

School Profile

Created Tuesday, November 11, 2014

Page 1

School Information

System Name:	Effingham County
School or Center Name:	Effingham County Middle School
System ID	651
School ID	0290

Level of School

Middle (6-8)

Principal

Name:	Billy Hughes
Position:	Principal
Phone:	(912)772-7001
Email:	bhughes@effingham.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Lyn Long
Position:	Asst. Principal/Instructional Supervisor
Phone:	(912)772-7001
Email:	llong@effingham.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

57

FTE Enrollment

833

Grant Assurances

Created Wednesday, December 03, 2014

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
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

Created Wednesday, December 03, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 4

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

Randy Shearouse, Superintendent
Typed Name of Fiscal Agency Head and Position Title

11/11/14

Date



Signature of Applicant's Authorized Agency Head (required)

Randy Shearouse, Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

11/11/14

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Judith Shuman

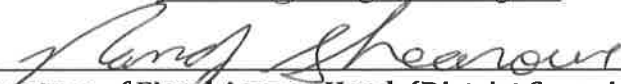
Position/Title of Fiscal Agent's Contact Person: Student & Professional Learning Coordinator

Address: 405 N. Ash St.

City: Springfield Zip: 31329

Telephone: (912) 754-5508 Fax: (912)754-5637

E-mail: jshuman@effingham.k12.ga.us



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

Randy Shearouse

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

11/11/14

Date (required)

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately \$107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A. Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	\$10,000
Smaller Learning Communities	High	2008-2013	\$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	\$518,820
Effingham College & Career Academy	High	2007	\$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B. Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over \$2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

District Narrative

Brief History of the System

First settled in 1734 by protestant German exiles, Effingham County was established in 1777. With approximately 53, 293 residents, Effingham County has been among the nation’s top 100 fastest growing counties prior to the recession. The Effingham County School System is currently the 32nd largest in Georgia. Newcomers are attracted to Effingham County’s family-oriented communities and the district’s reputation for providing a quality education in safe, state-of-the-art facilities. Annually Effingham spends approximately \$700 less per pupil than the state average while maintaining a full 180-day school calendar. The district is currently ranked 133rd out of 180 school districts in the state in terms of the value of local revenue collected relative to the number of students it serves. Despite the inability of the district to generate sufficient tax dollars per child as compared to other systems in the state, the Effingham County School System maintains above average results and provides a robust, engaging, and comprehensive educational program. The Center for American Progress includes Effingham as one of only 20 Georgia school districts that provide the lowest cost and highest achievement.

System Demographics

	Total Students	Black	Hispanic	White	Other
Effingham County High	1836	22%	4%	67%	7%
South Effingham High	1522	9%	4%	82%	5%
Effingham County Middle	811	25%	3%	67%	5%
Ebenezer Middle	796	18%	7%	70%	5%
South Effingham Middle	980	6%	5%	86%	3%
Blandford Elementary	682	19%	10%	64%	7%
Ebenezer Elementary	617	11%	5%	80%	4%
Guyton Elementary	652	16%	4%	73%	7%
Marlow Elementary	679	4%	5%	87%	4%
Rincon Elementary	638	24%	8%	62%	6%
Sandhill Elementary	537	6%	4%	86%	4%
South Effingham Elementary	713	9%	7%	77%	7%

Springfield Elementary	599	28%	5%	64%	3%
System	11062	15%	5%	72%	8%

Special Populations:

- Special Education – 16.1%
- ESOL – .8%
- Homeless - .3%
- Gifted – 10.3%
- PreK – 23 Classrooms
- Pre-School (Migrant/Sp Ed) – 52 students

The current overall free and reduced lunch rate for the system is 44.2%. Five of the thirteen schools are Title I eligible. The Effingham College & Career Academy opened in 2010 and serves students from both high schools.

Current Priorities

The Effingham County School District is committed to providing rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post secondary success.

