports students' performance on the CRCT and state writing assessment. Data, vertical, grade level, leadership, and administrative teams also analyze multiple sources of data to identify areas of need and develop strategies for improvement. Root cause analysis suggests that students need support at developing their vocabulary, comprehension, and writing skills. Our SILT, working with grade level teachers, developed a plan to address the needs of our subgroups. For special education students, we are implementing a plan that calls for supplemental literacy instruction and daily supervision. To address the achievement gap with some of our minority groups, the school improvement team adopted three strategies for use in all classes (TIP, Interactive Notebooks, and Standards Walls.)

g. Additional Data:

CRCT test scores in Reading and ELA have improved for the past three years, but we have not had positive trends with several subgroups. For example, in 2012 in Reading, in the all student category, 92% of students met or exceeded standards, but in 7th grade, only 76% of black students did. In science, the 72% of all students met or exceeded standards in all grades, but only 57%, 62% and 54% of Black students met or exceeded respectively Social studies is similar, with an average of 74% of all students meeting or exceeding standards, but only 63%, 59%, and 54% of Black students meeting or exceeding standards at each grade level, respectively.

To better understand these performance gaps, students take additional norm reference Scantron tests in the fall and, depending on identified need, again in the spring. These tests show that 54.5% of our students school-wide are below the 50th percentile in reading comprehension. Students also take the STEEP Maze, a universal screener, and identified students follow up with an oral fluency test. A more comprehensive, systematic screener, such as the Scholastic Reading Inventory, would provide us with immediate data on students' literacy needs and performance.

h. Professional Learning Communities:

Every teacher at CMS is part of a professional learning community. These communities are based on the work that needs to be completed, and teachers' professional learning needs are surveyed several times a year in a variety of ways from grade level meeting, post-faculty meeting surveys, and leadership team discussions. CMS faculty recognizes that the area of literacy is strongly needed, especially in the areas of student assessment, implementation and differentiation of strategies, and in progress monitoring.

a-c. Project goals related to needs and objectives and identified goals

Goal Description	Objectives
<p>1. School infrastructure will be redesigned to prioritize and implement focus on literacy instruction</p>	<p>1.1 School-wide implementation of CCGPS literacy for two-four hours of literacy instruction including explicit literacy instruction in content classes.</p> <p>1.2 CCGPS planning facilitated by highly qualified ELA or reading teachers for collaborative planning of literacy lessons in content courses.</p> <p>1.3 All content teachers will participate in professional learning focusing on instructional strategies related to vocabulary development, reading comprehension, and writing skills.</p>
<p>2. Students in Tiers I-IV will receive direct and explicit instruction in reading comprehension, vocabulary development, and writing in all content areas; interventions will be provided as needed.</p>	<p>2.1 All students will receive explicit instruction in narrative, informational, and argumentative writing.</p> <p>2.2 All students will participate in flexible groupings to facilitate guided reading and with in discipline-specific text structures to support student engagement.</p> <p>2.3 All students will receive direct instruction in vocabulary strategies that support the acquisition of content vocabulary and differentiated learning styles.</p> <p>2.4 All students will receive enriched and differentiated literacy instruction through strategic collaborative teaching models and practices.</p>
<p>3. A systematic progress monitoring and data analysis process will be implemented for student literacy progress.</p>	<p>3.1 All students will be assessed quarterly on reading comprehension and writing proficiency, and will receive strategic instruction through Tier I, II, III, and IV interventions.</p> <p>3.2 All student progress will be monitored weekly in the data team process. Students' learning goals will be reviewed, interventions and strategies applied, and progress will be analyzed through collaborative review of student work and assessments.</p> <p>3.3 Students identified in Tiers II, III, and IV will have continual progress monitoring of their interventions by RTI case managers, all content teachers, the student support team, and the IEP team.</p>
<p>4. Intensive interventions for</p>	<p>4.1 Students identified at Tier II and III will receive</p>

