

School Profile

Created Friday, November 15, 2013

Page 1

School Information

School Information District Name:	Thomaston-Upson School System
School Information School or Center Name:	Upson-Lee Middle School

Level of School

Middle (6-8)

Principal

Principal Name:	Rhonda Gulley
Principal Position:	Principal
Principal Phone:	706-647-6256
Principal Email:	deubanks@upson.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	David Eubanks
School contact information Position:	Instructional Coach
School contact information Phone:	706-647-6256
School contact information Email:	deubanks@upson.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

79

FTE Enrollment

1044

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: Kathy Matthews

Position/Title of Fiscal Agent's Contact Person: Director of Finance

Address: 205 Civic Center Drive

City: Thomaston Zip: 30286

Telephone: (706) 647-9319 Fax: (706) 646-4865

E-mail: kmatthews@upson.k12.ga.us

Marguerite V. Shook
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Marguerite V. Shook
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/10/13
Date (required)

Preliminary Application Requirements

Created Friday, November 15, 2013

Page 1

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

SRCL General Information Packet-Cohort 3

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 3

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Tuesday, December 10, 2013

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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.

- 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.

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)

Kathy Matthews/Director of Finance

Typed Name of Fiscal Agency Head and Position Title

12/10/13

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Marguerite V. Shook, Superintendent

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

12/10/13

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)

Thomaston-Upson School System

District Narrative

Brief History

Thomaston City and Upson County School Systems were consolidated into a single school district in 1990 by community vote. The new district, Thomaston-Upson School System, opened during the 1992-1993 school year. The system now serves 4,347 students and consists of one pre-kindergarten center, and schools at grades K-3, 4-5, 6-8, and 9-12. Our system's size allows us to maintain a friendly, safe environment while offering an array of resources and opportunities to support teaching and learning.

System Demographics

We have a diverse student population as shown in the table below. Nearly 70% of our students participate in the federal free and reduced meals programs. All schools operate a School-wide Title I Program. Approximately 69% of our students receive compensatory services across grades K-12. The district employs 383 certified and 255 classified staff.

Student & Program Demographics	Percentage
White	59%
Black	35%
Hispanic	2%
Multi-Racial	4%
Asian-Pacific Islander	<1%
Am. Indian/Alaskan	<1%
Economically-Disadvantaged	68%
Early Intervention Program	18%
English Learners	<1%
Students with Disabilities	13%
Gifted	6%
CTAE	76%
Remedial Education	31%

Current Priorities-

Our current, system-wide priorities include:

- **Implementation of CCGPS** –All teachers and staff are expected to implement Common Core Georgia Performance Standards in Reading, ELA, Math, Science and Social Studies. Teaching teams collaborate in designing units and lesson plans around CCGPS and receive professional learning through district and RESA offerings.
- **Differentiation of Instruction** –Professional learning is on-going to ensure that teachers and staff master the principles of differentiation of instruction.

Thomaston-Upson School System

- **RTI revamp** –To provide stronger tiered interventions across all schools, the district has created an RTI Committee to lead the revamp of our pyramid of interventions and RTI process.
- **BYOT** –Students are encouraged to bring their own personal technology to school for use during selected segments of instruction. The Bring Your Own Technology initiative engages students in learning through use of technology.
- **Community Engagement** – The district office is assisting schools in involving the community, business, and parents by promoting the agenda of the Upson Education Alliance. The new Fine Arts Center is being used for public presentations of student work.

Strategic Planning

The district has a five-year strategic plan that was developed with all stakeholders' input. Our plan is undergirded by the vision and mission statements shown below.

Our Vision: *Thomaston-Upson Schools will be a model system of effective teaching and learning in preparing students who are personally, academically, and socially successful both in school and in life.*

Our Mission is *Excellence in education...every individual, every day.*

Our 2013-2014 district-wide school improvement goals include:

- Goal Area I: Increasing Achievement;
- Goal Area II: Promoting Stakeholder Involvement; and
- Goal Area III: Creating Organizational Effectiveness

Each school develops a Continuous Improvement Plan (CIP) that links its initiatives to the district's three goal areas. During annual planning retreats with Central Office staff and invited stakeholders, including parents, school teams review and update their CIPs. The district's CIP is updated to reflect changes included in schools' CIPs. Additionally, schools incorporate strategies and interventions identified in their Title I Schoolwide Plans.

Current Management Structure

The district is governed by a seven member Board of Education that employs a Superintendent to lead and manage the education of its student. The Superintendent has assembled a Central Office Team that assists in managing educational programs, personnel, services, and practices. The Central Office Leadership Team consists of a Deputy Superintendent and Directors of Curriculum, Federal Programs, Pre-K, and Special Education. The District Leadership Team, all Principals, and Instructional Coaches form the Curriculum Advisory Board and meets monthly.

Past Instructional Initiatives

Thomaston-Upson School System

In the past, the district initiated the following programs to support instruction. All continue to be place.

- Cultural Diversity Training
- Differentiation
- Thinking Maps
- Student Longitudinal Data System.
- Love and Logic -discipline program.
- Data Director –System wide data warehouse; schools use it to access data and to scan benchmark data in order to create a student profile. Due to funding limitations, this data system will be dropped at the end of the 2013-1014 school year.
- Use of Technology to Support Instruction and Data Analysis-Most classrooms are equipped with Promethean ACTIVboard Collaborative Classroom systems that need updating.

Literacy Curriculum and Assessments Used District-wide

The table below highlights the major literacy curricula and assessments that are used in each grade level. The CCGPS framework is used in grades 1-12.

Thomaston-Upson’s District-wide Literacy Curriculums and Assessments Used

School/Center	Literacy Curriculum	Literacy Assessments
Pre-K Center	-High Scope -Georgia Early Learning and Development Standards	-Work Sampling System
ULSE (K-3)	-Guided Reading Leveled Instruction with Fountas & Pinnell and Scott Foresman leveled readers) -Fountas & Pinnell Phonics and Word Study Program -CCGPS State Frameworks and supporting literature -Scott Foresman Basal Reading Program -Lexia Software (for EIP students) -Wilson Reading System (Resource Students with	-Star Early Literacy -Star Reading -AR Test -GKIDS -CRCT (Reading & ELA) -CRCT-M -3 rd Grade Writing Test -ACCESS

Thomaston-Upson School System

School/Center	Literacy Curriculum	Literacy Assessments
	Disabilities) -Wilson Foundations (Students with Disabilities in Co-teach Classrooms)	-Lexia -GAA -OAS
ULNE (4-5)	-Open Court Reading Series -Lexia Software (for EIP students) -Wilson Reading System (Resource Students with Disabilities) -Wilson Foundations (Students with Disabilities in Co-teach Classrooms)	-Star Reading -AR Test -CRCT (Reading & ELA) -CRCT-M -5 th Grade Writing Test -ACCESS -Lexia -GAA -OAS
ULMS	-Holt Mifflin (supplement for literary works) -CCGPS -Classworks -System 44 and READ 180	-CRCT (Reading & ELA) -CRCT-M -Read 180 (struggling readers) -8 th Grade Writing Test -ACCESS -COACH workbooks for CRCT-like questions -GAA -OAS

Thomaston-Upson School System

School/Center	Literacy Curriculum	Literacy Assessments
ULHS	-Novels as a supplement along with CCGPS -Read 180	-EOCTs (Ninth Grade Literature and American Literature) -Read 180 (SWD & struggling readers) -ACCESS -GHSWT -End of Pathway Assessments (CTAE)

Need for Striving Reader Project

As of 2003, 20% of adults in Upson County are illiterate. Over 70% of our students are from impoverished backgrounds. In spite of our teachers' best efforts, we have increasingly more students who are not able to read by the end of third grade, thus carrying gaps into subsequent grades where the demands for reading are even higher.

In today's economy, an employee's independent knowledge and abilities will define them as necessary or expendable. "People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion (The Why, p. 28)." Effective literacy instruction does not simply take place in a single classroom for a portion of the day. Instead, literacy instruction should be implemented and reinforced throughout all classes daily. It is important to make good reading skills a habit rather than a lesson (The Why, p. 32).

The district-wide literacy needs assessment conducted in conjunction with this grant application reveals that, while there is much to applaud in the literacy instruction underway in the system, there is far more that can be done. Teachers at every level, across all subjects, need extensive professional learning on how to provide evidence-based literacy instruction that is engaging and motivating for 21st century learners. There is also a need to better align literacy expectations, goals, and practices within schools and across schools to more effectively prevent and close literacy gaps. There is a glaring need to institute more appropriate tiered literacy instruction and revamp our RTI process system-wide. Our teachers are willing to take literacy to a gold standard level. The SRCL grant will assist our district in implementing a unified literacy plan, that incorporates evidence based practices and resources in every classroom, beginning with Pre-K.

Thomaston-Upson School System

District Management Plan and Key Personnel

In order to ensure effective coordination and implementation of SCRL grants across all center and school levels, our Curriculum Director will be designated to serve as the primary liaison between the schools, district office and GADOE. The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Day to Day Grant Operations-Tasks	Person Responsible/Position	Responsibilities	Supervisor
System-wide Grant Coordination	Dr. Larry Derico, Curriculum Director and Instruction	Ensures implementation of approved grants; monitors literacy instruction at each school; troubleshoots problems that arise about the grant; compiles and submits grant reports and paperwork	Dr. Maggie Shook, Superintendent
Purchasing	Kathy Matthews Finance Director	Receive and process schools' literacy purchase orders, based on approved budgets; maintain up-to-date ledger on expenditure of all grant funds	Dr. Maggie Shook, Superintendent
Site-Level Coordination	-Mrs. Julie English, Director, Pre-K Center and Student	Serves as liaison to the Curriculum	District Leadership Team

Thomaston-Upson School System

Day to Day Grant Operations-Tasks	Person Responsible/Position	Responsibilities	Supervisor
	Services; Assessment Specialist -Dr. Sharon McLain, Principal, Primary School (K-3) -Mr. Shad Seymour, Principal, Elementary School (4-5) -Mrs. Ronda Gulley, Principal, Middle School (6-8) -Mr. Tracy Caldwell, Principal, High School (9-12; Learning Academy)	Director/Project Director on all matters pertaining to the grant; convenes School Literacy Team to discuss and evaluate grant implementation; supervises and monitors implementation of evidenced-based literacy instruction in classrooms.	
Professional Learning Coordination	Dr. Larry Derico, Director of Curriculum and Instruction; Jana Marks, Special Education Director; Betty Thurman; CTAE Director	Under Dr, Derico's guidance, PL Team will coordinate and schedule all PL relating to literacy grant and track PLUs for all instructional program staff.	
Technology Coordination	Dr. David Beeland, Director Federal Programs, Technology, & ESOL	District-wide director will oversee technology services and	Dr. Maggie Shook, Superintendent

Thomaston-Upson School System

Day to Day Grant Operations-Tasks	Person Responsible/Position	Responsibilities	Supervisor
		related professional development and purchases required in the grant.	
Assessment Coordination	Mrs. Julie English, Director, Pre-K Center and Student Services; Assessment Specialist	Works with schools to identify, purchase, and implement formative assessments approved in the grant; monitors implementation of assessment and testing schedule	Dr. Maggie Shook, Superintendent

Understanding of Grant Personnel Regarding Goals, Objectives and Implementation Plan

All individuals listed above have participated in planning and developing the grant from its inception. Working with the district and school-based literacy teams, the development of goals and objectives has been an on-going, collaborative process.

Methods for Involving Grant Recipients in Development of Budgets and Performance Plans

Each school’s literacy team will be used to develop a budget and a performance plan to support the implementation of their literacy plan. The district literacy team will provide technical support to the schools, including reviewing budgets and plans for horizontal and vertical connections.

On-going Meetings to be Held with Grant Recipients

The Curriculum Director will convene meetings of the district literacy team, which includes representatives of each school’s literacy team, at least monthly for progress and troubleshooting meetings. The Curriculum Director and Central Office Leadership Team will hold meetings with each literacy team at the school bi-monthly, or more frequently as needed.

Thomaston-Upson School System

Principals will convene their literacy teams for meetings monthly in conjunction with school improvement meetings.

Thomaston-Upson School System

Experience of the Applicant

Thomaston-Upson County has been awarded numerous federal and state grants that have led to a proven track record for successfully handling funding for projects and initiatives. As can be seen in the table below, we have had no audit findings in the last three years of funding.