- Increase graduation rates
- Provide opportunities which maximize potential for learning and minimize achievement gaps
- Establish challenging growth targets and provide instruction that enhance, extends or expands student learning
- Use writing as a tool for learning and assessment in all content areas
- Deep understanding and systematic implementation of CCGPS

Strategic Planning

Strategic Planning Goals	
Safe Environment	Provide a safe and nurturing environment for all learners and district employees.
Maintenance of Quality Workforce	Maintain a quality work-force with the goal of all teachers and paraprofessionals obtaining Highly Qualified status.
Facility Strategic Planning	Maintain quality school facilities and insure strategic facility planning to meet the needs of the district's continuing growth
Career and Work-force Readiness	Continue to improve the graduation rate and enhance opportunities for students in Career Technical Agriculture Education
Improvement of Instruction	Work toward providing subject area specialists in English, Math, Science and Social Studies.
School Improvement	Support schools in maintaining scores above the state average on the College and Career Ready Performance Index (CCRPI)

Current Management Structure

CCSS Superintendent	
Principals	
Elementary <ul style="list-style-type: none"> • Blandford • Ebenezer • Guyton • Marlow • Rincon • Sand Hill • South Effingham • Springfield 	Middle <ul style="list-style-type: none"> • Ebenezer • Effingham County • South Effingham Secondary <ul style="list-style-type: none"> • Effingham County • South Effingham • Effingham College & Career Academy
Assistant Superintendent of Instruction and Technology <ul style="list-style-type: none"> • Student and Professional Learning Coordinator <ul style="list-style-type: none"> ◦ Elementary Curriculum & K-12 Gifted Asst. Coordinator ◦ Student Intervention and Support • Assessment Coordinator • Information Systems Coordinator <ul style="list-style-type: none"> ◦ Information Systems Asst. Coordinator • Information Technology Coordinator • Special Programs Coordinator • Exceptional Students Coordinator <ul style="list-style-type: none"> ◦ Asst. Coordinator for Exceptional Children ◦ IEP/Eligibility Program Manager • CTAE Coordinator 	

Past Instructional Initiatives

Initiative	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ELA											
Implementation of CCGPS ELA											
ELA 6-12 Language Arts Adoption											
iRead adoption (K-2)											
Balanced Literacy Block											
Reading Recovery (Gr.1)											
Comprehensive Intervention Model											
Georgia Center for Assessment Training - Writing											
Literacy Coaches (# of coaches)						1	1	1	1	.5	
Reading First											
Write from the Beginning											
Write for the Future											
Scholastic Reading 180 & System 44 (Gr 8-6)											
Scholastic Reading 180 & System 44 (Gr 9)											
Words Their Way											
GaDOE Summer Academy											
Reading Rockets for Paraprofessionals											

Guided Reading											
Scheduling for Literacy											
ASSESSMENTS	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Cold Read Assessments											
Benchmark Assessments											
OAS											
LEOCT(high school)											
ESOL	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Camp Can Do											
iReady											
ESOL Endorsement											
General	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
High School Academic Coaches											
Standards Based Classrooms											
Smaller Learning Communities (high school)											
Ken O’Conner Grading Study											
Thinking Maps											
Six Elements of an Effective Math Lesson											
Gifted Endorsement											
Co-Teaching and Inclusion											
21 st Century Classrooms											
Bring Your Own Technology											
Interactive Notebooks											
Literacy Design Collaborative											
Document Based Questions											
Literacy Strategies in the Content Areas											
Using Data to Inform Instruction											
SLDS											
SLO Development											
Implementation of CCGPS Mathematics											
Social Studies Resource Adoption											
Science Resource Adoption											
Formative Instructional Practices											
TKES/LKES											

Literacy Curriculum

ECSD’s literacy curriculum is driven by the CCGPS. Locally developed units are currently being used in ELA classrooms. High schools adopted Pearson’s Literature series in 2014 and middle schools adopted Scholastic’s Code X series. Elementary schools adopted Scholastic’s iRead for grades K-2 as a supplemental resource but are still making a core choice for grades K-5.