identified students in Tiers II-IV.	targeted literacy instruction through research-based interventions and small group instruction. 4.2 Identified students will receive targeted and individualized support in Tier IV to meet literacy goals.
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The CMS Literacy Team will create and implement a literacy plan using the Striving Readers Needs Assessment and the School Improvement Plan's goals and initiatives for the 2013-2014 school year. CMS's Literacy Plan will be implemented by the Literacy Team, the School Improvement Leadership Team, all teachers, support staff, and the District Content Coaches. The Literacy Team will communicate the goals, objectives, and literacy progress with all stakeholders. CMS teachers in all content areas will be trained to incorporate explicit strategies for reading comprehension, vocabulary development, and in writing skills and processes. Extended reading time with student choice from a menu of instructional strategies and standards based foci will increase student engagement. Teaching paragraph construction skills, spelling and sentence construction skills, and the writing process will take place daily across all content areas. Planning weekly with a literacy consultant and ELA teachers will foster integration of literacy in all content areas. A four tiered RTI process will give support to individual student needs through the implementation of CCGPS-based instruction and ongoing formative assessments. Our data team process will be better streamlined with other progress monitoring, such as the Scholastic Reading Inventory to promote a comprehensive data in literacy achievement and progress. To increase our family engagement, we will communicate the progress of their children's growth related to literacy, offer strategies to parents to use for reinforcement, and offer adult literacy courses for our parents.

d. Tiered Instruction for 2-4 Hours

CMS students receive instruction in all content areas five days a week with an Extended Learning Time (ELT) each morning. ELT time provides students with remediation for math and ELA or for enrichment in science and social studies.

Students' schedules contain four 57 minute core content classes daily. Students will receive a minimum of 240 minutes of tiered literacy instruction through these content areas daily.

e. RTI Model Schedule Designed for RTI

CMS' schedule is explicitly designed for RTI. Tier I classes include a content specific general education teacher. Tiers II, III, and IV classes utilize an instructional model based on students' learning needs. These classes are: (a) collaborative with the content teacher and a specialized EXC, ELL teacher, or Gifted collaborator, (b) direct EXC or ESOL class with a small group of students, or (c) Instructional Support with a trained classified teacher working collaboratively with an EXC mentor teacher and content area teacher for student support.

i. Schedule of Tiered Instruction

Periods	6th grade	7th grade	8th grade
1st	Extended Learning Time for targeted support and enrichment	ELT for targeted support and enrichment	ELT for targeted support and enrichment
2nd	-No Core Classes Taught -Instructional Support in Foreign Language for EXC students	Co-taught ESOL ELA Collab ELA Collab Science Direct Math IS Social Studies	Collab ELA Collab SS Direct Math IS – Science
3rd	Co-taught ESOL ELA Collab Math, ELA, SS IS Science and Social Studies	No Core Classes Taught Instructional Support in Foreign Language for EXC students	Collab Math and Science IS – Social Studies Direct ELA
4th	Collab Math and SS IS Science	Collab Math and Science Direct ELA IS Social Studies	No Core Classes Taught Instructional Support in

			Foreign Language for EXC students
5th	Collab ELA and Science IS Social Studies	Collab Math and ELA Direct Science IS Science	No Core Classes Taught Instructional Support in Visual Arts for EXC students
6th	Collab ELA, Math, Science IS Science and SS	No Core Classes Taught Instructional Support in Foreign Language for EXC students	Collab Math and ELA Direct Science IS – Science
7th	No Core Classes Taught Instructional Support in Band for EXC students	Collab ELA and SS Direct Social Studies Instructional Support Social Studies	Collab Math and ELA Direct Social Studies

Tiers	Appropriate Interventions
II	<ul style="list-style-type: none"> -Chunk and differentiate instruction. -Provide varied texts at different reading levels. -Scaffold lessons. -Increase monitoring through formative assessments. -Provide multiple access for the content through technology or software.
III	<ul style="list-style-type: none"> -Utilize instructional specialists and document actions taken. -Implement procedures and rules. -Use extended time when needed. -Use organizers to focus student attention and retention. -Provide opportunity to review previous material covered.
IV	<ul style="list-style-type: none"> -Individualized assessments will be administered. -Observations will be conducted.