Experience of District and Schools in Successfully Handling Funding for Projects and Initiatives, Including Audit Results for 3 Years

FY11	Title of Projects/ Initiatives	Funded Amount	Is there an audit?	Audit results For 3 years
LEA –Thomaston-Upson County School District	-Title I	\$1,637,498.00	Yes	There have been no federal award findings or questioned cost
	-Title VI-B	\$130,991.00		
	-Title II-A	\$312,183.00		
	- High School Student Re-engagement Grant (GEAR)- Federal	\$430,247.00		
Schools/Center				
UL Prekindergarten Center	-GA Pre-K Program	\$445,719.00	Yes	
ULSE (K-3)	-Title I (regular) -Title I (Focus School)	\$515,679.00	Yes	
ULNE (4-5)	-Title I	\$269,937.00	Yes	
ULMS (6-8)	-Title I	\$416,807.00	Yes	
ULHS (9-12)	-Title I (regular) -Title I (Focus School Grant)	\$101,471.00 \$79,483.00	Yes	

FY12	Title of Projects/ Initiatives	Funded Amount	Is there an audit?	Audit results For 3 years
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Thomaston-Upson School System

	Initiatives			
LEA –Thomaston-Upson County School District	-Title I	\$1,726,265.00	No	N/A
	-Title VI-B	\$107,286.00		
	-Title II-A	\$283,901.00		
	- High School Student Re-engagement Grant (GEAR)- Federal	\$723,263.00		
Schools/Center				
UL Prekindergarten Center	-GA Pre-K Program	\$533,003.00	No	N/A
ULSE (K-3)	-Title I (regular) -Title I (Focus School)	\$468,657.00	No	N/A
ULNE (4-5)	-Title I	\$264,560.00	No	N/A
ULMS (6-8)	-Title I	\$382,750.00	No	N/A
ULHS (9-12)	-Title I (regular) -Title I (Focus School Grant)	\$246,222.00 \$74,471.00	No	N/A

FY13	Title of Projects/ Initiatives	Funded Amount	Is there an audit?	Audit results For 3 years
LEA –Thomaston-Upson County School District	-Title I	\$1,695,102.00	No	N/A
	-Title VI-B	\$92,413.00		
	-Title II-A	\$293,007.00		
	- High School Student Re-engagement Grant (GEAR)- Federal	\$639,401.75		
Schools/Center				
UL Prekindergarten	-GA Pre-K	\$426,089.00	No	N/A

Thomaston-Upson School System

Center	Program			
ULSE (K-3)	-Title I (regular)	\$461,000.00	No	N/A
	-Title I (Focus School)	\$55,200.00		
ULNE (4-5)	-Title I	\$273,480.00	No	N/A
ULMS (6-8)	-Title I	\$367,292.00	No	N/A
ULHS (9-12)	-Title I (regular)	\$247,722.00	No	N/A
	-Title I (Focus School Grant)	\$50,800.00		

Description of LEA’s Capacity to Coordinate Resources and Control for Spending in the Past

Our effective and efficient coordination of the above annual grant awards has allowed us to remain within all budget allocations. A 2011 federal budget audit did not result in any findings or questions about resource management. There have been no audits since 2011. Our Director of Finance tracks all school budget expenditures and provides monthly updates on remaining funds. Purchase orders using federal, state, or local funds must be accompanied by a justification statement that can be tracked to approved budget categories.

Description of Sustainability of Past Initiatives Implemented by the LEA

Thomaston-Upson School System was the first in the nation to equip all classrooms with Promethean’s ACTIVboard Collaborative Classroom systems using Title I and the local SPLOST fund to sustain technology upgrades.

Description of Initiatives the LEA Implemented Internally with No Outside Funding Support

Some of the past initiatives that the district has implemented internally with no outside funding support include: purchase of technology for classrooms, Data Director, STAR Reader, STAR Early Literacy, STAR Math, Accelerated Reader Program, Oddeyseyware, Study Island, Lexia, Go My Access, Fast Math, Brainpop. All of these were covered by local SPLOST funding over nine years.

Thomaston- Upson Schools- Upson-Lee Middle School- School Narrative

Upson- Lee Middle School

School History

After the 1990 vote to consolidate the Thomaston City and Upson County Schools, Upson- Lee Middle School was established. As the 1993-94 school year began, so did the consolidated ULMS. The former Upson High School facility became the new home of all Upson County students in grades 6-8.

ULMS is a Title I school and after spending 7 out of 10 years as a school that Did Not Meet AYP, has been named a 2013 Reward School for progress. 72% of the approximate 1050 students receive free or reduced lunch. This student population ethnicity breakdown is: 59% white; 36% Black; 3% Hispanic; 2% other. Approximately 40% of the student body is enrolled in compensatory programs: Special Education 10%; EL (English Learners) <1%; and Remedial Education 57%.

In 2005 Upson-Lee Middle School was selected as a Georgia Lighthouse School to Watch by the Georgia Middle School Association. The school was re-designated a Lighthouse School to Watch in 2008 and 2011 and is waiting the decision for a third re-designation. Schools are revisited every three years for this prestigious designation. A Lighthouse school is recognized for academic excellence, strong leadership, faculty responsiveness to the needs and interests of students, and commitment to assessment and accountability in order to bring about continuous improvement. Further acknowledgement was received when ULMS was chosen as one of fourteen schools statewide to be designated as a stop on a bus tour of outstanding schools sponsored by the Georgia Partnership for Excellence in Education in 2005.

The school personnel includes sixty-six certified teachers, three counselors, one graduation coach, two media specialists, seven para-professionals, eight office staff, nine custodians/maintenance, fourteen school nutrition staff, 1 EL teacher who serves all students in the district, and one behavior interventionist who is shared throughout the district. To support the staff, there is a part-time (two days/week) instructional coach for technology. In addition, there is a part-time (three days/week) instructional coach/reading specialist now working in all academic areas. ULMS administration includes one principal and three assistant principals.

Administrative and Teacher Leadership Team

Upson-Lee Middle School works collaboratively with system and school leaders, teachers, parents, community leaders and business partners to continuously seek ways to improve student performance. Teachers have various opportunities to participate in shared leadership at ULMS. Each of the three teams on each grade level and each resource area has a Team Leader. This team leader, along with some additional content specific leaders, helps to make up the ULMS School Improvement Leadership Team. The Leadership Team meets monthly with a two day planning retreat in the spring. ULMS teachers serve on a variety of committees, such as the Positive Behavior Committee, RTI Committee, Olympic Committee, Media Committee, Technology Committee, and Calendar Committee, throughout the school.

Thomaston- Upson Schools- Upson-Lee Middle School- School Narrative

From the Leadership team, a ULMS literacy leadership team has been formed. The literacy leadership team meets monthly to discuss the progress of literacy initiatives and practices in the school. The members of this team include the following:

Team Member	Position
Rhonda Gulley	Principal/Parent
Sarah Armstrong	Parent/Business Partner
Mattie Blackwell	Language Arts (Lead teacher) School Improvement Leadership Team
Nesha Campbell	Social Studies (Lead Teacher) School Improvement Leadership Team
Stacey Elton	Science/Content Specialist/School Improvement Leadership Team
Mary Fletcher	Teacher of Special Education/Data Team
Marcus Flowers	Literature Teacher
Renee Hunter	Connection Teacher/System RTI Committee/Data Team
Ann Larson	Instructional Coach/Reading Specialist (shared with Upson- Lee North Elementary)
Kim Phillips	Media Specialist/School Improvement Leadership Team/parent
Kristie Wilder	Math Teacher/Parent

Past Instructional Initiatives

- Learning Focused Schools
- Ruby Payne: Understanding Poverty (Teaching/Reaching children of poverty)
- JASON project
- GYSTC science initiative
- Columbus math initiative
- Pull-out Challenge gifted program
- Nine Good Habits reading program
- Soar to Success reading program

Thomaston- Upson Schools- Upson-Lee Middle School- School Narrative

Current Instructional Initiatives

- Classworks
- Accelerated Reader
- Thinking Maps
- Write From the Beginning and Beyond-writing program
- Read 180/System 44
- Love and Logic (Positive Behavior System)
- All teachers have gifted endorsement
- Cluster-grouping model for gifted instruction
- Second Step Anti-bullying Program
- Mindset--positive classroom management
- Common Core Georgia Performance Standards
- MyAccess!
- Using SLDS to inform instruction
- BYOT (Bring Your Own Technology)
- Unit Writing Release Time
- Common Assessments/Benchmark testing
- Math Formative Assessment Lessons (FAL)--training by RESA personnel Writing Across the Curriculum
- ELT- Extended Learning Time - Scheduled time to remediate/enrich learning

Professional Learning Needs

- Collaborative examination of student work to inform instruction
- Coaching students to understand the role of literacy across the content areas
- Using data to monitor progress in literacy acquisition skills
- Supporting writing with evidence from text
- Using quick-writes and written responses in formative assessment
- The role of the teacher in the RTI process
- Effective use of Classworks implementation
- Literacy in Science, Social Studies and Technical classes.
- e-books/e-readers to incorporate fiction, non-fiction and informational reading material into the learning environment through technological devices.
- Teaching the basics of reading to middle grades students

Need for a Striving Readers Project

“I am capable, I am important, and I influence what happens to me” is the Upson-Lee Middle School creed that is affirmed daily by the students and faculty. Students are aware of the high expectations at our school, and the creed serves as a daily reminder of student responsibility to strive toward reaching those high expectations. Even though ULMS has consistently good test scores in the area of reading, we believe that the deficits we are seeing in scores in the other contents are directly tied to problems in content literacy skills. The Georgia Literacy Task force defines literacy as the ability to speak, listen, read, and write in order to communicate

Thomaston- Upson Schools- Upson-Lee Middle School- School Narrative

effectively, to think and respond critically, and to access the use of media and information in all content areas (“Why” document, p.31).

Many students in our school come from socioeconomically disadvantaged homes, and they do not have the support systems to help them access the resources, vocabulary, and background knowledge that will be necessary to navigate the CCGPS successfully. The data from our two feeder elementary schools show that students that will be coming to ULMS have greater levels of poverty, more need for remedial education, and more need for Special Education. Surveys show that content area teachers do not feel adequately prepared to competently incorporate literacy strategies into their classrooms. The Striving Readers’ Literacy Grant would provide the funds and guidance to support ULMS teachers as they implement best practices in literacy instruction across the curriculum and increase the use of technology in order to engage students and to encourage a more student-centered learning environment.

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

Upson –Lee Middle School Literacy Plan

Building Block 1. Engaged Leadership

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

The administration at Upson-Lee Middle School is committed to learn and support evidence-based literacy instruction in order to meet the needs of the students delving into rigorous content area standards. According to the beliefs represented by the Georgia Literacy team, all stakeholders must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing communicating orally, and utilizing sources of information effectively and efficiently (The Why, p 31).

The administration of ULMS understands and agrees with the research provided in the “Why” document which states that as students move beyond the primary grades, their reading comprehension skills must become more sophisticated in order for them to comprehend the more challenging material. (The Why, p.).

1. The administrator participates in state- sponsored webinars and face- to- face sessions to learn about CCGPS and literacy instruction across the curriculum. (The What, p. 5)

- Attends lunch and learns and other RESA training on literacy
- Attends annual GACIS conference to remain up to date on current trends and best practices in literacy.
- Attends and/or sends literacy team members to Georgia Technology Conference to attend sessions focusing on literacy instruction.
- Provides time for administrative team to view all current Webinars on CCGPS and Literacy.

2. The administrator will study research-based guidelines, strategies and resources for literacy instruction set forth throughout the “Why” document.

3. The administrator will participate in literacy instruction with the faculty (The What, p.5).

- The principal attends all Professional Learning opportunities that are made available to the staff. “According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provides are seen by teachers as imperative.” (The Why, p. 148)

4. The administrator regularly monitors literacy instruction in his/her school (The What, p. 5).

- The administrative team will conduct literacy focus walks, monitor the use of literacy strategies, student engagement and learning, as well as to secure consistent use of effective instructional practices.

5. The administrator schedules protected time for literacy and teacher collaboration. (The What, p.5)

- The administrator will provide time and support for staff to participate in professional learning (including coaching, peer- mentoring, learning community).
- The administrator will ensure weekly common collaborative planning times are included i

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

teachers' schedules.

B. Action: Organize a Literacy Leadership team

The principal at ULMS studied the “Why”, “What” and “How” documents in order to gain a better understanding of the need for a Literacy Leadership team and a school Literacy Plan. The “Why” document states “the role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level of education (p. 156).”

1. A literacy team, led by the principal, meets monthly, and provides substantive direction for the school and community. The team is made up of a representative in the following areas: (The How, p. 21)

- content specific teachers
 - Marcus Flowers, Literature
 - Mattie Blackwell, Language (Lead Teacher/School Improvement Leadership Team)
 - Kristie Wilder, Math/parent
 - Stacey Elton, Science (Content Specialist/School Improvement Leadership Team)
 - Nesha Campbell, Social Studies (Lead Teacher/ School Improvement Leadership Team)
- Renee Hunter, connection teacher (System RTI committee/Data Team)
- Mary Fletcher, teacher of special education (Data Team)
- Kim Phillips, media specialist (School Improvement Leadership Team)
- Ann Larson, Instructional Coach /former Literacy Coach prior to budget cut
- Sarah Armstrong, parent/business partner
- Rhonda Gulley, Principal/parent

2. A literacy vision has been shared with and agreed upon by the school and community through the ULMS School Council and PTO that is aligned with the state literacy plan (The What, p.5; The How, p. 21; The Why, p. 156).

- The shared vision of ULMS is to facilitate the process by which students become life-long learners and to provide educational, emotional and social guidance to enable students to become contributing citizens in their communities. Our literacy team believes that in order for this vision to become a reality, it is important for literacy instruction to be on the forefront in every classroom, every day.
- Multiple forms of parent, student and teacher data have been analyzed in order to prioritize a list of needs and recommendations for improving literacy throughout the school. (The Why, p 120)
- A printed and electronic version of the ULMS Literacy plan has been developed to be dispersed throughout the community through the Upson Education Alliance, neighborhoods, centers and through the faith based community as well as posted on the ULMS school website.

3. Multiple forms of student, school, teacher data and strategic goals, as recommended on page 32 of the “Why” document, have been analyzed to develop a list of prioritized literacy

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

recommendations and goals for improvement.