Literacy Assessments Used District-wide

	Beginning of Year	Middle of Year	End of Year
K	<ul style="list-style-type: none"> GKIDS Baseline Fry Words (quarterly) DIBELS 6th Ed. 	<ul style="list-style-type: none"> GKIDS(quarterly) Fry Words (quarterly) DIBELS 6th Ed. 	<ul style="list-style-type: none"> GKIDS Fry Words (quarterly) DIBELS 6th Ed.
K-5	<i>Words Their Way</i> Spelling Inventory		<i>Words Their Way</i> Spelling Inventory
1-5	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)

Instructional plans are determined based on results from literacy assessments listed above. Teachers choose from various assessments from Reading First resources for Phonological Awareness, Phonics, Fluency, and Comprehension as needed.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of sufficient varied materials to meet the explicit needs all students
- Lack of a reliable and vertically applicable tool to assess reading levels and record growth over time
- Absence of robust professional development
- Weakness in utilization of reliable data to drive instruction

As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistent support of previous instructional initiatives, rising assessment expectations, TKES/LKES, and Georgia Milestones, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision for the Effingham County School District (ECSD) to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was a collaborative one made only after careful consideration and discourse. Through face-to face meetings as well as electronic and document sharing tools, the district and school grant writing teams have already established communication modes that will continue throughout the duration of the grant. As with any initiative that ECSD undertakes, we are committed to implementing and monitoring the grant with an ongoing goal of sustaining all initiatives once funding from the grant has ceased. The office of Student and Professional Learning will supervise the implementation, monitoring, and reporting on goals and objectives for the project at the district level.

The following chart indicates those individuals responsible for grant administration at the district level:

District Department	Individual/Position	Tasks
Curriculum and Instruction	Judith Shuman, Student and Professional Learning Coordinator	Grant Administrator – Oversee implementation/reporting
	Dr. Melodie Fulcher, Asst. Coordinator for K-5 Curriculum & K-12 Gifted Dr. Greg Arnsdorff, Asst. Superintendent for Instruction & Technology Kristie Long, Student Intervention & Support Specialist	Coordination of district-wide initiatives; support for gifted education; support for intervention and ESOL services
Business Services	Ron Wilson, CFO Kathy Morgan, Purchasing Agent	Budget approval Payments
Technology	Jeff Lariscy, Information Technology Coordinator Gregg Miles & Justin Keith, Instructional Technology Specialists	Support for technology
Special Education	Stacy Boyett, Exceptional Students Coordinator	Support for special education

The following individuals will manage day-to-day operations:

Site	Individual/Position
Guyton Elementary School	Charla Connelly, Principal Brenda Barrow, Instructional Supervisor
Marlow Elementary School	Wallace Blackstock, Principal Lori Dasher, Instructional Supervisor
South Effingham Elementary School	Anna Barton, Principal Stacy Bolton, Instructional Supervisor
Effingham County Middle School	William Hughes, Principal Lyn Long, Instructional Supervisor

The decision to apply for the SRCL grant was a collaborative one. District and school personnel learned about requirements together and made the decision to move forward. Just as with the decision to apply and the work throughout the application process, the grant implementation will be a collaborative effort. Although not every school in the district could apply for the grant, each school is committed to the same literacy priorities and as such will bring a complementary perspective to the grant implementation. Teachers at each site have expressed a desire for job-embedded professional learning and are committed to participation. The district key personnel will be leading on-going professional collaboration and discourse among both grant-recipient and non-grant recipient schools in order to promote and sustain district goals. The district and school level literacy teams have made developing and implementing a viable and purposeful literacy plan their priority. ECSD has participated in a wide variety of initiatives in recent years; however, the implementation of a literacy plan is both long over-due and critical for us to continue to provide students with the skills needed to be successful in their post secondary endeavors. ECSD embraces this opportunity.