	-One-on-one instruction will be provided.
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j. Research-Based Practices as a Guide for Establishing Goals and Objectives

In order to provide students with access to a lifetime of literacy, nine key components need to be in place in schools. These nine elements were identified as the foundation for establishing the goals and objectives for Clarke Middle School. *Standards* provides a framework to establish performance goals at each grade level. *Ongoing Formative and Summative Assessments* informs all instructional decisions made regarding the need for and intensity of interventions. Clarke Middle School's focus on assessment and its role in guiding adapting instruction was a huge factor in determining Goal Three. *A Four-Tiered Instructional Model and Best Practices* in Instruction guide CMS' professional development plan for ensuring literacy success for all of our students. Research in the *Why* document pertaining to literacy education being the shared responsibility of all students and the belief statement in that document that "a learner's literacy ability is the root of ALL academic performance" were driving forces behind our plan for the Striving Reader grant. In addition, six through nine in the "*What*" document address high quality teachers, leadership, transition between grades and students, and strategies for maintaining engagement in literacy. These guided the identification of goals for this grant.

CMS Assessment/Data Analysis Plan

a. Current Assessment Protocol

Clarke Middle School's School Improvement Leadership Team conducts a comprehensive needs assessment during pre-planning in a school improvement workshop. CMS utilizes this data in order to conduct root cause analyses, prioritize, and assess school improvement goals every year. This assessment is the foundation of the School Improvement Plan, a comprehensive plan for ongoing school improvement each year. During the school year, data reports and technical assistance is provided to Clarke Middle School by the district to assist the school in monitoring and implementing the School Improvement Plan. The Annual Performance Report, other data reports, and the district leadership's Impact and Implementation Check also serve as major components in the district and school's quality assurance review.

Each month the School Improvement Leadership Team and school wide vertical content teams review quarterly assessment data, behavior data, attendance data, and student grade data, by grade level, subgroup, targeted students, and teacher. The School Improvement Plan is adjusted and the information is brought back to grade level teams by teacher leaders to develop plans to address concerns.

Current Assessment Protocol	
Quarterly Formative	6 th -8 th grade Writing Assessments; benchmarks in ELA, math, science, and social studies
Universal Screeners	STEEP Maze (3 times/year); Scantron NRT (Fall)
Diagnostic	Voyager Oral Fluency; Scantron NRT (Winter, Spring); on-going assessments in Voyager

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 Assessment/Data Analysis Plan

	and Successmaker intervention programs; ACCESS test for all ELL
Classrooms	Semester and Final Exams in ELA, science, social studies, and math class; regular formative pre and post assessments before and after each unit; summative unit tests, quarterly performance tasks, IB unit assessments
End of Year	CRCT administered in reading, language arts, math, science, and social studies

Diagnostic assessments are routinely administered to measure student growth in the areas of writing, reading comprehension, reading fluency, math computation, and math fluency through STEEP MAZE and *Voyager* assessments. Each assessment provides baseline data for teachers to utilize.

The Clarke County School district and CMS teachers and support staff conduct routine walkthroughs to collect data and monitor the implementation of fifteen key indicators of standards-based classrooms. This data, along with data from focused walkthroughs and instructional coaching, serves as an ongoing part of CMS' assessment and data analysis plan.

CMS' data teams comprise of 12 content based teams (ELA, math, social studies, and science at each grade level). These teams meet twice a week to review pre and post test data, identify instructional adjustments needed for mastery of standards, and review Benchmark data for trends or instructional themes. These teams also collaboratively plan unit and daily lessons, thus contributing to CMS' cohesive approach to curriculum, instruction, and assessment. After Benchmark testing, the teams engage in a protocol developed by the Clarke County School

District in order to measure growth and areas of concern. Subgroup data is especially important, as interventions are targeted for effectiveness or needs.

b-g. Comparison of current protocol with SRCL; How assessments will be implemented; professional learning needs for assessments; how data will be presented to stakeholders; how data will be used to develop instructional strategies.