- The literacy team uses multiple sources of data to develop goals. CRCT, Lexile levels, 8th grade Writing Test data, and Universal Screener data are used to drive instruction for content and literacy instruction.
 - Goal 1: ULMS students will receive effective literacy instruction from well-trained teachers using research-based strategies and methods.
 - Goal 2: ULMS students will perform at a proficient or advanced level of reading fluency and comprehension commensurate with Anchor Standards for College & Career Readiness.
 - Goal 3: ULMS students will perform at a proficient or advanced level of written expression commensurate with Anchor Standards for College & Career Readiness.
- The literacy team will continue to analyze all formative and summative data to plan for further implementation of CCGPS and literacy standards.
- The literacy team will prioritize resources to continue improvement initiatives ensuring that all strategies and goals set in the “Why” document are utilized.

4. Identify and prioritize a list of students to be targeted for interventions and support (The How, p. 21).

- The Universal Screener, Lexile levels and CRCT data will be used to determine a list of students needing support.

5. Research -based guidelines, strategies and resources for literacy instruction have been incorporated into all practices and instruction (The What, p. 5).

- School improvement goals are rewritten/refocused each year based on current student data (The How, p. 21).
- Staff is evaluated each year and re-assigned to maximize the literacy goals.

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

1. Students receive two to four hours of literacy instruction across Language arts and in content area classes (The What, p. 6).

- The literacy committee is creating a daily schedule that ensures 2-4 hours of tiered instruction through the content areas. Teachers have been implementing writing across the curriculum for a number of years. However, the students are currently receiving the bulk of their literacy instruction during their 55 minute Literature and Language Arts class periods. The literacy team understands the need for embedding literacy instruction in all the areas of a student’s education and is in agreement with the research provided in the “Why” document. Based on the needs assessment survey, students see that their writing is isolated to their Language arts class.

2. Time for intervention is built into the schedule (The What, p. 6).

- Extended Learning Time (ELT) is built into the daily schedule at ULMS. This forty- five minute block is used for a time of intervention for students needing extra assistance. The Universal Screener will be given to determine the lowest 16% of the student body. In addition, CRCT data, yearly averages, Lexile Scores, benchmark data and teacher

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

recommendations are also analyzed to determine student needs. Students who need remedial education are scheduled in reading connection classes that also meet 45 minutes each day.

3. Instructional time for literacy has been leveraged by scheduling disciplinary literacy in all content areas (The How, p. 23).

- Due to time and budget constraints, as well as calendar adjustment days, literacy instructional time has not been leveraged to its fullest potential. The literacy team is committed to using the research in the “Why” document (p. 148) to maximize time and funds for literacy scheduling in all areas of students’ education. The literacy team is working to design a schedule to make this work in the future.

4. Collaborative planning within content teams and across content areas is a part of the school calendar. The effective use of time and personnel are leveraged through scheduling and collaborative planning (The What, p.1)

- Teachers at ULMS have three, forty- five minute collaborative planning periods each week with their grade level curriculum team in which weekly agendas, minutes and next steps are required.
- Each 9 week period, Standard Based Classroom days are given to the teachers to work with teachers of the same content in 6th -8th grades.
- Cross- curricular teams meet twice a month to discuss literacy within the team.

5. Inefficient use of student and faculty time within the schedule has been identified and/or eliminated (The How, pp. 23-24).

- Administrators consistently use formal and informal observations to identify classrooms in which best practices are exhibited. Lesson plans are designed for bell to bell teaching and should include literacy elements. It is the goal of the literacy team to correct any classrooms that are not exhibiting best practices in literacy. Through the “Why” document, the literacy team has discovered available resources to establish a protocol to address and assess these deficiencies.

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

It is our goal at ULMS to enhance our school’s literacy culture to meet this standard: A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (The What, p.6).

1. Faculty and staff participate in targeted sustained professional learning on literacy strategies within the content area (The How, p. 24).

- The literacy team views professional learning as an important tool to provide teachers in order to provide display literacy instruction to the students at ULMS who have such a wide range of reading and writing abilities. Through various needs assessment surveys, the faculty at ULMS has identified a need for professional learning on literacy strategies that would be prevalent for all ability levels in all classrooms.

2. Walk-throughs and/or observation forms are used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas (The What, p. 6).

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

- The administrative team consistently uses observation forms to monitor effective instructional practices across content areas. Since there is no formal literacy plan in place yet, administrators are unable to ensure consistent and effective practices of or for literacy instruction in all content areas.

E. Action: Optimize literacy instruction across all content areas

Literacy instruction is optimized in all content areas. (The Why, p.6) “Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet. Without that support, many of the literacy coach’s efforts are ineffective.” (The Why, p. 148)

1. The school agrees upon a plan to integrate literacy in all subjects as articulated in CCGPS (The What, p. 6).

- ULMS has created a plan to integrate literacy in all content areas (The How, p. 24) and ensure that teachers provide meaningful opportunities for students to write, speak and listen. Evidence will be seen in or through unit/lesson plans, focus walks, samples of student work, and formal and informal observations.

2. Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects (The What, p. 6).

- ULMS is in need of a systematic approach for teaching vocabulary in all subject areas. The literacy team will research and implement a plan.

3. Writing is an integral part of every class every day (The How, p. 26).

- The “Why” document focuses on literacy through written expression as an integral part of developmental literacy. Currently, Literature and ELA classes are the classes in which students are doing most of their writing. Based on lesson plan checks and focus walk data, it has been identified that teachers need to be given professional development on how to identify samples of quality writing in various formats across the curriculum. The literacy team will be designing a school wide writing rubric to be used by everyone.

4. Teachers have or will participate in professional learning on the following (The How, pp. 26-27):

- Incorporating the use of literary text in content areas.
- Using informal texts in all ELA classes.
- Incorporating writing instruction (narrative, argumentative, and informational) in all subject areas.
- Selecting appropriate text complexity for the CCGPS implementation.
- Selecting appropriate text complexity that is adjusted to the needs of individual students.
- Instructional strategies on how to conduct short research projects, identifying and navigating the text structures most common to content areas, supporting options with reason and information, and determining author bias and point of view.

The faculty and staff have identified a need for professional learning on literacy strategies to be shared and applied with all contents in all classrooms. A plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge has been formed. Currently, the following are being provided:

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

- RESA is working with Science teachers on incorporating literacy.
- All teachers are trained in Thinking Maps, Write from the Future, and will be trained in using Thinking Maps for Comprehension Strategies.
- All teachers will participate in professional learning on literacy
- Training in understanding and utilizing Lexile scores will be provided for all teachers.
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.

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

The community at large supports schools and teachers in the development of college and career-ready students as written in the Common Core Georgia Performance Standards (The What, p.6)

1. A community advisory board is needed to participate in developing and achieving literacy goals (The What, p. 7).

- The literacy team desires to work with community and business leaders to establish a community advisory board. This board will be a liaison between the school to the community, which will actively participate in developing and achieving literacy goals. We believe a beginning point for this would be to reach out to the current Upson Education Alliance that has recently been established to bring together the community.
- Expand the literacy team to include more community stakeholders (The How, p. 28).

2. A network of learning supports within the community that targets student improvement is active (The What, p. 7).

- Continue to work with and support the Upson Education Alliance to attempt to establish tutoring in the neighborhood communities and to further promote literacy in the community.
- Identify learning supports in the community (The How, p. 28).

3. Social media will be further utilized to communicate and promote the goals of literacy throughout the community at large (The How, p. 28).

- The literacy team plans to initiate a school and a community-wide literacy campaign to heighten awareness on the importance of literacy throughout our community.

4. Academic successes are publicly celebrated and through all forms of media (The How, p. 28).

- A strong public celebration of literacy will be published throughout the local newspaper and system social media accounts.

Building Block 2: Continuity of Instruction

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

1. Cross-disciplinary teams are organized for literacy instruction (The What, p. 7).

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

- ULMS literacy team will establish expectations for shared responsibility for consistent literacy instruction throughout the building (The How, p. 29).
2. Protocols for team meeting.
- Meeting protocols have been established based on the LASW website <http://www.lasw.org> (The How, p. 29). There is a designed infrastructure for shared responsibilities for development of literacy across the curriculum and meetings in which everyone respect each other's views, opinions and time in which conversations are insightful, in-depth, meaningful ones about teaching and learning (The How, p. 29). This is the protocol (rules of engagement) that is expected at all ULMS meetings.
- 2.The literacy team recognizes the importance of implementing literacy across all content areas; therefore, it is necessary to
- Continue to allocate forty-five minutes of planning time which includes collaboration within and across content areas (The What, p. 7).
 - Provide a weekly planning period to prepare interdisciplinary planning for teams to incorporate literacy across all content areas.
 - Establish a protocol for providing artifacts to monitor level of implementation of literacy in the content areas (The How, p. 29).
 - Unit plans evaluated by administration to ensure that literacy is interwoven into all content areas.
3. Scheduled time for teams to meet for regular collaboration and examination of student data/work as provided (The What, p. 7).
- ULMS will continue utilizing common planning time for regular collaboration and examination of student work and data. In addition to common planning times, each team of teachers have 3 forty-five minute blocks of time each week set aside for team meetings.
4. Team roles, protocols and expectations are clearly articulated (The How, p. 29).
- ULMS has functioned on teams since its beginning in 1993. Teachers all have defined roles and expectations.
5. The components of the professional learning community are understood and in place (The How, p. 29).
- Over the past ten years, ULMS has functioned as a professional learning community completing various forms of professional learning and book studies. This has not been as prevalent over the past two years. The literacy team has created a plan for relevant professional learning, which includes book studies with a literacy focus.
6. Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects (The What, p. 7).

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

The administration supports the literacy team's vision in accordance with the Why document, p. 54: "The goal of reading is to comprehend text in whatever format is being used."

1. Teachers coach, model, co-teach, observe and give feedback to fellow teachers on the use of

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

literacy strategies in the classroom, as outlined on page 55 of the “Why” document where it states “In order to help students become more proficient at comprehension, teachers should model the seven habits of good readers in the classroom.

- Teachers, support staff, and administrators should model good reading and writing habits
- Monthly awareness walks are administered.
- Teachers will participate in a book study each semester.
- Professional development will be provided for literacy instruction across the curriculum
- Information regarding students’ reading and writing levels/abilities will to be disseminated across the content areas to better incorporate literacy across all areas.
- Keep up to date with innovations, trainings, research, and current best practices, and send teacher leaders to be trained and re-deliver training.

2. Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPSto set clear expectations and goals for performance (The How, p. 31).

- A school wide writing rubric will be created and used by all subjects to ensure clear expectations for all writing assignments.

3. A variety of literacy models will be infused into all content areas throughout the day (The What, p. 7).

- The literacy team will actively pursue the most effective use of all models of print and non-print literacy. Once funding is available, professional learning on research-based instructional strategies will be provided to allow all teachers to learn how to incorporate the various models of literacy.

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

In conjunction with Reading Night, the “Why” document provides 15 research- based program elements that improve literacy achievement of adolescent learners. Element 15 states, “A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of- school organizations and the local community.”

1. Various models of coordinating “wrap-around” services are being researched by the literacy team. Out of school agencies and organizations collaborate to support literacy within the community. (The What, p.7)

- Begin a mentoring program this school year that is designed to match at-risk students with caring, adult mentors.
- Expand communication between home and school

2. Avenues of communication (both virtual and face-to face) are active with key personnel in out-of- school organizations and government agencies that support students and families (The How, p. 32).

- The literacy team is planning to utilize technology to communicate and engage stakeholders (The What, p.8) with video recording and training. Currently, the school and system use webpages, Facebook, Twitter, ParentConnect and SchoolReach, in addition, to newsletters and student agendas, as tools for communication with parents

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

and the community.

3. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place (The What, p. 8).

- The literacy team will work with community leaders and other stakeholders to motivate students to succeed in academics and co-curricular activities by providing community-wide celebrations and activities.

4. Technologies are utilized to creatively and effectively support stakeholder involvement (The How, p. 33).

- Bring Your Own Technology (BYOT) was implemented during the 13-14 school year. However, due to high poverty rate in Upson County, approximately 40% of the students at ULMS do not have devices available for use in BYOT. In order to view printed text, digital pads will be purchased and placed in each classroom to accommodate the students without technology.
- Continue to utilize the Upson Education Alliance for assistance in supporting literacy.

Building Block 3. Ongoing formative and summative assessments

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

At the middle school level, the current approach to formative and summative assessment is important. Many summative formative assessments are used as a screening process for identifying additional programs and classes that will be a part of the student's course of study. Progress monitoring is an integral part of the assessment process as it is used as a supplement to screening to determine the efficacy of an intervention. (The Why, p. 104).

1. Effective screening, progress monitoring and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling. The assessment accountability is a cornerstone of the Georgia Literacy Plan (The Why, p.105). ULMS currently uses the following data to monitor the achievement levels of all students:

- At the beginning of the year, teachers study student records (permanent records) to gain insights into student needs.
- Common end-of-unit assessments (created by content team)
- Common inside unit assessments (created by content team)
- CRCT
- 8th grade Writing Assessment
- Universal Screener results (three times per year)
- Mid-year benchmark data
- Assessment data sheets

2. Common mid-course assessments are available for use across classrooms and include a variety of formats (The What, p. 8).

- ULMS has end-of- unit common assessments for each grade level and subject area that

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

are completed throughout the year. (approximately every 4-6 weeks depending on the duration of the unit) Content teachers meet after each assessment to chart the progress and determine if standards have been met or standards need to be re-taught. The literacy team viewed a number of assessments and saw the need for teachers to reevaluate the variety of formats that are being used to include more short answer, constructed response and essay questions.

3. Assessment and interventions aligned with students' needs are available and personnel are trained (The What, p. 8).

- ULMS is currently using Read 180 for 25 students. This has been found to be a very effective program that we would like to expand to more students if the grant is received.