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately \$107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A. Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	\$10,000
Smaller Learning Communities	High	2008-2013	\$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	\$518,820
Effingham College & Career Academy	High	2007	\$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B. Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over \$2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

Effingham County Middle School SRCL Grant

School History

The mission statement of Effingham County Middle School mirrors the mission of the Effingham County School System. Our mission is to provide rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post secondary success.

At ECMS:

1. We believe school staff, parents, students, and community working together to promote excellence in academics and character.
2. We believe differentiated learning opportunities provide for academic success.
3. We believe a safe and respectful environment promotes learning while enhancing positive relationships between students and staff.
4. We believe data should guide decision making and student learning.

The vision of Effingham County Middle School is to: Educate, Challenge, Motivate, and Succeed.

Effingham County Middle School was first opened in 1956 as a part of Effingham County High School, and it served grades 7-12. After a new high school was constructed in 1989, the old building officially became Effingham County Middle School, serving grades 6-8. During the 2009-10 school year, ECMS was relocated to a newly constructed school which was adjacent to ECHS. The new location is just outside of Guyton, GA, and is about 35 miles from the city of Savannah. According to the 2012 census, Guyton is a rural community with a population of approximately 1,696. The median age is 33, and the median household income is \$38,735. The community's ethnicity is 62% white and 36% black. ECMS is one of three middle schools in Effingham County. The county prides itself on its conservative, yet progressive values as we build on a tradition of excellence with a vision of the future.

The current campus, rurally located between Guyton, Georgia and Springfield, GA is home to approximately 830 students and 80 staff. Compared to the rest of the county, ECMS has significantly higher percentages of students with disabilities, students with low socioeconomic statuses, and minority students. Currently, 59.3% of our students receive free or reduced lunch, which qualifies ECMS as a Title 1 School. There are 125(15%) students in Special Education, 199 (24%) students identified Remedial, and 107 (13%) students in Gifted/Talented. ECMS uses GA's Response to Intervention (RTI) process, and presently has 7 students in Tier 2 Reading and 11 students in Tier 3 Math , as well as 3 students in Tier 3 Reading and 4 students in Tier 3 for Math. The ethnic composition of ECMS is 67% white, 25% black, 3% Hispanic, and 5% with two or more races. The average class size is _ 23.

Administration and Teacher Leadership Team:

Principal William Hughes, Assistant Principal Lisa Woods, and Instructional Supervisor/Asst. Principal Lyn Long lead the school. Our administration is committed to maximizing instructional time and focused on a collaborative, data-driven process to meet the needs of all students. Because of the focus and support of the leadership at ECMS, many changes have been made this year to create a shared vision of learning and leadership, promote collaboration, and to maximum potential for all learners. In order to maximize time in Remedial Reading and Math (these connections classes are scheduled for identified students every day versus every other day) ECMS employs an incredibly challenging schedule with each grade-level following its own class rotation times. Each content class is given approximately 1 hour and 10 minutes and each grade level rotates through 2 connections classes each day (each connections class is 50 minutes in length).

ECMS leadership has developed a variety of teams in which to delegate responsibility and enhance and inform instruction. The teams are as follows: School Leadership/Improvement Team, Grant Writing Team, Data/Content teams, School Council, and a Literacy Team.

ECMS Leadership Team:

William Hughes, Principal
Lisa Woods, Assistant Principal
Lyn Long, Instructional Supervisor/AP
Pat Gibson - Dept. Head for ELA
Ginger Kessler - Dept. Head for Math
Helen Ward – Dept. Head for Science
Kristina Baranowski - Dept. Head for Social Studies
Maria Burton - Dept. Head for Connections
Julie Olson - Dept. Head for SPED
Carla Dean – Representative for GT
Glenn Smith – Athletic Director
Marti Smith – Media Specialist
Ginger Howard – Paraprofessional
Karen Exley (6), Cary Zeigler (7), and Jessica Flowers (8) Tony Murray (Connections)–
Hallway Rep

School Improvement Team:

Kristina Baranowski-8th Grade GA History Teacher and Social Studies Department Head
Hayley Cain-8th Grade Math Teacher, 8th Grade Math Content Leader
Karen Exley-6th Grade ELA Teacher, Academic Team Chair
Patricia Gibson-7th Grade ELA Teacher and ELA Department Head
Billy Hughes-Principal

Lyn Long-Instructional Supervisor/AP
Mariella Manhatton-Parent Liaison
Anthony Murray - 6th, 7th, & 8th Grade Band
Julie Olson- 6th and 7th grade Math Resource Teacher and Special Ed.Department Head
Kelly W. Rahn - 6th Grade Science Teacher
Misti Vandenhouten-7th & 8th Special Ed. ELA Teacher; SIP Chair
Helen Ward - 8th Grade Physical Science & Science Department Head
Lisa Woods-Assistant Principal
Stacey Timmerman, Parent

Past and Current instructional initiatives

Many instructional initiatives have been implemented in recent years at ECMS. Although some initiatives have worked well when teachers were sufficiently trained, other initiatives have lacked sustainability with the absence of training. With initiative changes, curriculum changes, and the arrival of new teachers, ECMS is in need of a comprehensive, balanced literacy program where all teachers have the professional learning required to teach. To address the needs of all types of learners, the following past and current instructional initiatives were implemented:

Past instructional initiatives:

- *Thinking Maps*
- Differentiated Instruction
- ELA unit writing, revision, and redelivery
- Standards-Based Classrooms
- Write for the Future
- Student Interactive Notebooks
- ILT/ELT
- ELA Benchmarks
- Classworks
- Accelerated Reader
- After-school tutoring/Saturday School

Current instructional initiatives:

- Paraprofessional Data Notebooks *
- Differentiated Instruction
- Code-X Curriculum for ELA
- Literacy Design Collaborative in Science/Social Studies

- Co-teaching/inclusion Collaborative with GLRS *
- Response to Intervention for Behavioral Needs
- Literacy Team
- Writing across the curriculum
- Read 180/System 44 for struggling readers
- Math 180 for struggling students *
- Getting to know your students with SLDS
- Sliding Classrooms (6th Grade Science)
- Integrating Research/Technology into Content Area

***Paraprofessional Data Notebooks:**

ECMS is currently piloting an initiative for our district that involves paraprofessionals in on-going data collection for our students with disabilities. Because of the large number of students in inclusion settings, paraprofessional input is vital to gathering meaningful evidence to support IEP team decisions. We began the year by hosting regular ed teachers, fileholders and paraprofessionals in an information/accommodation sharing block of time. This allows all parties to be knowledgeable of students needs/strengths. Paraprofessionals have created notebooks to record the use of accommodations as well as evidence of the effect of the accommodations. This information is compiled in a folder for fileholders to use in the IEP process .

***Co-Teaching Collaborative with GLRS**

ECMS has joined a collaborative with GLRS that provides on-going professional development, observation, and coaching for administrators and co-teachers. This collaborative will address parity, co-planning, instruction, and assessment use in the cotaught classroom.

***Math 180**

ECMS has served struggling math students in a Remedial Math class for many years, but (upon approval of Title 1 funds) will implement Math 180 during the 2nd semester this year. This will be a partial implementation for the 14-15 school year.

Professional Learning Needs

- SRI and training to accompany this program (ECMS currently has no program to monitor reading comprehension or Lexile levels)
- Diagnostic Assessment for Reading
- Writing in content areas
- A systematic, explicit sequence of literacy instruction
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Modeling of best practices in literacy instruction for all content areas
- Development of formative and summative assessments to monitor learning

- Identification and implementation of a core literacy program
- Development of a redelivery model within the school community to strengthen professional learning.