The SRCL assessment plan will bring in the use of the Scholastic Reading Inventory and will replace our current use of the STEEP MAZE and Oral Fluency. Teachers will need to be trained not just on the use and administration of the assessment, but on how to interpret data and most importantly, how to incorporate that data into planning and instruction in all content classes. This progress monitoring tool and the on-going professional development for it will better enable our school to consolidate numerous sources of data and analysis into one cohesive look at each student and our school, thus allowing us to better incorporate our analysis into instruction and then to monitor the effectiveness of that instruction through student progress. Through our Literacy Team and School Council, which includes several community members and parents, we will communicate our progress on each of our goals each month. PTA meetings, neighborhood meetings, and monthly principal coffee meetings will all provide feedback on our literacy developments and progress. We will also continue to communicate with parents via the array of print and electronic means we currently use (blogs, teacher sites, twitter, list serves, weekly and quarterly newsletters, etc.).

h. Who will perform assessments:

At the beginning of each school year, at the semester end, and after the majority of yearly content is taught students will be assessed using the SRI tool. The Assistant Principal, who is our testing coordinator with the aid of the Instructional Coach and the Special Education

Team Leader will coordinate the administration of the assessment. All teachers will participate, as needed with their classes. The Instructional Coach and teacher leaders from the Literacy Team, as well as the Instructional Technology Specialist will coordinate data analysis after each administration with all staff members and help incorporate its finding into a variety of instruction practices. The Literacy Team and SILT will ensure that all teachers are comfortable using the data and planning collaboratively with it for instruction.

a-g. Resources, Strategies, and Materials (Existing and Proposed) including Technology to Support the Literacy

<p>a. Proposed resources needed to implement literacy plan including student engagement</p>	<p>Multicultural, varied format texts including audio books, periodicals, eBooks, transliterate texts, high interest texts, devices that allow students immediate access to texts for content area, leisure and guided reading.</p> <p>Internet connected devices for students to use to create, collaborate and receive feedback on texts they compose</p> <p>Vocabulary reinforcement materials</p> <p>Professional materials</p> <p>Content-based instructional intervention materials</p> <p>Leveled fiction and nonfiction books</p> <p>Content-based instructional intervention materials</p>
<p>b. A list of existing activities that support literacy intervention programs</p>	<ul style="list-style-type: none"> -Parent led book clubs -Family engagement programs including family literacy night, neighborhood meetings on literacy -Free books for families from Books-for-Keeps distributed to all students and given out at community centers -Research Based Intervention Programs -Reading tutors -Reading Celebrations -Community reading goal for families, faculty and students -Extended learning time for math and literacy support and enrichment classes -ELL targeted extended learning time class using 1:1 netbooks to engaged in transliterate learning -Saturday school
<p>b. A list of proposed activities that support literacy intervention program</p>	<ul style="list-style-type: none"> -Parent university on literacy -Targeted student/teacher book clubs for identified student in tiers 2-4 -Broader scope for Saturday Academy -Additional tutors -Guided reading groups -Computer based interventions for tier 2 and 3 interventions -Computer based differentiated activities targeted for identified