4. Data collection plan for sorting, analyzing and disseminating assessment results is in place (The How, p. 35).

- Even though ULMS views and analyzes its data, the literacy team sees a need to implement a systematic plan in which all data is sorted, analyzed and disseminated. Currently, each assessment functions as an independent assessment, but it is not looked at as a piece of the big picture.

5. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed and is in place at ULMS (The What, p. 8).

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

Screening is "strongly recommended as an important and necessary step for identifying students in need of help (Why p. 99, referencing Gersten Panel)."

1. The instructional level of all students are screened and progress monitored with evidence-based tools (The What, p. 8) .

- Screeners are used to identify students who need greater support in reading; teachers vary instructional techniques and plan differentiated instructional tasks with in-put from the co-teacher. Students whose classroom performance and test scores indicate an identified need for work are assigned to Connections (Read 180, System 44, Classworks and ELT classes)
- The results from the Universal Screener, as well as teacher monitoring of student progress, are used to determine the need for intervention and receiving the appropriate instruction (The What, p. 8).
- The technology infrastructure is capable of supporting screening and intervention measures for students as well as progress monitoring records for teachers (The What, p. 8).
- The literacy team realizes that more professional learning is needed for teachers to understand screening and progress monitoring.

2. Common mid-course assessments are available for use across classrooms and include a variety of formats. (See B. A. 2)

3. Universal screening, progress monitoring and curriculum based assessments are used to determine instructional decisions regarding flexible 4-tier service options for RTI (The What, p.

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

8).

- ULMS does have this in place but there are areas that need to be strengthened. There is a system RTI committee that is reviewing all plans.

4. Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results (The What, p. 8).

5. Intervention materials aligned with students' needs are in use and staff is trained (The What, p. 8).

- ULMS is using OAS, Classworks and limited spaces for Read 180. More licenses and training are needed.

6. A formative assessment calendar based on local and state guidelines includes time for administration and the person responsible are in place at ULMS (The What, p. 8).

7. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment and advanced coursework (The How, p.36).

- Beginning in the 2007-2008 school year, ULMS began to put strong emphasis on gifted education and DI for the advanced students. Currently, all but five staff members are gifted endorsed. Gifted and honors students are pulled out for G/H classes during ELT, as well as cluster grouped during the day. Lesson plans contain enrichment activities for the students who need enrichment and advanced work. CRCT, benchmark data and universal screeners are used in addition to gifted referrals to identify students who need the accelerated instruction.

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

1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment (The How, p. 38).

- This year, screeners will be administered to all students twice a year; the data from these screeners will be used to determine areas of need and appropriate interventions. Teacher surveys indicated a need for professional development in interpreting diagnostic reports following screeners (The What, p. 9).
 - This grant would allow us to provide professional development in interpreting diagnostic data in reading and writing, as well as determining next steps for an effective instruction.

2. Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards (The What, p. 9).

- READ 180 and System 44 programs, currently in use in our school, provide data on discrete literacy skills which require further work on the part of the student.
 - Currently, we are serving only a small portion of our students who would benefit from these programs.

3. Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (The How, p. 37).

- Regular progress monitoring is crucial in determining the effectiveness of interventions. Interventions may be short-term or long-term.
- Reaching a level of proficiency, thus negating the reason for interventions, is highly

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

motivating to students. For these reasons, timely and fluid scheduling of students is very important.

- Teachers who provide these interventions must be trained in the program and stay in constant communication with the classroom teachers.

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

1. Specific times for analysis of the previous year's outcome are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are: CRCT, GAA, Grade 8 Writing Assessment (The What, p. 9).

- All summative data is disaggregated and studied to determine students' individual needs and to inform instruction and plan interventions.

2. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments (The How, p. 38).

- Teachers use the on-line assessment tracker of summative classroom data (SLDS) to analyze current and past student achievement.
- Teacher needs assessment reflected a demand for further professional training in Response to Intervention (RTI). Professional training in using data to monitor student progress in literacy acquisition skills would be helpful in this area. This grant money could help us meet the need for professional development.
- The student literacy needs assessment survey indicated a disconnect in understanding of how literacy relates to other content areas. The literacy grant money would allow us to purchase more cross curricular themed literature and professional development in coaching students to understand the role of literacy across the content areas.
- The student needs assessment noted "boredom with learning." Clearly, student engagement is a concern and would be a topic of professional development.

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

1. A protocol has been developed and it is followed for making decisions to identify the instructional needs of students (The What, p. 9).

- A formula involving CRCT data, GPA, RTI (if any) and teacher recommendation is used to determine placement in intervention programs (The How, p. 39).
- Classroom teachers use data gathered from formative and summative assessments to inform instruction and monitor student progress.

2. A data storage and retrieval system is adequate, understood, and used by all appropriate staff members (The What, p. 9).

- Disaggregated system and school data is evaluated to monitor the ongoing closing of achievement gaps.

3. Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place (The What, p. 9).

- The school improvement team uses all forms of data to plan professional development.

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

Building Block 4. Best Practices in Literacy Instruction

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

1. A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts (The What, p. 9).

- Teachers are using resources provided by the State of Georgia to implement the CCGPS, the literacy standards, and professional development in the incorporation of literacy into the content areas is ongoing. Results from the literacy survey showed a need for more professional learning in all content areas.

2. Student data and all components of literacy are examined regularly to identify and drive instruction based on the greatest needs of the students with regards to literacy instruction (The What, p. 9).

3. Administration conducts classroom observations using an assessment tool to gauge current practices in literacy instruction (The What, p. 10).

- Focus walks that specifically target best practices in literacy instruction are conducted. Additional training on how to gauge the incorporation of literacy standards in all content areas is needed for administrators and teachers.

4. Various aspects of literacy instruction are allocated for students in all content areas (The How, p. 40).

- Teachers at ULMS will be provided an opportunity at the school level to engage in professional development for instruction in best practices in literacy instruction across the curriculum (The How, p. 40).

5. The literacy team acknowledges that professional learning on direct, explicit literacy instructional strategies is needed due to the weaknesses among teachers at the middle school level (The How, p. 40).

- Selecting of appropriate text and strategy for instruction
- Telling students specific strategies to learn and why
- Modeling of how strategies are used
- Providing guidance and independent practice with feedback
- Discussing when and where strategies are to be applied
- Differentiating Instruction

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

1. A vertical and horizontal plan for instruction in writing is consistent with CCGPS (The What, p. 10).

- ULMS has an established writing plan which has been in place for four years. All ELA teachers are trained on the research-based Thinking Maps writing program, and Write from the Beginning and Beyond. Students in all ELA classes are taught to work through the same steps in order to effectively write their assignment. In addition, MyAccess! is used with the students part of the year in 7th grade and part of the 8th grade year. Due to the cost of the program, a student license runs from March of their 7th grade year to

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

February of their 8th grade year. We would like to extend Write from the Beginning and Beyond to teachers in all content areas.

- All teachers have developed unit lesson plans aligning CCGPS and incorporating literacy across the curriculums.

2. A common coordinated plan has been developed for writing instruction across all subject areas (The What, p. 10).

- All teachers will be trained in Thinking Maps, and Write from the Beginning and Beyond.
- Various forms of professional development in best practices in writing will be provided.

3. All teachers currently implement reading and writing in their content areas (The What, p. 10); however, professional learning on best practices must be provided. This will ensure that all students will receive a common, articulated, and coordinated plan for reading and writing in all contents.

4. The writing instructional plan will require teachers to provide writing instruction opportunities at least once a week in the content area. Page 46 of the “Why” document outlines recommendations for improving reading comprehension through written expression; therefore, instruction will include the following:

- a. Developing an argument citing relevant and reliable textual evidence.
- b. Writing coherent informational or explanatory text.
- c. Writing narratives to develop real or imaginary experiences to explore content area topics.

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

D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

1. The Literacy plan at ULMS includes teachers understanding the need for the following (The What, p. 11):

- a. providing students with opportunities to self-select reading material and topics for research
- b. taking steps to provide students with an understanding of the relevance of academic assignments to their lives
- c. increasing access to text that students consider engaging
- d. increasing opportunities with peers in the learning process
- e. scaffolding students background knowledge and competency in navigating literary and informational text to ensure their confidence and self -efficacy
- f. leveraging the creating use of technology within the learning process to promote engagement and relevance

2. The literacy plan at ULMS will ensure that all incentive programs that are used for student progress in literacy instruction meet these criteria (The How, p. 41).

- a. Incentive program will be voluntary and not tied to grades (Accelerated Reader)..
- b. All incentives are connected to reading.
- c. Specifically target unmotivated readers. Targeting unmotivated students is mandated on page 51 of the “Why” document, which explicitly states, “one of the most salient issues raised in *Reading Next* is that of motivation. Though it is listed as one of 9 recommendations for

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

improving instruction for adolescents, the Georgia Literacy Team has taken the stance that this is an area that requires unique focus.”

3. To guarantee this plan is implemented successfully, ULMS would need additional funding which we hope to receive from the grant.

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

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

The “Why” document quotes Wright on page 123 as follows: “Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful.”

1. The percentage of students currently served by grade levels k-12 in each tier is determined regularly to determine efficacy of instruction in each tier (The What, p. 11).
 - ULMS monitors students in each tier of RTI, conducts meetings with parents and teachers, and offers interventions as needed.
2. Protocols for identifying students and matching them to the appropriate intervention are in place (The What, p. 11).
 - Thomaston Upson school system has established RTI protocols that are followed in the school system to ensure that students are identified and provided appropriate interventions.
 - Interventions are monitored frequently to ensure that they occur regularly and with fidelity (The How, p. 43).
 - Student progress data is monitored along with interventions by administrators and district support staff (The How, p. 43).
3. The results of formative assessments are analyzed frequently to ensure students are progressing and teachers are adjusting instruction to match their needs (The What, p. 11).
 - Teachers use formative assessments to monitor the progress of each student to inform instruction as needed. Teachers complete data assessment sheets on each formative assessment and turn them into the principal within a week of the assessment.

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

As we begin to fully implement our literacy plan, if fewer than 80% of students are successful in any area, we will take the following actions (The What, p. 11):

1. Student data will be examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).
2. A checklist will be implemented to assess current practices in literacy instruction in each subject area, and the checklist will serve as a guide in reviewing teachers’ lesson plans.
3. Teachers will participate in ongoing professional learning on the following:
 - a. Direct, explicit instructional strategies that build students word identification, fluency,

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

- vocabulary, comprehension and writing skills (See Building Block 4.A)
- b. Georgia Department of Education (GaDOE) resources for RTI, universal screening
- c. Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting will be considered, as appropriate
- d. Reinforce school-wide understanding of assessment data and anticipated levels of student mastery during the school year.

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

1. Teachers will participate in professional learning on the following interventions (The What, p. 12):
 - reading and writing across the curriculum
 - diagnostic and prescriptive reading and writing
 - using assessment data to inform instruction
 - using personal technology (BYOT) to engage students in reading and writing
 - progress monitoring
2. Specific time for collaborative discussion and planning between content area teachers and special education co-teachers (The How, p. 45).
 - Sped co-teachers and regular ed teachers will meet weekly during common planning time.
3. Teachers will participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year (The What, p. 12).
 - The literacy team will establish time for professional learning to help teachers understand how to use assessment data from progress monitoring. This will take place during Thursday Professional Learning time.
4. Effectiveness of interventions will be ensured by the following (The What, p. 12):
 - Mixture of individual and small group intervention
 - Team meets to analyze data
 - Frequency of progress monitoring is decided
 - After four weeks, the group meets to assess effectiveness of interventions and decides on whether to continue as planned, change interventions, or return student to Tier 1
 - Students who fail to make progress after 9 weeks and a variety of interventions move on to Tier 3
 - The ULMS Literacy Team oversees the scheduling of ELT (Extended Learning Time) and Connections reading classes to ensure that students receive literacy interventions.
 - For maximum impact, the Literacy team works to provide the lowest student-teacher ratios in literacy intervention classes.

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

1. In addition to everything that occurs at T1 and T2, data teams will meet to (The What, p. 12):
 - Discuss students in T3 who fail to respond to intervention

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

- Receive professional learning on SST and procedures as outlined by the GaDOE
 - Verify implementation of proven interventions
 - Ensure that interventions have maintained fidelity prior to referral to SST.
2. T3 SST/data team meets regularly to discuss student progress based on daily interventions over 12 weeks of data collection (The How, p. 46).
3. Interventions will be delivered during ELT and Connection classes.
4. T3 SST/data teams will follow the established protocol to determine specific reasons when students fail to make progress (ie. Language difficulty vs. disorder) – The How, p. 46.

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

1. School schedules are developed to ensure least restrictive environment (The How, p. 47).
- Majority of students with disabilities are served in co-teaching classrooms.
 - Students in a self-contained resource class are also scheduled into regular ed. classes as much as possible.
 - All students with disabilities are part of an academic team.
2. Building and system administrators are familiar with funding formulas (The What, p. 12).
- System Director of SPED works closely with building administrators to ensure that we are following federal and state guidelines and providing the appropriate learning environment for each student.
 - Sped lead teacher, data clerk and principal make sped schedules to ensure correct funding.
3. Mostly highly qualified and experienced teachers support the delivery of instruction for students with the most specific needs (The How, p. 47).
- Reg. ed and special ed teachers collaborate on creating lessons which are differentiated to serve the needs of all students; in addition, sped teacher will modify, as needed, lesson plans that meet the IEP needs for students with disabilities.
 - SPED personnel meet regularly for training, learning new techniques.
 - When possible, SPED students are matched with SPED personnel whose teaching style and strengths most closely match the student’s optimal learning style.
4. All students at ULMS with an IEP are assigned a case manager to support seamless communication with students, teachers, and parents (The How, p. 47).