Need for striving readers project

Due to the socioeconomic status and high percentages of students with disabilities at ECMS, most students have tremendous obstacles to overcome in order to have the communication, inventive thinking, and technological skills to be successful in the 21st century classroom. The Striving Readers Comprehensive Literacy grant is necessary at ECMS in order to help our students meet the rigorous demands of the new standards and assessment practices and, ultimately, progress forward in literacy. This is definitely an area of weakness for us. According to the Needs Assessment survey, 73% of teachers indicated they need support in teaching students who understand only basic concepts in text. Our staff needs standards-based and motivating professional learning for the facilitation of mastery of literacy skills. More importantly, our students need to receive the benefit of well-equipped, quality educators who are confident in their ability to teach literacy.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Surveys/Participants

To ascertain the degree to which ECMS's teachers feel prepared to plan and deliver literacy instruction across all content areas, all classroom teachers and school leaders were asked to participate in a Literacy Needs Assessment Survey based on the model suggested by the GADOE . A total of 40 teachers (approximately 80%) and 8 members of the school's leadership team participated in the surveys. All departments and grade levels were represented, including connections classes, enhancement programs, and academic subjects.

To further assess the effectiveness of recent literacy instruction, an analysis of student performance on the 2014 CRCTs, as well as the state-released readiness indicators in Reading and Language Arts was conducted.

Concerns and Root Cause Analysis

The data collected identified these broad areas of concern:

- Lack of consistent, ongoing professional development in literacy instruction across the curriculum
- Significant gaps in literacy proficiency of ECMS students in comparison to students in the district and the state
- Insufficient time to address ALL individual students' literacy deficits
- Limited community engagement and participation in literacy initiatives.

Assessments Used

- Effingham County's Needs Assessment Survey
- Standardized Test Scores (CRCT scores and Readiness indicators, 8th Grade Writing Scores)
- ECMS School Improvement Plan
- SLDS data.

Root Cause Analysis/Areas of Concerns

Through the analysis of the Needs Assessment Survey results and other data collected, the literacy team has identified the following needs and the root causes:

- Continued commitment from school leadership to learn about and support literacy instruction
- Establish a school Literacy Team
- Focus on research-based literacy instruction for leadership

Effingham County School District: Effingham County Middle School

Building Block 1: Engaged Leadership		
Need Area	Root Cause	Steps taken
<ul style="list-style-type: none"> ❖ Literacy Leadership Team ❖ Lack of Professional Learning for administration ❖ Lack of consistency of Literacy Instruction across the grade levels ❖ Minimal Community Involvement 	<ul style="list-style-type: none"> ❖ Lack of focus on literacy ❖ Lack of funding ❖ Lack of protocol for redelivery ❖ Lack of plan to communicate with the community about literacy 	<ul style="list-style-type: none"> ❖ Literacy Team Formed ❖ Professional development money available ❖ maximize literacy instruction time/provide literacy planning time each 9 weeks ❖ Literacy Family Night

Building Block 2: Continuity of Instruction		
Areas of Concerns	Root Causes	Steps Taken
<ul style="list-style-type: none"> ❖ Team Meetings occur, but very few are about Literacy ❖ All content-area teachers are not actively engaged in literacy instruction ❖ Limited community engagement in literacy initiatives ❖ Significant gaps in achievement for sixth graders across all content areas 	<ul style="list-style-type: none"> ❖ Lack of Literacy Knowledge ❖ Lack of training ❖ No established system for training new teachers in established literacy instructional initiatives ❖ Lack of clearly established avenues for community involvement in all literacy initiatives ❖ Insufficient time to establish/strengthen school/community ties ❖ Difficulty of transition to middle school environment <ul style="list-style-type: none"> ❖ Insufficient preparation for families for the rigors of middle grades curriculum and expectations 	<ul style="list-style-type: none"> ❖ scheduled time for literacy collaboration among teachers ❖ professional development on literacy in content areas ❖ Professional learning communities were established for Literacy Design Collaborative ❖ Partnership established with Georgia Southern University ❖ Annual Math/Science night that involves student, teacher, parents, and community members ❖ Building Bridges parent orientation night that allowed parent to experience a day in the life of a middle school student