	<p>students</p> <ul style="list-style-type: none"> -Universal screening, targeting groups in need of specific instructional and/or Behavioral support -Differentiating instruction including flexible grouping; multiple means of learning; and demonstration of learning, computer-based technologies -Progress monitoring of learning through multiple formative assessments, SRI, and positive behavior supports. -Raising student engagement and lexile levels, with varied texts supported by new print materials, e-readers, and mobile devices with greater ability to use video and editing software
<p>c. A list of shared resources available at each building</p>	<p>300 netbooks, 10 classroom sets of novels, smartboards in each class, 10 BW printers, 4 copiers, poster maker, 1 color printer, 12 document cameras, 2 mobile laptop labs w/a total of 56 devices.</p>
<p>d. A description of school library as equipped</p>	<p>The CMS media center is a central space and place within our building where our school community finds resources, collaboration and support of all types of literacy. Our media center is equipped with the 28 netbooks and 8 iPads, Two Smart Boards with projectors, several comfortable seating areas for leisure reading, video recording and editing equipment as well as flexible space for students to work at tables. We have provide access to 10,615 high quality texts and materials including multi-cultural resources, fiction and non-fiction, varied text format such as 30 eBooks, digital resources and pathfinders using databases such as those within Galileo, a robust, up-to-date professional collection, consistent collaboration with teachers, staff, students and community members, to integrate the CCGPS, NETS and the AASL information literacy and digital literacy skills, the media center supports, guides, and unifies our school in literacy education.</p>
<p>e. A list of activities that support classroom practices</p>	<ul style="list-style-type: none"> -Teachers will use data to help guide instructional strategies from CCGPS through the use of instructional materials based on research-based strategies, targeted scaffolding for struggling readers through small groups and individualized instruction. -Weekly cross-content planning for literacy with ELA teachers and Literacy Consultant.
<p>f. A list of additional strategies needed to support student success</p>	<p>Explicit teaching of CCGPS literacy standards in all content areas</p> <p>Vocabulary strategies</p> <p>Guided reading</p> <p>2-4 hour block of daily literacy instruction</p> <p>Implementing</p> <p>Parent University on Literacies</p> <p>digital learning environment for each classroom</p> <p>Blogging</p> <p>Using Skype and recorded video lesson for students who may not be in class</p> <p>Using the flipped classroom model for students to preview and</p>

	acquire background knowledge before reading
g. A general list of current classroom resources for each classroom in the school	Smart Boards and mounted projectors for all classrooms, laptops for all certified staff each content area has at least a class set of textbooks relevant to the curriculum.

h. Clear Alignment Plan for Striving Readers and All Other Funding

	Striving Readers Funding	Other Funding Sources
Professional Learning	Professional Learning for teachers of all content areas; Reading endorsement for teachers implementing interventions, Professional learning on SRI implementing and analyzing to incorporate in instruction	Title I, Local Funds
Print Literacy Materials	A variety of professional books on teaching literacy in content, teaching to students in poverty, variety of print materials for students, consumables for literacy practice	Title 1, Local Funds
Tiers 1-4 Literacy Materials	Universal screeners/progress monitoring (SRI); classroom reading materials; devices for access to etexts and audio texts, devices for video, podcasting, editing	Title 1, Local Funds
Tiers 2-4 Literacy Materials	leveled readers; supplemental intervention materials; high interested text to promote engagement in targeted students; devices for access to etexts and audio texts, assistive technology, language learning software and high-low materials for ELL students	Title 1, Local Funds
Formative and Summative Assessments	Additional assessments; STEEP maze, fluency screener, Scholastic -SRI, Scantron NRT	Title I, Local Funds
Instructional Technology	mobile computing devices, ereaders, netbooks	SPLOST
Parent and Family Communication	Striving Readers updates to parent via website, texting to parents, school newsletter via print and email, parent university on literacies	Title 1, Local Funds

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

Clarke Middle School will use Internet connected devices such as netbooks and tablets in order to allow each student to have access to a device in order to support Goals 1-4 by using these devices for various literacy activities including computer based Tiers 1 and 2 interventions, inquiry based learning where students engagement will be increased by relevant project based learning, students will be taught information and digital literacy skills such as finding reliable texts and evaluating the validity of the information in those texts. Students will use the CCSD Google Apps for Education accounts to compose texts in a digital environment where they will be able to collaboratively edit and create from home and school with their peers, teachers, or even experts beyond the school world. Students will have instant access to the classroom digital learning environment as well as eBooks and transliterate texts on topics related to all subject areas.