Building Block 6. Improved Instruction through Professional Learning

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

In order to produce students who will be able to compete in today’s society they must have strong literacy skills: therefore, teachers must learn to teach in ways that promote critical teaching and higher order performance. According to Darling- Hammond (2005), professional

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience (The Why, p. 141)

1. Teacher preparation is revised to reflect needs of new teachers (The What, p. 13).

- In addition to the Instructional Coaches, new teachers are supported by a lead teacher on his/her academic and inter-disciplinary teams. The principal meets regularly with new teachers to address concerns.
- A detailed Action Plan, created and revised each year by the Leadership team, outlines teacher responsibilities for curriculum, and instruction.
- Teachers who do not have a literacy background will receive additional training in best practices in literacy.
- Teacher leaders are kept up to date with innovations, trainings, research, and current best practices and re-deliver training to new teachers.
- Follow-up focus walks help to inform the level of implementation and effectiveness of instructional initiatives.

In addition, the Thomaston-Upson School System seeks to ensure that the necessary communication regarding literacy instruction, with regard to pre-service teacher, is consistent and deliberated. The Thomaston- Upson School System's Human Resources' Department will begin to share with colleges and universities the district's intense emphasis on literacy instruction and the importance of a literacy focus in pre-service education programs. The district will explain how literacy instruction is integrated into content specific classes and the impact that it has on student success. The school superintendent will also share the district's focus and expectations about literacy instruction with the local RESA staff during their quarterly Board of Control Committee meetings.

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

Section 7: Professional Learning in the "Why" document, indicates that: the "goal of professional learning is to support viable, sustainable professional learning, improving teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high- quality, job- embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement."

1. The daily schedule and the school calendar include protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on best practices (The What, p. 13).

- ULMS has one Standards- Based Classroom (SBC) work day each nine week period to meet as a 6-8 member content team. However, due to the change in standards, monthly SBC days are needed.
- Content teachers at ULMS have three, forty- five minute planning times per week for collaborative planning.
- Interdisciplinary teams meet every other week during common planning time to discuss literacy in all contents. The literacy team is developing a protocol to guide the meetings.

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

2. Teachers participate in ongoing weekly professional learning based on needs indicated in needs assessment surveys, test scores and focus walk data (The What, p. 13).

- Teachers have participated in webinars on implementing CCGPS through the Georgia Department of Education.
- Instructional Technology trainings (electronic gradebooks, BYOT strategies for all contents, software, LDS)
- Teachers have been trained in General and Advanced Thinking Maps. ELA teachers have been trained and serve as Trained Trainers in Write from the Beginning and Beyond (WFTB). The literacy team has planned for all content teachers to be trained in WFTB. It is an objective for all teachers to be trained in the Thinking Maps: Reading for Comprehension.
- Classroom management
- Effective co-teaching and differentiation best practices
- RESA trainers have worked with Science content teachers to improve literacy instruction. Social Studies teachers will be trained by RESA trainers in content literacy.
- Teachers have completed studies of Understanding Poverty by Ruby Payne.
- Teachers have ongoing Love and Logic and Mindset training.
- There is a need for more professional learning in reading and writing in the content areas.
- The literacy team and media committee will develop a professional library that includes current research-based books, journals, magazines and videos teachers can access for professional growth in literacy.

3. Classroom instruction is monitored through classroom observations or focus walks using a variety of assessment tools tied to professional learning (The What, p. 13).

- ULMS uses formal and informal observations checklists and evaluations rubrics for focus walks and observations and will begin using the Georgia Literacy Instruction Observation Checklist as literacy instruction increases in the school.

4. The Instructional Coaches (Literacy and Instructional Technology) provide site-based support for administrators, faculty and staff, when possible. The role of a literacy coach is to provide continuous embedded professional learning by implementing school-based opportunities. They are then available to provide follow-up to provide in-class modeling, and to foster professional learning communities. (p.144, Why).

- Due to recent local and state budget cuts, the ULMS Instructional Coach (IC) and Instructional Coach for Technology (ICT) have been shared between two schools. When at ULMS, the coaches serve as a liaison between the principal and the faculty and staff. According to the “Why” document (144), the “primary role of a literacy coach is to provide continuous, embedded professional learning by implementing school based opportunities.” This year the focus for the coaches has been to improve literacy throughout the content areas. The ICT also provides data to the teachers and instructs them in data analysis.

5. Reading and Math Connection teachers receive program- specific training throughout the year as a new program has been implemented.

- Training is provided throughout the year on the use of Classworks. Classworks is used as

Thomaston Upson Schools-Upson- Lee Middle School - Literacy Plan

the Universal Screener and for progress monitoring.

Needs Assessment, Concerns, and Root Causes

Needs Assessment, Concerns, and Root Causes

Research states that “leaders and teachers need to have “a solid understanding of how to teach reading and writing to the full array of the students presented in schools (Biancorsa & Snow, 2004).” According to “the Why” document, “In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college and career readiness opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance in all content areas to improve literacy (pg. 140).” Many of the students who are entering Upson-Lee Middle School are not adequately prepared for the rigorous curriculum of the Common Core Performance Standards and the approaching PARCC-like assessment which will be replacing the CRCT in 2016.

Description of Needs Assessment Process, Surveys Utilized & Results

The ULMS literacy team used the GADOE suggested Literacy Needs Assessment survey in order to gather data from faculty and staff. Shorter literacy surveys were developed and used with students and parents. Surveys for parent and students included items that solicited ratings of agreement or disagreement on topics relating to students receiving direct instruction for writing and reading skills, perception of whether student is performing at or below grade level on reading and writing skills, opportunities for extended literacy instruction, and level of engagement in literacy activities. All students, parents and staff members were invited to participate in the various surveys on-line during a two week window. Results of all surveys follow below.

Student and Parent Survey Results

There were 908 respondents to the student literacy needs survey and 16 respondents to the parent literacy needs survey. The overwhelming majority of parents (87%) and students Strongly Agree or Agree (SA/A) that students are receiving direct instruction that helps them to develop strong reading (95%) skills. Although 72% of students indicated that they are reading and writing at or above grade level, 23% were not sure, while another 9% said below grade level. Parents felt that higher percentages of their students are reading and writing at or above grade level -81%; only 13% said their students are reading and writing below grade level. Students indicated that of their core courses, they are receiving effective writing instruction in Literature (87.8%) and ELA (86.6%). While students indicated that they are receiving extended time for literacy instruction in nearly all of the core courses (especially Literature and ELA), 56% of parents disagreed or did not know whether students receive extended literacy time.

Staff Literacy Needs Assessment Results

Thirty-three (33) faculty and staff, or 42%, responded to the survey. Of those responding, the subject-related backgrounds were as follow: ELA-15%, Reading -21%; Math – 15%; Science – 21%; Social Studies -15%; and CTAE, 9%. Special education teachers responded to the survey under the primary subject that they teach. Survey respondents represented every grade level (6-8) within the subject areas. The literacy team reviewed and analyzed responses to each of

the survey questions and identified items receiving the highest combined percentage of “emergent” and “not addressed” ratings. In addition to the Literacy Needs Assessment survey, administrative focus walks were conducted by the administrative team as a way to better verify the staff survey results. Additionally, the results were analyzed in relationship to data found in the additional materials and data table shown below.

Table -Additional Materials Used for Needs Assessment	
Additional Materials	Items Used for Data
ULMS School Improvement Plan	School’s SMART goals for the year
ULMS Action Plan	Procedures for literacy instruction
Lexile Scores	Readability levels/Grade level equivalency
Data Analysis Sheets from Common Assessments	Performance tasks, inside unit tests, end unit tests, formative and summative assessments.

Based on the analysis of Upson- Lee Middle School’s staff Literacy Needs Assessment survey, Focus Walks, and root causes, the most important areas of concern are as follow. *Please note that extensive steps that we are or have not taken to address these concerns are discussed at length in our Literacy Plan under the corresponding Building Block, and briefly at the end of this component.

Building Block	Concerns*	% in emergent and not addressed	Root Causes
Building Block 1: Engaged Leadership	The community at large supports schools and teachers in the development of students who are college and career ready as articulated in the CCGPS.	55%	Until recently, there has been no formal mechanism to get community involvement in the development of college and career ready students. Now that the Upson Education Alliance has formed, it will be possible to create a shared vision for literacy (The How, p. 28)
Building Block 2: Continuity of Instruction	Out of school agencies and organizations collaborate to support literacy within the community	58%	We have not yet developed key partnerships with faith-based groups and other community organizations to accommodate our students (The How, p. 32)
Building Block 3: Ongoing formative	Problems found in literacy screening are further	27%	ULMS does not have any literacy diagnostic tools in its assessment

Thomaston-Upson Schools- Upson-Lee Middle School- Needs Assessment

Building Block	Concerns*	% in emergent and not addressed	Root Causes
and summative assessment	analyzed with diagnostic assessments.		inventory. Consequently, some of our students' literacy problems have not been clearly defined (The How, p. 37).
Building Block 4: Best Practices in Literacy instruction	All students receive effective reading instruction across the curriculum	Only evident in Lit/ELA classrooms.	Many teachers on the middle school level have had content specific training (science, social studies and math) and have not been trained to teach explicit reading or writing strategies (The What, pp. 9-10).
Building Block 4: Best Practices in Literacy instruction	All students receive effective writing instruction across the curriculum	33%	(Same as above) There has not been time or a focus on cross-curricular teaming or planning. Ineffective plan for writing across the curriculum (The What, p. 10).
Building Block 4: Best Practices in Literacy instruction	Extended time is provided for literacy instruction.	64% (57% chose not applicable)	Because there are 5 person teams, there is not a block of time for literacy instruction (The What, p. 10).
Building Block 5: System Tiered Interventions	Information developed from the school based data teams is used to inform the RTI process.	27%	There is not a solid Response to Intervention protocol in place, and no follow-through (The What, p. 11).
Building Block 5: System Tiered Interventions	In tier 3, SST and data team monitor progress jointly.	30%	Same as above. No protocol, no follow-through.

Specific Age, Grade Level and Content Areas of Concern

CRCT data in Science and Social Studies reveals that there is a significant discrepancy between sixth and seventh grade and seventh and eighth grade in both content areas. Due to the new

Literacy standards required by CCGPS, and PARCC-like CRCT in 2016, expectations and rigor will continue to rise on student performance. With these expectations, best practices in literacy instruction on all content areas, including direct, explicit reading and writing instruction in all content areas must improve at ULMS.

More importantly, Classworks Universal Screener data provided a more factual analysis of the reading deficits of our students. 42 % of our students did not meet reading proficiency. This disaggregation from these score identify where the concerns originates: teachers are not providing consistent reading and writing instruction across the curriculum.

Using this data, it is evident that Upson-Lee Middle School's area of overall concern is effective literacy instruction across the curriculum. The concern for explicit reading and writing instruction is discussed below.

Areas of Concern

Steps ULMS has taken to address concerns:

- Organized a literacy team
- Implemented a Universal Screener (this will be changes to SRI if we get the grant)
- Bi-weekly collaborative meeting with all content teachers on each team.
- RTI committee formed
- Begin literacy training with science teachers through RESA
- Enlisted Griffin RESA for support for reading and writing in the content areas
- All teachers are being trained in Write from the Beginning and Beyond.

Steps ULMS has not taken to address concerns:

- No literacy block
- Not enough self –selected content reading materials
- Limited licenses to software programs
- Need for more RTI follow-up
- Need for more periodicals and books in the media center
- Lack of opportunities for going outside the system to see best practices in literacy.
- No professional learning in explicit literacy instruction and writing across the curriculum.

Proposed Steps to address concerns:

- Provide more direct professional learning in explicit literacy instruction and writing across the curriculum.
- Implement a literacy block
- Purchase needed materials and resources
- Train, implement, monitor and establish protocol for RTI
- Provide more time for collaborative planning with cross-curricular teams

Analysis and Identification of Data

Data on Students

CRCT Performance

Upson- Lee Middle School did not meet AYP 7 of the last ten years of AYP. ULMS had a score of 80.2 on the 2012 CCRPI report and was recently named a 2013 Title I Reward School for Progress. CRCT scores for 2012-2013 are shown in Table 2 for all subjects. Overall the test scores at ULMS are consistent from year to year with little movement up or down. Results of the CRCT indicate that we need to increase the percentage of students performing in the “exceeds” level for all subjects, but especially reading and language arts (grades 7 & 8 in particular) since these skills underpin performance in all other subjects. Domain weaknesses on the CRCT in reading include: Literary Comprehension and for ELA include: Grammar and Sentence Construction.