Building Block 3: Ongoing Formative/Summative Assessments		
Areas of Concerns	Root Causes	Steps Taken
<ul style="list-style-type: none"> ❖ Limited data for determining students lexile level and growth ❖ proficiency in the use and understanding of evidence based monitoring tools ❖ no research based literacy diagnostic tests for middle grades 	<ul style="list-style-type: none"> ❖ Lack of diagnostic tools ❖ Lack of understanding ❖ lack of funding 	<ul style="list-style-type: none"> ❖ none taken at this time– will be implemented as a result of literacy grant ❖ collaboration with Reading Intervention specialists ❖ none at this time - will be implemented as a result of literacy grant

Building Block 4: Best Practices in Literacy Instruction		
Areas of Concerns	Root Causes	Steps Taken
<ul style="list-style-type: none"> ❖ Incomplete understanding of what literacy instruction, effective co-teaching, and differentiation in the content areas (specifically Social Studies and Science) looks like ❖ Lack of Writing instruction across all content areas ❖ Limited of no connection between literacy instruction and real-world applications/connections ❖ Lack of sufficient hardware to support media literacy and other technology-based literacy instruction ❖ Professional learning on the following: <ul style="list-style-type: none"> - Literacy and Writing Instruction - Text Selection - Modeling - Differentiated Instruction - Coordinated plan for writing instruction 	<ul style="list-style-type: none"> ❖ Insufficient modeling of best practices for literacy instruction, differentiation, and co-teaching ❖ Lack of consistent professional learning (on-going, job embedded) ❖ lack of funds ❖ Insufficient modeling of best practices for literacy instruction, differentiation, and co-teaching ❖ Lack of consistent professional learning (on-going, job embedded) ❖ Insufficient time to incorporate real-world experiences ❖ lack of funds ❖ lack of funds 	<ul style="list-style-type: none"> ❖ researching for best practices and how to incorporate writing across the curriculum. <p>Major focus of SRCL grant</p> <p>Major focus of SRCL grant</p> <p>Progressive addition of student computers (Chromebooks, desktops, etc.) to classrooms as funds become available</p> <p>Major focus of SRCL grant</p>

Building Block 5: System of Tiered Intervention (RTI) for ALL Students		
Areas of Concerns	Root Causes	Steps Taken
<ul style="list-style-type: none"> ❖ Gaps in understanding of RTI among content-area teachers ❖ Collaboration between interventionists (reading, math, RTI Interventionist) and instructional team teachers is limited or non-existent ❖ the need to expand intervention resources to better suit specific student needs. ❖ collaboration between special education teachers and classroom teachers is not existent 	<ul style="list-style-type: none"> ❖ No consistent system for training teachers in RTI procedures and procedural changes over time ❖ No shared planning time ❖ Lack of funding and research based methods ❖ no shared planning time 	<ul style="list-style-type: none"> ❖ Prepared data-collection folders provided for teachers that include tracking instructions and data-collection tables ❖ Explore after-school options with RTI meetings ❖ provide professional learning on direct, explicit instructional strategies that build student word identification, fluency, vocabulary, comprehension, and writing skills. ❖ implementation of grade-dedicated co-teaching models

Building Block 6: Improved Learning Through Professional Development		
Areas of Concerns	Root Causes	Steps Taken
<ul style="list-style-type: none"> ❖ Lack of Professional Development in the following areas: <ul style="list-style-type: none"> • Content Area Reading skills • Teaching Reading Comprehension • Differentiated Instruction • Vocabulary Development • Writing in Content areas <ul style="list-style-type: none"> -Writing TO LEARN -Writing TO SHOW learning • Creating Higher Order Thinking Skills ❖ Method to monitor instruction ❖ Ongoing professional learning on literacy strategies and assessment development 	<ul style="list-style-type: none"> ❖ There has not been enough literacy-specific professional development due to lack of funds ❖ Lack of focus on literary instruction ❖ lack of scheduled time to observe and implement new intervention and reading strategies 	<ul style="list-style-type: none"> ❖ Middle School Literacy Team was trained with RESA and implemented a very limited PLC with peer observations ❖ Major focus of SRCL grant ❖ Monitor teacher instruction with limited tools,(i.e. TKES, 3 minute walkthroughs)