a-c and f Professional Learning Activities Attended in the Past Year and Ongoing

Professional Learning Staff attended in the past year	Ongoing Professional Learning Plan for 2013 and forward	Percentage of Staff Attending Professional Learning and Redelivery	Re-Delivery of Professional Learning	Professional Learning to Support Goals and Objectives in Striving Readers Grant
Check in , Check Out System Training	Check in , Check Out System Training- EXC Team Leader/NEGA Resa	50% of staff	Job embedded Professional Learning-workshop and collaboration	Goal 4
Data Collection Techniques	Data Collection Techniques	100% of EXC staff	Job embedded Professional Learning-workshop and collaboration	Goal 3 and 4
Online IEP system		100% of EXC staff	Job embedded Professional Learning-workshop and collaboration	Goal 4
Creating Short-term Action Plans	Creating Short-term Action Plans	100% of EXC staff	Job embedded Professional Learning-workshop and collaboration	Goals 3 and 4
Accessing , reading, and understanding IEPs/BIPs	Accessing , reading, and understanding IEPs/BIPs-District EXC and Team Leader	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goal 4

Professional Learning Strategies Identified on the Basis of Documented Need

Guided Peer Observations	Guided Peer Observations-Instructional Coach	100% of Teachers and Administration	Job embedded Professional Learning-workshop and collaboration	Goal 3
International Baccalaureate (IB) Assessment in the MYP	International Baccalaureate (IB) in the MYP Assessments	100% of Teachers, Instructional Coach & Administrators	Job embedded Professional learning – workshop and collaboration	Goal 3
IB Summer Institute Training	IB Summer Institute Training	60% of Teachers and IB Collaborator	Summer Workshop for Category 1&2 Training in content areas	Goal 1
IB MYP Design Cycle/Unit Writing	IB MYP Design Cycle/Unit Writing	100% of Teachers	Job embedded Professional learning – workshop and collaboration	Goals 2-4
Co-Teaching Training with NE Georgia Resa	Co-Teaching Training with NE Georgia Resa	100% of teachers	Job embedded Professional learning – workshop and collaboration	Goal 1, 4
Differentiation	Differentiation/Critical Thinking/flexible grouping/scaffolding	100% of teachers	Job embedded Professional Learning-workshop and collaboration	Goals 1,2, 4
Suzy Pepper Vocabulary	Standards' Wall training and	100% of teachers	Job embedded	Goals 1-3

Professional Learning Strategies Identified on the Basis of Documented Need

Strategies and Standards Wall	Modeling/TIP-C (modified Frayer model).		Professional Learning-workshop and collaboration	
The Power of One: Personalized Learning with 1:1 Devices	Ongoing Redelivery of instructing with 1:1 devices, paperless classrooms with Instructional Technology specialist, Media Specialist, Instructional Coach	20% of staff and media specialist/on-going 100% teachers	Job embedded Professional Learning-workshop and collaboration	Goals 1-4
School Improvement Leadership Team Workshop	School Improvement Planning, Revising	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 1-4
Mindset Training	Mind set de-escalation	50% of staff	Job embedded Professional Learning-workshop and collaboration	Goal 4
RTI	RTI data collection, interventions, processes	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 3 and 4
Teacher-Coach Professional Development	Teacher-Coach Professional Development	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 1-4
Common Formative	Common Formative Assessments	100% of staff	Job embedded	Goal 3, 4

Professional Learning Strategies Identified on the Basis of Documented Need

Assessments			Professional Learning-workshop and collaboration	
CCGPS Common Core Standards and Unit Planning	Common Core	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 1-2
Gifted Professional Development: Creativity, Differentiation, Strategies and Interventions	Gifted Professional Development: Creativity, Differentiation, Strategies and Interventions	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 2, 4
	Data Team Training	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 2-4
Data Team Leaders Training	Data Team Leaders Training	100% of teachers	Job embedded Professional Learning-workshop and collaboration	Goals 2-4
Language Acquisition through Motor Planning	Language Acquisition through Motor Planning	100% of LID staff	Job embedded Professional Learning-workshop and collaboration	Goals 3-4
Successmaker Program		100% of Math, ELA and EXC teachers	Job embedded Professional Learning-workshop	Goals 3-4