Table 2: 2012-2013 CRCT Pass Rates

Reading		6th grade	7th grade	8th grade	ULMS
	DNM	4%(13)	4%(15)	2%(5)	3%(33)
	Meets	53%(172)	68%(236)	60%(202)	61%(610)
	Exceeds	43%(142)	27%(95)	38%(127)	36%(364)
		327	346	334	1007
Language		6th grade	7th grade	8th grade	ULMS
	DNM	9%(29)	9%(30)	4%(15)	7%(74)
	Meets	59%(192)	49%(170)	58%(193)	55%(555)
	Exceeds	32%(103)	42%(147)	38%(126)	37%(376)
		324	347	334	1005
Math		6th grade	7th grade	8th grade	ULMS
	DNM	17%(54)	11%(37)	17%(57)	15%(148)
	Meets	65%(209)	70%(241)	66%(216)	67%(666)
	Exceeds	19%(60)	19%(66)	16%(53)	18%(179)
		323	344	326	993
Science		6th grade	7th grade	8th grade	ULMS
	DNM	25%(83)	17%(60)	18%(62)	20%(205)
	Meets	54%(180)	48%(168)	61%(208)	54%(556)
	Exceeds	21%(70)	35%(125)	20%(69)	26%(264)
		333	353	339	1025
Social Studies		6th grade	7th grade	8th grade	ULMS
	DNM	16%(54)	15%(53)	10%(33)	14%(140)
	Meets	43%(143)	36%(128)	41%(139)	40%(410)
	Exceeds	41%(135)	49%(172)	49%(167)	46%(474)
		332	353	339	1024

Disaggregated CRCT Performance

The majority of students are meeting or exceeding standards in each subject. In the area of reading, subgroups such as students with disabilities (SWD) are an area of concern. Tables 3.A through 3.B show subgroup data. Although not shown, our longitudinal data on closing achievement gaps indicates a positive trend toward nearly eliminating gaps over the course of a student’s career at ULMS.

Table 3.A 2013 CRCT Language												
	Sixth grade				Seventh grade				Eighth grade			
	# of students	DNM	MT	EX	# of students	DNM	MT	EX	# of students	DNM	MT	EX
All	325	9%	59%	31%	345	9%	49%	42%	332	4%	58%	38%
SWD	24	25%	67%	8%	25	41%	54%	5%	23	22%	78%	
Female	146	4%	59%	37%	171	4%	49%	47%	167	2%	55%	43%
Male	178	11%	59%	30%	174	14%	49%	37%	165	7%	61%	32%
Black	110	13%	71%	16%	114	9%	53%	38%	115	3%	63%	34%
White	189	8%	54%	38%	213	9%	47%	44%	204	5%	54%	41%

Table 3.B 2013 CRCT Reading												
	Sixth Grade				Seventh Grade				Eighth Grade			
	# of students	DNM	MT	EX	# of students	DNM	MT	EX	# of students	DNM	MT	EX
All	325	4%	52%	44%	345	4%	68%	28%	338	2%	61%	37%
SWD	36	11%	89%		30	7%	63%		35	9%	89%	2%
Female	148	3%	49%	48%	163	4%	66%	30%	170		59%	41%
Male	177	6%	56%	38%	182	5%	69%	26%	168	3%	60%	37%
Black	110	5%	65%	30%	113	8%	76%	15%	114	2%	68%	30%
White	191	4%	47%	49%	212	3%	64%	33%	204	2%	56%	42%

Lexile scores

Since 2011, on average, 70% of our students have met or exceeded the target Lexile of 1050. Improvement of Lexiles is an area that we need to continue to address.

Table 4 % of 8 th graders scoring 1050 and above	
2010-2011	60%
2011-2012	77%
2012-2013	71%

Writing Performance

Each year eighth graders take the Georgia 8th grade Writing Assessment while 6th and 7th graders at ULMS take a mock writing assessment. Table 5 shows ULMS students’ writing performance for the past three years. Our students struggle with the ideas domain (formally content/development) of writing.

Table 5 % of 8 th graders Meeting/Exceeding Georgia Middle Grades Writing Assessment			
	ULMS	RESA	STATE
2010-2011	76%	84%	82%
2011-2012	81%	83%	82%
2012-2013	85%	83%	82%

Strengths and Weaknesses

Reading and ELA are strengths with only 2% of all 8th graders scoring in the DNM range on each test. In science and social studies, all subgroups struggle, especially SWD. Content literacy is an area of concern for teachers. More strategies are needed for literacy instruction. All student performance areas of concern can be tied to lack of reading proficiency.

Teacher Retention Data

ULMS has 79 certified staff members. At the end of the 2012-2013 school year, ULMS lost 3 teachers, one transferred to the local high school, one moved, and one became employed full time with Thinking Maps Company. All were replaced. Due to rising SWD numbers, two positions should be added back for the 2014-2015 year.

The number of content teachers includes:

- Literature teachers- 9
- ELA teachers- 9
- Math teachers- 9
- Science teachers- 9
- Social Studies- 5 that teach Social Studies to all classes/16 that teach Social Studies 1 period of the day
- PE/Health teachers- 4
- Ag Science teacher -1
- Art teacher-1
- Chorus teacher- 1
- Band teacher- 1
- Technology/Multi-media teacher- 1 and ½
- Remedial Math teacher- 2 and ½
- Remedial Reading teacher- 1
- Special Education Teachers- 12 (7 serve students in a co-teach environment)

74% of ULMS faculty has advanced degrees:

- Educational Doctorate- 1
- Educational Specialist- 28
- Master's in Education- 29
- Bachelor's Degree- 21

92% of ULMS faculty has more than three years of teaching experience:

- 3 years and less: 6
- more than 3-20 years: 55
- 20+ years: 18

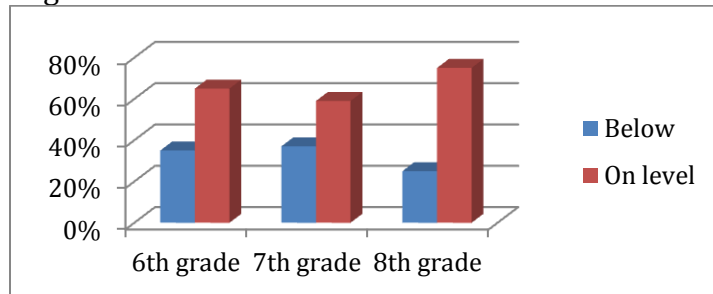
Goals and objectives based on data

Based on the 2012-2013 data, the following goals and objectives were written into our School Improvement Plan:

- **SMART Goal 1- Increase science CRCT scores in 6th, 7th and 8th grades to meet state target of 82.3%**
 - Implement and/or increase the use of technology to enhance differentiation, flexible grouping and assistive technology.
 - As part of CCGPS implement more literacy and writing in science.
- **SMART Goal 2- In order to close the achievement gap, each cohort of at-risk (SWD, Ed, etc.) students will increase CRCT meets/exceeds by 3% in each subject area.**
 - Provide co-teaching classes in core academic areas across grade levels as predominant structure for SWD, as appropriate, considering LRE.
 - Continue the use of ALEKS software in connections and ELT
 - Support and expand the use of differentiated instruction, teaching of higher order thinking skills, and organizational tools in all classrooms and develop strategies to more effectively apply and monitor these best practices.
- **SMART Goal 3- Improve student achievement by all teachers participating in 20 hours of relevant PL activities by the end of 2013-2014 school year.**
 - Weekly Professional Learning during common planning time (BYOT, SLDS, Classworks, WFTF, etc)
 - SBC Days

Additional data

- Universal Screener/Classworks Data: Fall, 2013 was the first time used. A large number of students showed evidence of needing RTI.



Ongoing professional learning communities

The faculty at ULMS is currently participating in the following professional learning activities. All members of the faculty, as well as instructional paraprofessionals, take part in these ongoing activities.

- Mindset training- Bi-weekly sessions
- BYOT/Technology Bi-weekly sessions
- Visit other schools to view BYOT use
- Book study Differentiation by Ricki Wormeli
- On site Standard Based classroom (SBC) planning for CCGPS implementation.
- On site Leadership Team

Thomaston-Upson Schools- Upson- Lee Middle School- Project Plan

Project Plan, Procedures, Goals, objectives and Support

The overall goal of ULMS’s grant is to provide “gold standard” literacy instruction in order to prepare all students to become college and career ready.

<p>Goal 1: Students at ULMS will receive effective literacy instruction, in all content classes, from well- trained teachers using research-based strategies and methods for delivery.</p>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Implement literacy instruction in all content areas according to the ULMS literacy plan • Train all teachers to incorporate evidence and research- based literacy practices into GGGPS instruction in all contents • Use a unified literacy vocabulary among all students, teachers and administrators. • Provide opportunities for students to write, speak and collaborate. • Diagnose student literacy needs and plan appropriate instruction through Tier 2 and Tier 3 literacy strategies
<p>Evidence</p>	<ul style="list-style-type: none"> • Administration and peer vocabulary awareness walks • Qualitative data acquired from student and teacher writing reflections • CCGPS Units • Sign- in sheets, agendas, and minutes from collaborative meetings • SRI data
<p>Instructional Schedule/ RTI model with tiered instruction by grade level.</p>	<ul style="list-style-type: none"> • Instructional Practices <ul style="list-style-type: none"> o ULMS students operate on a six block daily schedule including second block being Extended Learning Time- ELT (45 minutes); 70 minute blocks for Lit/ELA, Math, Science and Social Studies; and a 90 minute connection block in which students receive two connection courses. • Tiered Instruction <ul style="list-style-type: none"> o Remedial Connection Classes <ul style="list-style-type: none"> • Students are assigned remedial connection classes (Reading Connections and Math Connections) based on achievement data (CRCT and Universal Screener) and teacher recommendations. Students with the lowest scores are served first. • Two teachers serve as remedial reading teachers. One is a SPED teacher and serves mostly Tier 4 students. o ELT <ul style="list-style-type: none"> • Students are assigned ELT based on achievement data (CRCT and Universal Screener) and teacher recommendations. Tier 2 and 3 students attend a remedial reading/math class based on greatest need. • All students scoring in the RTI range on the Universal Screener and/or Below 820 on the CRCT, are served during ELT or Connections. • Gifted/Honors Students are served, in addition to cluster grouping, during ELT. They receive a rotation of Literature, Writing and Math. • A remedial science class, with emphasis on Literacy, serves students

Thomaston-Upson Schools- Upson- Lee Middle School- Project Plan

	<p>scoring low on the science CRCT but do not qualify for remedial reading or math ELT.</p> <p>o Academic Inclusion Classes</p> <ul style="list-style-type: none"> • 63% of Tier 4 students are served in a co-teach setting. There is a certified academic teacher and special education teacher (7) or a paraprofessional (2) that serves students within all content blocks. • All SWD are served in at least 2 co-teach classes daily, except MI/MO/Sev/Profound. 																																	
Support Personnel	<ul style="list-style-type: none"> • Administrators • Teachers • Media Specialists • Paraprofessionals • Counselors • Technology Support Specialist • Instructional Coaches 																																	
Current Practices	<ul style="list-style-type: none"> • Implementing CCGPS • Developing interactive literacy lessons and quality units across all curricula. • Emerging differentiated instruction through Lexile levels • Emerging acquisition of content and literacy vocabulary • • Use of Write from the Beginning and Beyond (Thinking Maps) Emerging focus on ensuring consistency across all curricula. 																																	
Funding	<ul style="list-style-type: none"> • Title II and Title VI 																																	
Sample schedule		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Tier 1</th> <th style="width: 25%;">Tier 2</th> <th style="width: 25%;">Tier 3</th> <th style="width: 25%;">Tier 4</th> </tr> </thead> <tbody> <tr> <td>ELA 70 min</td> <td>ELA 70 min</td> <td>ELA 70 min</td> <td>ELA with Sp Ed co-teach 70 min</td> </tr> <tr> <td>Math 70 min</td> <td>Math 70 min</td> <td>Math 70 min</td> <td>Math with Sp Ed co-teach 70 min</td> </tr> <tr> <td>Science 70 min</td> <td>Science 70 min</td> <td>Science 70 min</td> <td>Science with Sp Ed co-teach 70 min</td> </tr> <tr> <td>Social Studies 70 min</td> <td>Social Studies 70 min</td> <td>Social Studies 70 min</td> <td>Social Studies with Sp Ed co-teach 70 min</td> </tr> <tr> <td>Gifted/Honors and Enrichment Literacy Based ELT 45 min</td> <td>Remedial Literacy Based ELT w/ 45 min</td> <td>Remedial Literacy Based ELT 45 min</td> <td>Literacy Based ELT (Physical Ed. If both connections are remedial reading and math) 45 min</td> </tr> <tr> <td>Connection 1 45 min</td> <td>Connection 1 45 min</td> <td>Reading or Math Connection 1 45 min</td> <td>Reading or Math Connection 1 45 min</td> </tr> </tbody> </table>	Tier 1	Tier 2	Tier 3	Tier 4	ELA 70 min	ELA 70 min	ELA 70 min	ELA with Sp Ed co-teach 70 min	Math 70 min	Math 70 min	Math 70 min	Math with Sp Ed co-teach 70 min	Science 70 min	Science 70 min	Science 70 min	Science with Sp Ed co-teach 70 min	Social Studies 70 min	Social Studies 70 min	Social Studies 70 min	Social Studies with Sp Ed co-teach 70 min	Gifted/Honors and Enrichment Literacy Based ELT 45 min	Remedial Literacy Based ELT w/ 45 min	Remedial Literacy Based ELT 45 min	Literacy Based ELT (Physical Ed. If both connections are remedial reading and math) 45 min	Connection 1 45 min	Connection 1 45 min	Reading or Math Connection 1 45 min	Reading or Math Connection 1 45 min				
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Thomaston-Upson Schools- Upson- Lee Middle School- Project Plan

		Connection 2 45 min	Connection 2 45 min	Connection 2 45 min	Reading or Math Connection 2 45 min	
Research-based practices ("What" and "Why" document)	<ul style="list-style-type: none"> • Collaborative planning to embed literacy instruction in all contents according to the “Why” document. • Consistent monitoring of shared literacy strategies and instructional routines by administrators and teachers -“Why” document. • Professional learning on literacy strategies within content areas according to the “What” document. • Responsibility for teaching literacy is owned by all teachers. 					

Goal 2: All Students at ULMS will perform at a proficient or advanced level of reading fluency and comprehension commensurate with Anchor Standards for College and Career Readiness.	
Objectives	<ul style="list-style-type: none"> • Provide students with meaningful experiences reading complex content texts • Provide professional development in explicit literacy strategies. • Provide classrooms and media with multiple models of nonfiction texts aligned to CCGPS. • Provide access to 21st century technology resources. • Improve student reading fluency and comprehension skills so they exit their grade level meeting or exceeding requirements on standardized assessments.
Evidence	<ul style="list-style-type: none"> • Administration and peer fluency and comprehension awareness walks. • CRCT data • Benchmark and common assessment data • Written and verbal responses • SRI data
Instructional Schedule/ RTI model with tiered instruction by grade level.	See Goal #1
Support Personnel	<ul style="list-style-type: none"> • See Goal #1
Current Practices	<ul style="list-style-type: none"> • Progress monitoring • Disaggregating data • Examining student work • Implementing CCGPS • Standards-based planning • GaDOE Webinars
Funding	<ul style="list-style-type: none"> • Title I, II and VI
Sample schedule	See Goal #1

Thomaston-Upson Schools- Upson- Lee Middle School- Project Plan

<p>Research-based practices ("What" and "Why" document)</p>	<ul style="list-style-type: none"> • Coach, model co-teacher observe; provide feedback to fellow teachers on the use of reading fluency and comprehension strategies (“Why”, p. 55; “What” p. 7) • Use technology to reinforce skills • Provide time for students to read and comprehend meaningful, complex literature and informational texts in all classrooms. • • Differentiate fluency and comprehension instruction based on students’ needs
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<p>Goal 3: All Students at ULMS will perform at a proficient or advanced level of written expression commensurate with Anchor Standards for College and Career Readiness.</p>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Provide consistent, high-quality genre-specific instruction for the writing demands of CCGPS • Provide professional development in writing instruction across all grades and contents. • Provide students meaningful opportunities for writing in all contents. • Provide access to 21st century technology resources for publishing and communicating through written expression. • Improve student written expression so they exit their grade level meeting or exceeding requirements on standardized assessments.
<p>Evidence</p>	<ul style="list-style-type: none"> • Administration and peer writing awareness walks • CRCT data • Benchmark and common assessment data • Written responses embedded in units • Georgia 8th grade writing assessment data • Mock 6th and 7th grade writing assessments • MyAccess! data (8th and 7th) • Writing folders
<p>Instructional Schedule/ RTI model with tiered instruction by grade level.</p>	<ul style="list-style-type: none"> • See Goal #1
<p>Support Personnel</p>	<ul style="list-style-type: none"> • Refer to Goal #1
<p>Current Practices</p>	<ul style="list-style-type: none"> • Thinking Maps • Disaggregating data • Examining student work • Implementing CCGPS • Standards-based planning • MyAccess! (8th and 7th graders)

Thomaston-Upson Schools- Upson- Lee Middle School- Project Plan

Funding	<ul style="list-style-type: none">• Title I, II and VI
Sample schedule	See Goal #1
Research-based practices ("What" and "Why" document)	<ul style="list-style-type: none">• Coach, model co-teacher observe; provide feedback to fellow teachers on use of instructional strategies for writing ("Why", sections 2c and 2d)• Use technology for meaningful writing and publication• Provide time for multiple writing opportunities for genre-specific tasks across the curriculum• Use writing rubric in all classes• Differentiate writing instruction

Thomaston-Upson County Schools – Upson Lee Middle School – Assessment Plan

Assessment/Data Analysis Plan

Teachers utilize formative and summative assessments to monitor student progress and guide instruction. All data is used to determine needs and root causes that ultimately drive the school improvement process. Although ULMS teachers administer state-mandated assessments, they also create and administer yearly benchmark assessments and common end-unit assessments in order to make flexible, instructional decisions.

ULMS current assessment protocol

Assessment	Purpose	Skills	Time of Administration	Frequency
Common End-unit	Data assessment sheets are compiled by each content to determine instructional need	CCGPS skills taught in unit	End of each unit	Varies per content, with a minimum of 2 per content each 9 weeks
Benchmark Assessments	Teachers use this data to determine students' prior knowledge and to make instructional decisions for ongoing instruction	Content CCGPS taught each quarter and cumulative as the year progresses	End of each semester	Twice a year
CRCT	Monitors students' mastery of grade-level content of CCGPS and determines promotion/retention of eighth-grade students.	Reading, ELA, Math, Social Studies, Science	Spring of each year	Once per year
Classworks \ Screener	Universal screening used to identify students in need of Tier 2 and Tier 3 interventions	Reading Comprehension, Reading Fluency, Math Computational Fluency, Math Concepts and Applications	August, December, and May	Three times per year

Thomaston-Upson County Schools – Upson Lee Middle School – Assessment Plan

Assessment	Purpose	Skills	Time of Administration	Frequency
Tier 2 & Tier 3 Classworks Probes	Progress Monitoring of students receiving interventions in Tier 2 & Tier 3	Reading Comprehension, Reading Fluency, Math Computational Fluency, Math Concepts and Applications	Beginning at the time of placement in Tier 2 or Tier 3	Every two weeks
Georgia Alternative Assessment (GAA)	Alternative to the CRCT for student who are mentally unable to take the CRCT	Reading, ELA, Math, Science, Social Studies	Throughout the year	Ongoing throughout the year
Georgia Grade 8 Writing Assessment	Results are used to determine mastery of writing standards per CCGPS	Argumentative and Informative Writing Skills	January	Once a year
8 th Grade Supplemental Writing Test	Used to identify students who need writing intervention prior to the G8WA	Argumentative and Informative Writing Skills	January & May (Scored by TSARS)	Twice a year
Self-Made tracking system for Tier 4 students	Progress Monitoring for Tier 4 students on Excel program	Reading Comprehension, Reading Fluency, Math Computational Fluency, Math Concepts and Applications	Weekly	Weekly

Comparison of the current assessment protocol with the SRCL assessment plan

Classworks, current universal screening for students, does not measure each student individually. All students receive the same questions regardless of ability. The students' fluency is not measured. With the Striving Reader Comprehensive Literacy Grant assessment plan, teachers will be able to monitor fluency, comprehension, and Lexile levels with one comprehensive assessment. Ultimately, the main objective of ULMS is to provide a more accurate and comprehensive means of assessing literacy by implementing the SRCL protocol Scholastics Reading Inventory (SRI). Also with the elementary school and the middle school

Thomaston-Upson County Schools – Upson Lee Middle School – Assessment Plan

using the same screener, data can be tracked more easily as students transition from grade level to grade level.

Implementation of SRI into the current assessment schedule

SRI assessments will be administered three times a year, from August to May, taking the place of Classworks screening and progress monitoring as the sole means for obtaining outcome-based results. The August testing will give teachers a literacy baseline for the current school year. The mid-year assessment will provide more accurate literacy information to teachers so that instruction may be adjusted, and students in need of intervention will be identified. Furthermore, with SRI, students will receive updated Lexile levels quarterly rather than annually. Based on information from the 2013 GACIS conference, schools are not expected to get 2015 CRCT data in until the fall of 2015. The SRI spring screener will be very valuable when looking at student placement.

Possible discontinuation of current assessments as a result of SRCL

Classworks will be discontinued as a screener for reading as implementation of SRCL occurs. The data obtained through SRI will serve as a more accurate indicator of growth, aligning to CCGPS and CCR.

Professional learning needs for implementation of SRCL

In order to implement SRCL, teachers will need adequate professional learning and support for SRI. Teachers will need to be trained on all aspects of this assessment tool. Furthermore, all faculty will need training on Lexile measures and text selection that meet state guidelines for the rigor of CCGPS.

Methods of data presentation to parents and stakeholders

Administrators present data from student assessments in a variety of ways. All statewide testing results are given to teachers for further disaggregation in a timely manner. Parents are given results within a day of arrival from the state. Benchmark results are analyzed by each

Thomaston-Upson County Schools – Upson Lee Middle School – Assessment Plan

content, and then communicated in student agendas. Progress reports/report cards are issued with a required parental signature every 4 ½ weeks along with monthly newsletters and weekly calls from SchoolReach. ULMS also utilizes the Internet-based Power School program where parents may check their students' progress and read announcements as often as they wish. In addition, all ULMS student achievement data is disaggregated and presented to the school council, the parent involvement committee, the school leadership team, and discussed with all teachers at a monthly SBC (Standards Based Classroom) unit writing days. An analysis of statewide testing is also published and sent in the form of a pamphlet to all stakeholders within the county. Results are sent to local newspapers for publication and are also available on the school's website and the Georgia Department of Education's website.

Use of data to develop instructional strategies and determine needed materials

Teachers individually and collaboratively analyze data from formative and summative assessments to drive instruction and determine materials needed based upon each student's individual needs. After each common assessment administration, content teachers collaborate and disaggregate the results of each class period. Teachers look at root causes of questions missed by a number of students. Teachers use this data to determine which students need additional instruction on each standard. The Common Assessment Data Sheet is turned into the principal within a week of the common assessment. After each benchmark administration, teachers disaggregate the results of each class and write an analysis, which is submitted to the principal within one week of the testing date. Upon receipt of CRCT data in May, the administration and instructional coaches write individual analyses of results and then meet with grade-level departments to write a collective plan of action for the following year. Results of the new SRI assessment will be used throughout the year to drive scheduling, literacy interventions, and differentiated instruction. Teachers will use common planning time and CCGPS unit planning professional learning days (our SBC days) to analyze data and determine specific materials and technology needed to maximize student achievement. Technology will be an essential component in providing differentiated instruction as determined by assessment results.

Thomaston-Upson County Schools – Upson Lee Middle School – Assessment Plan

Assessment performance – “Who” and “How”

The faculty of ULMS will administer assessments taken by student each year. One of the assistant principals at ULMS coordinates all statewide testing. Grade-level, department leaders, and instructional coaches coordinate quarterly benchmark testing. If ULMS is awarded the SRCL grant, the ULMS Literacy Team will follow established protocols required by SRI programs.

Thomaston-Upson Schools- Upson-Lee Middle School- Resources

Resources, Strategies, and Materials Including Technology to Support the Literacy Plan

Resources needed to implement literacy plan and promote student engagement

Resources	How Resources Support Literacy	Funding Alignment
Professional Learning, including Professional Learning Resources	According to "The Why" document, professional learning is critical and "enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement." (p. 41) Training faculty and staff to use new technology and resources is key in maximizing student achievement and engagement.	SRCL Grant, Title1, Title11, Title IV, QBE
Scholastic Reading Inventory (SRI)	SRI will enable teachers to monitor student progress and match student interest with an appropriate Lexile level, motivating students to become life-long literacy learners as detailed in CCR.	SRCL Grant, SPLOST
Literacy supported software, tablet stations, STAR Reading, Accelerated Reader, Classworks, Read 180, System 44, Student Response Devices and Slates	According to "The Why" document, "to be effective in the 21 st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy."(p. 56) This technology will be used to differentiate instruction and engage students in interactive, integrated technology. It will also provide more opportunities for teachers to administer real time assessments.	SRCL Grant, Title 1, Title II, Title IV, SPLOST
Print and non-print resources	Resources are needed across the curriculum to supplement the CCGPS	SRCL Grant, QBE, local budget, Title IV
Consumable resources and supplies	Paper, toner, journals, and other supplies will allow students to demonstrate mastery of literacy components.	SRCL Grant, QBE, Title IV
Additional texts, novels, magazines aligned to CCGPS units	Aligned texts will complement units of study in all content areas and enhance disciplinary literacy.	SRCL Grant, QBE, Title I, Literacy Fundraisers
Level reading materials for Tiers	High-interest, informational and literacy reading sets with links across the	SRCL Grant

Thomaston-Upson Schools- Upson-Lee Middle School- Resources

2 and 3 reading intervention	curriculum will enhance literacy instruction and motivate struggling readers	
Digital resources	Digital databases and online textbooks can be purchased for use with tablet/laptop stations, encouraging student engagement and learning	SRCL Grant, QBE, Media Budget
Technology, laptops, tablets	Classroom technology to allow students hands of experiences with real world applications, i.e. blogging, digital projects, e-publishing	SRCL Grant, Title IV

Activities to support literacy

All administrators, faculty, and support personnel at ULMS recognize the need to implement learning activities that support literacy. With the implementation of CCGPS, additional funding is imperative. ULMS is currently utilizing the following activities to provide literacy instruction:

- Writing across the curriculum
- Emergent focus on vocabulary acquisition in all content areas/connections
- Technology enhanced lessons (ActivBoard, document cameras, projectors, 1-4 computers)
- Extended Learning Time (ELT)
- Inclusion/resource models for SPED and ESL
- Differentiated instruction
- Thinking Maps/ Write From The Beginning

Shared Resources

ULMS has 3 computer labs with 30 computers each shared daily by teachers/students (1025 students) throughout the building. Shared resources at ULMS include:

- Computer labs
- Copy machines/Risograph
- Class Sets of Novels (89 sets)
- Gallopade books (class set for social studies only)

Thomaston-Upson Schools- Upson-Lee Middle School- Resources

Library Resources

The ULMS Media Center houses approximately 17,600 (fiction, non-fiction, and reference books). Other available resources include educational tapes and DVDs, and professional learning books. There are 10 student stations available for the Destiny Media Program and 2 circulation computers. The Media Center has 2 multi-media stations with color printers and scanners. ULMS has 10, 1st generation iPods, 12 MacBooks, 6 video cameras, and 18 digital cameras available for classroom checkout.