Professional Learning Strategies Identified on the Basis of Documented Need

			and collaboration	
Assistive Technology Team Building	Assistive Technology Team Building	100% of EXC teachers	Job embedded Professional Learning-workshop and collaboration	Goal 4
District ELL training	District ELL training	100% of ELL teachers	Job embedded Professional Learning-workshop and collaboration	Goal 2, 4
Benchmark Review Committee	Benchmark Review Committee	25% of staff	Job embedded Professional Learning-workshop and collaboration	Goal 3
Georgia Future Problem Solving	Georgia Future Problem Solving	10% of staff	Job embedded Professional Learning-workshop and collaboration	Goal 2
Literacy Collaborative for science and social studies	Literacy Collaborative for science and social studies	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 1-2
Google Apps for Education Southern Summit	On-going redelivery of Google Apps for Educ	100% of staff	Job embedded Professional Learning-workshop and collaboration	Goals 1-4
Content Specific	Content Specific	100 % of staff	Job	Goals 1-2

Professional Learning Strategies Identified on the Basis of Documented Need

Literacy Training for CCGPS	Literacy Training for CCGPS		embedded Professional Learning-workshop and collaboration	
American Association of School Librarians Fall Forum on Transliteracy	Redelivery American Association of School Librarians Fall Forum on Transliteracy	100% of ELA teachers	Job embedded Professional Learning-workshop and collaboration	Goals 1-2
Middle School Instructional Council		15% of staff	Job embedded Professional Learning-workshop and collaboration	
<i>Voyager</i>	<i>Voyager</i>	100% of math, ela teachers, EXC teachers	Job embedded Professional Learning-workshop and collaboration	Goals 2-4
	Training in SRI implementation and data analysis	100% teachers	Literacy Team, collaboration	Goal 3
	In depth explicit content literacy training and modeling with Literacy Consultant	100% of teachers	In collaborative planning, modeling in classrooms, videoing and sharing on school blog and google site, peer observation	Goals 1, 2, 4
	Professional development on	100% of teachers	In collaborative	Goals 1-4

Professional Learning Strategies Identified on the Basis of Documented Need

	differentiation using technology for lexile levels within heterogeneous content classes		planning, modeling in classrooms, videoing and sharing on school blog and google site, peer observation	
	Reading endorsements	20% of teachers	Collaborative planning, Literacy Team to grade levels and whole faculty	Goals 1, 2, 4
	Reading and Writing workshops	30% of teachers	Faculty Meetings, professional learning days	Goals 1, 2

d. Professional Learning Needs Identified In The Needs Assessment

The Needs Assessment revealed that the faculty needs professional learning in the following areas: reading and vocabulary strategies, writing strategies, content area literacy training, differentiation, creativity, critical thinking, student engagement, collaborative teaching models and practices, text complexity and the selection and use of rich and varied discipline specific texts including digital texts, information and digital literacy, and the RTI process. This could be accomplished through reading endorsements, workshops, and job-embedded professional learning. Specific interventions purchased or currently used will necessitate the need for additional professional learning. The use of netbooks, tablets, and e-readers will need the support of our educational technology consultants, media specialist, and instructional coach. Additionally, professional learning for communicating our literacy goals and increasing parent involvement will be needed.

e. Process to Determine if Professional Development Was Adequate and Effective

Quarterly assessments will be administered to measure reading comprehension and writing proficiency. The data teams and Literacy Team will analyze the data and communicate the need to the RTI Committee. Strategic planning will be done in data teams and the RTI Committee to give the proper support to individual students. Evidence and artifacts will include agendas, sign-in sheets, classroom observation data, data team minutes, student work, purchase orders, writing portfolios, and conference schedules along with certificates of attendance. Monthly meetings with Literacy Team will include a focus on professional development, reading endorsements, and use of technology to support literacy in all classrooms.

g. Method of Measuring Effectiveness Of Professional Learning

CMS will measure the effectiveness of professional learning through administrative, district, and peer walk-throughs, literacy team walk-throughs, walk-through feedback and evaluations, and collaborative lesson planning and unit-planning feedback and evaluations. Effectiveness will also be measured through a variety of student achievement data collected through the data team process.

a. Clarke County School District has shown clear support for literacy initiatives. Quarterly writing assessments and benchmarks will continue as well as Scantron NRT and our Universal Screeners. We will continue to utilize the diagnostic assessments in Voyager and Successmaker interventions. Because the Scholastic Reading Inventory (SRI) progress monitoring program would initially fund issues lifetime site licenses, we would be able to using it beyond the grant period. Grant funds will be used to offset the cost of the required literacy assessments for the 5-year grant period. At the conclusion of the grant, several funding sources, including Title I funds and local/district funds will be explored as possible ways to continue funding the assessments for year 6 and beyond.

b. Clarke Middle School works with a variety of local businesses, and they have supported the school with supplies for classrooms and events and are represented on our school council. We would work to continue and expand these partnerships as well as develop new ones through our Family Engagement office. We have a full time family engagement specialist that works with the Athens' Housing Authority, as well as community leaders. We work in partnership with the local Whatever It Takes office, planning events together, promoting Community in Schools capacity building, and leveraging community support from agencies and businesses. Clarke Middle School is also a Professional Development School and we work to leverage this partnership with the University of Georgia to enable our school to provide more learning supports for students.

We will continue to build our partnerships with local businesses, such as Jittery Joe's Coffee and Schlotsky's Deli, to assist with funding of field trips, student, and teacher supplies.

In addition, our school has a strong PTA and Local School Council, and our Literacy Team will work with both of these organizations to identify and serve additional funding needed to sustain

CMS-CCSD
Sustainability Plan

assessment protocols, academic interventions, technology updates, and other literacy resources to support our students and their families.

c.-g. Sustainability Plan to Extend Lessons Learned, New Hires, Maintaining Technology and Print Materials, Professional Learning

The Literacy Team will work closely with the School Improvement Leadership Team (SILT) and our literacy plan will become the major focus of our professional development. Teacher leaders in content areas and the instructional coaches will carry out the professional development after the funding period. New teachers to the school and district will receive additional professional development from district content coaches and school based instructional coaches, instructional technology specialists, media specialist, as well as teacher leaders to make sure they are current and there are no gaps in their professional development.

We will use either district or Title I funds to continue to replace print material beyond year five of this grant. As a GADOE Model Technology School District, our superintendent and school board are committed to providing current technology for our students as is evident in this year's purchase of 300 netbooks and 53 student laptops for each middle school, and new teacher laptops for all teachers. If approved by local voters, we request to use SPLOST-6 technology funds to replace and refresh any technology purchased with grant funds.

CMS-CCSD
Budget Summary

When developing a fiscal plan for accomplishing our literacy goals with SRCL funding, we considered professional development, progress monitoring, student resources and services, and technology that supports literacy working toward all four of our goals and the objectives within each.

We estimated percentages of a total of \$437,500 based on our current enrollment at \$700 per student. The following breakdown is our estimation of costs to accomplish our goals:

Professional Development -Vital to all Goals -30-35% of our projected costs
-Workshops/trainings (including travel) -Print Materials -Release Time -Stipends for off time work -Substitutes -Consultants/trainers -Coaching Materials -Endorsements

Student/Family Resources -Vital to all Goals -20-25% of our projected costs
-Print and e-texts -Consumables -Journals, writing instruments, other supplies -Field Trips -After School literacy activities -Summer reading programs -Literacy aids for school work in neighborhoods -Literacy aids for family literacy support

Progress Monitoring -Vital to Goal 3 -15-20% of projected costs
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CMS-CCSD
Budget Summary

- Scholastic Reading Inventory school wide licenses and kits
- Materials for student portfolios

- Technology resources
- Vital to all Goals this represents
 - 20-25% of projected costs
-
- 300 netbooks to support literacy at a 1:1 ratio
 - 30 mobile tablets (such as ipads)
 - 30 eReaders
 - Educational Apps for mobile tablets