Library Resources	Current Library Resource	Additional Needed Library Resources	Funding for SRCL and Other Funding	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc.
Nonfiction books	5491	500+	SRCL, Local Budget	CCGPS and College Career Ready standards require students to read more complex texts.
Fiction Books	12,120	250+	SRCL, Local budget, Fundraising	Students need current and classic recreational texts.
Total Books	17,611	750+		
Magazine Subscriptions	11	10+	SRCL Grant Local Budget	
e-books	0	50+		E-books are more durable and allow students practice with electronic research.
Accelerated Reader and STAR subscriptions	1	No additional	Local budget	Used by students and teachers to track reading progress.

Activities to support classroom practices

ULMS provides the following classroom practices to ensure support for students in developing and/or improving literacy skills:

- Accelerated Reader
- Thinking Maps/ Write From the Beginning and Beyond
- Research-based instructional strategies
- Reading support class- Reading Connection Classes (limited seating)
- Writing in all content areas (early stages of implementation due to CCGPS)
- Differentiated instruction
- Progress monitoring (Tiers 2, 3, 4)

Thomaston-Upson Schools- Upson-Lee Middle School- Resources

- Formative and summative assessments
- Benchmark testing
- Data analysis
- Limited professional learning – Most all in-house due to limited funds

Additional strategies to support student success

ULMS has implemented Learning Focused Schools strategies for 12 years as a way to develop a common language around best practices for instruction. We also implemented Standards-Based Classrooms seven years ago. In addition, the following strategies have been added to ensure students success:

- Learning Focused Strategies
- Standards-based classroom strategies
- Differentiated instruction
- ActivBoards/projectors in each classroom
- Student response devices in 33 classrooms
- ActivSlates in 13 classrooms

Current classroom resources

Following is a list of resources currently found in some ULMS classrooms:

- Class sets of textbooks in most content areas
- Interactive boards
- Teacher computer workstation in all classrooms
- 3 additional student computers for AR in Literature classrooms
- Document cameras in most classrooms

Alignment plan for SRCL and other funding

At Upson-Lee Middle School, the SRCL Grant funding will be used along with QBE, Title 1, Title II, Title IV, school budget, and other fundraising monies to implement fully the project plan designed by the ULMS Literacy Team. Professional learning monies have not been available to adequately provide teachers with training to effectively implement programs and technology currently in place. SRCL Grant money will be used to provide the necessary professional learning and additional resources, programs, materials, and technology to all teacher and students.

Demonstration of support of RTI, student engagement, instructional practices, writing, etc. through technology purchases

Research shows that the use of technology greatly facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy

Thomaston-Upson Schools- Upson-Lee Middle School- Resources

intervention program, such as SRI, would meet the individual needs of students and provide accurate and timely differentiated instruction. Students are highly engaged in the instructional process when technology is used; therefore, in order to compete in the 21st century, teachers and students must have access to immediate, specific feedback, which can be provided with 21st century technology.

About half of our students own at least one device and demonstrate advanced knowledge of usage. Providing opportunities to utilize those tools, and introducing them to other possibilities engages students in ways traditional methods have not. In addition, high-stakes testing will soon be administered through computers, and students and teachers must have the resources and knowledge to be adequately prepared for these tests.

Technology is an essential tool in enhancing the learning experience. Effective use must support four key components of learning: active engagement; group participation; frequent interaction and feedback; and connection to real-world experts. Students' motivation to learn is increased when using technology. ULMS recognizes the importance of incorporating technology with instruction, and all stakeholders feel that moving in this direction will place students on the cutting-edge of educational trends. Using technology will help students acquire 21st century skills.

Thomaston- Upson Schools- Upson- Lee Middle School- Professional Learning

Professional Learning Strategies Identified on the Basis of Documented Needs

A. Past Professional Learning/B. Percent of teachers attending PL

Below is a list of the professional development activities during the 2012-2013 school year. Most of these activities were at no cost to the Thomason-Upson School System.

Professional Learning Activity	% /number of staff in attendance
On site Georgia DOE CCGPS webinars	100%
On site Standard Based classroom (SBC) planning for CCGPS implementation.	100%
Write From the Beginning and Beyond (in addition, 4 Trained as Trainers)	100% of ELA teachers
Advanced Thinking Maps	100%
Thinking Maps (new teachers only)	100% of new teachers/5 teachers
Gifted endorsement	6 teachers
Georgia College 411 training	
New teacher orientation	3 teachers (all new teachers)

C. Ongoing Professional Learning

The following is a detailed list of the available, ongoing/current professional development opportunities available for the teachers at ULMS this school year.

Professional Learning Activity	% /number of staff in attendance
Mindset training- Bi-weekly sessions	100%
BYOT/Technology Bi-weekly sessions	100%
Visit other schools to view BYOT use	12 teachers/ 20 more to attend this year
Book study	To begin 2 nd semester
On site Standard Based classroom (SBC) planning for CCGPS implementation.	100%
On site Leadership Team	19 in attendance each month

D. Programmatic Professional Learning

Based on the professional learning needs identified in the Needs Assessment, Concerns and Root Cause Analysis, the following professional learning plan is detailed to target Upson- Lee Middle School’s goals and objectives as outlined in the ULMS literacy plan. Evidence of adequate professional learning is noted during the end of the year System Professional Learning surveys. For each proposed professional learning activity, accountability and effectiveness is measured through focus walks and aligned to the following goals:

Goal 1: Students at Upson – Lee Middle School will receive effective literacy instruction from well-trained teachers using research-based strategies and methods for delivery.

Thomaston- Upson Schools- Upson- Lee Middle School- Professional Learning

Goal 2: All students at ULMS will perform at a proficient or advanced level of reading fluency and comprehension commensurate with Anchor Standards for College & Career Readiness.

Goal 3: All students at ULMS will perform at a proficient or advanced level of written expression commensurate with Anchor Standards for College & Career Readiness.

F and G. Proposed Professional Learning as outlined in the ULMS Literacy Plan and Project Plan

Proposed Professional Learning Activity	% of staff expected to be in attendance	Measurement to determine effectiveness
On-site standard –based planning for CCGPS implementation (SBC days)	100%	<ul style="list-style-type: none"> • CCGPS Units • Sign-In sheets
Training on Using Thinking Maps for Comprehension Strategies for Constructing Meaning and Thinking Maps for Common Core Response to Text	100%	<ul style="list-style-type: none"> • Focus walks • Sign-in sheets
Professional development for implementing new hardware and software programs.	100%	<ul style="list-style-type: none"> • CCGPS Units • Focus Walks • Sign-in sheets
“Planet Literacy” training by Suzy Peppers Rollins	100%	<ul style="list-style-type: none"> • Sign-in sheet • Focus walks to see strategies • CCGPS Units
Book study on <u>Active Literacy Across the Curriculum</u> by Heidi Hayes Jacobs	100%	<ul style="list-style-type: none"> • Blog responses/discussions • Focus walks to see strategies
SRI Webinar Implementation Training	100%	<ul style="list-style-type: none"> • Sign-in sheets • Data collection for program use
SRI Training	Approx. 20 % Teachers of Reading connection, ELA and SPED	<ul style="list-style-type: none"> • Sign-in sheets • Data collection for program use
Teachers to attend the following conferences: <ul style="list-style-type: none"> • Georgia Eduactional Technology Conference (GaETC) • Georgia Middle School Association Conference • National Middle School Conference • Georgia Curriculum and Insrtuction (GACIS) 	4 teachers per conference	<ul style="list-style-type: none"> • Written reflections turned in to administration • Student work samples • Redelivery to faculty at monthly faculty meeting

Thomaston- Upson Schools- Upson- Lee Middle School- Professional Learning

<ul style="list-style-type: none"> • Georgia Reading Association Conference • Georgia International Conference on Informational Literacy 		
<p>New teacher orientation with a focus on literacy initiatives</p>	<p>Plan for 5% per year</p>	<ul style="list-style-type: none"> • Mentor informal evaluation • New teacher survey results

E. Details of the Process to determine if Professional Development was adequate and effective:

Other than focus walks, ULMS has no effective protocol or system for determining the effectiveness of our Professional Learning.

Thomaston-Upson County Schools – Upson Lee Middle School – Sustainability Plan

Sustainability Plan

Plan for extending professional learning and assessment protocol beyond the funding period.

Our staff will receive ongoing professional development through professional learning communities using system professional development funds and Title I funds beyond the grant period. The literacy team will continue receiving current training on the assessment protocol and redeliver to teachers new to our school. Monthly training sessions will continue with staff. Each content area teacher will continue to receive four standards based training days a year to plan vertically and horizontally to share best practices in assessment and instruction. . We will use local and Tile I funds for this purpose. Professional learning needs will continue to be assessed annually and results discussed at the summer planning retreat with Central Office staff.

Plan for developing community partnership and/or other partnerships to assist with funding

ULMS will enlist the help of community partnerships and local SPLOST for funding. To replace our Shamrock Sprint, to raise money and awareness for literacy, local businesses, American Pie and Zaxby's have been asked to host a "ULMS Literacy Night" in which 10% of tickets will go back to ULMS for materials. ULMS's part time Instructional Coach for Technology and full time Technology Specialist will perform maintenance on equipment and software. We will also leverage the mechanism that will be provided through the newly-formed Upson Education Alliance to develop on-going strategic relationships and partnerships with a diverse community constituency over the period of the grant.

Plan for training of new teachers, etc.

New teachers hired to the system will receive training on the assessment protocol and how to use technology to teach literacy. This training will occur during new teacher orientation and during preplanning by the literacy team. Each new teacher will have a mentor that will provide ongoing assistance with literacy, technology, and instructional initiatives. All new teachers are

Thomaston-Upson County Schools – Upson Lee Middle School – Sustainability Plan

trained by our in house Train the Trainers on the various aspects of Thinking Maps and Write from the Beginning and Beyond.

How print materials are to be replaced

Efforts will be made to replace all print materials purchased through the SRCL grant through use of annual allotments of Title I and local funds. We will budget for replacement copies of the SRI, as needed, and test protocols.

Plan for sustaining technology

ULMS is fortunate to have a full-time technology support specialist and a part-time instructional technology coach. We will ensure that they learn as much about the technologies purchased through the grant as possible and be able to continue to model use of technologies after the grant ends. We will also plan to access troubleshooting support from the District's Technology Department. The literacy team will scan for technology professional learning opportunities that may be offered free or at a minimal cost to staff. Title I funds will be used to cover site license renewals and replace outdated technology, when needed.

Expanding lessons learned through the grant

All staff will be requested to maintain reflection logs to capture insights and lessons learned during the implementation of the grant. Staff will attend state meetings of cohort schools and conferences to gain insights and share ideas with others. The agendas of our faculty and team meetings will regularly include a segment for staff to share lessons learned. We will publish information about the grant and lessons learned on our website and in the newsletter. We will also use social media to celebrate literacy milestones.

Thomaston-Upson Schools – Upson-Lee Middle School- Budget Summary

Budget Summary

Funds from the Striving Readers Literacy grant will allow Upson- Lee Middle School to purchase a universal screener. Technology will be essential in implementing the screener and in teaching and reinforcing literacy strategies. Technologies such as student response devices, 1:1 ratio of technology, student produced videos as well as various software programs, will assist in mastery and retention of literacy skills that will transfer beyond the high school.

Understanding that teacher training and professional learning is the most important aspect of this grant, a large portion of the grant money will be spent on professional learning and, professional resources.

Funds for the grant will also be used to increase the amount and type of printed material that ULMS has available for our students. These texts, as well as all of the other items, will enhance literacy across the curriculum. The table below shows the types of items we would like to purchase and a rough estimate of costs.

Item	Description/Use	Quantity	Estimated Cost
SRI – Scholastic Reading Inventory	Universal Screener for Reading Lexile Assessment Program	1055 licenses	13,000
Professional Learning for SRI	Teachers will receive training on SRI	3 days	7,500
Professional resources for teachers	Resource books		10,000
Professional Learning of Literacy	Trainers, substitutes, stipends for unit writing days during the summer		80,000
Lap top computers	iBooks for multi-media projects	50 @\$1000	50,000
tablets	Students will use for literacy apps and for e-readers	300@\$200 (100 per grade level)	60,000
Math, Science and Social Studies specific readers and magazines	Readers and magazines to enrich instruction of the math, science and social studies classrooms.		30,000
Novels, informational	Books to use for CCGPS instruction		50,000

Thomaston-Upson Schools – Upson-Lee Middle School- Budget Summary

text and non-fiction books related to CCGPS standards			
Aleks	Math bases computer literacy program	100 x5 @ 42.50 each	21,250
Classworks	Software used in Tier 2	8,000 X 5	40,000
Read 180	Software used in Tier 3	10,000 x5	50,000
Accelerated Reader	Reading program to promote reading and guide our school wide reading reward program.	7,000 x5	35,000
Thinking Maps manuals and training	Training and manuals in the reading component of TM. Training for all content teachers on WFTBB	1 time	15,000
Conferences	GAGE- registration,		10,000
Literacy speaker for parents	Promote literacy		2,000
Children’s author	Promote literature		2,000
Family Literacy Night	Books, decorations, advertisement and dinner to bring in the families and the community for Family Literacy Night	1000 X 5	5,000
			Estimated total= 445,750