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

Administration plays a vital role in the development and implementation of any school-wide literacy initiatives. Their first role is in communicating the import of literacy instruction in the school and ensuring literacy strategies “are seen by teachers as imperative” (“The Why” page 148). The second role of administration in implementing a comprehensive literacy plan is in the allocation of time resources to professional development and practice. The NDSC (2001) reports that any meaningful progress in student growth and achievement requires “skillful leadership at the community, district, school, and classroom levels” (“The Why” page 144). Part of skillful leadership is the ability to communicate instructional priorities both in their physical presence and their investment of the human capital at their disposal.

Planning:

Administrators will:

- Research best practices in literacy instruction with respect to a comprehensive approach to literacy that includes content literacy (e.g. Social Studies and Science), media literacy, and cultural literacy
- Identify and procure the services of consultants and/or training specialists to instruct teachers in the use of best practices for literacy instruction
- Actively participate in professional learning in the area of literacy instruction
- Establish and monitor adherence to district-wide expectations for comprehensive literacy instruction

Implementing:

Administrators will:

- Provide professional development in best practices for comprehensive literacy instruction based on research
- Collaborate with teachers in the implementation of literacy instruction and provide support and additional training as necessary
- Protect time that has been designated for literacy instruction, collaboration, training, and planning
- Conduct scheduled and unscheduled observations of literacy instruction and provide feedback for improvement and/or continued implementation

Expanding:

Administrators will:

- Seek to perpetuate implementation of a comprehensive literacy instructional plan by monitoring and adjusting instructional foci based on student data
- Provide additional time and/or resources when necessary to meet the identified needs of students with respect to literacy instruction

Sustaining:

Administrators will:

- Allocate time and resources for the redelivery of professional development related to literacy instruction with respect to new hires
- Maintain a team of leaders to oversee the implementation of comprehensive literacy instruction through continued professional development and training
- Provide continuous models for best practices through developed peer observation/feedback protocols

B. Action: Organize a Literacy Leadership Team

A cohesive literacy team – one that has clearly established goals and instructional priorities – is foundational to the implementation of any successful literacy plan. It is, according to page 143 of “The Why,” “the core of this professional learning network.

Planning:

The literacy team will:

- Represent a cross-disciplinary population of teachers and school personnel
- Identify district and state literacy goals and develop a plan to address deficits
- Prioritize the focus of literacy instruction based on testing data, teacher and administrator surveys, the school improvement goals, and anecdotal data from school personnel, parents and community stakeholders.
- Allocate time resources for the literacy team to review data, develop instructional goals, participate in required professional development, and implement acquired skills/knowledge
- Participate in professional development opportunities to better understand the elements of effective literacy instruction
- Develop a list of best practices to be used for walk-through observations/feedback of literacy instruction

Implementing:

The literacy team will:

- Use SRI data to identify students whose needs would be best served by additional literacy instruction at Tier I of the RTI tiers of intervention
- Publish school, district, and state literacy goals for stakeholders
- Continuously review literacy instruction observation data to identify areas where additional support/training may be needed
- Identify, model, and support the implementation of literacy-specific differentiation strategies for diverse student populations
- Identify, model, and support the implementation of co-teach strategies that address literacy instruction for diverse student populations
- Allocate time for all personnel to participate in hands-on literacy instruction and practice
- Regularly assess and report student growth as identified by SRI data

Expanding:

The literacy team will:

- Cultivate community partners (post-secondary institutions, local businesses, industries, etc.) to support authentic literacy experiences for students
- Publish student growth data via school website, district website, press releases, etc.
- Support implementation of additional strategies in all classrooms via peer observation/feedback

Sustaining:

The literacy team will:

- Pursue community partners to further fund comprehensive literacy initiatives
- Identify and train new literacy team members, as needed due to attrition, retirement, or re-assignment
- Monitor and adjust literacy goals as prescribed by assessment and observation data
- Prioritize literacy instruction in the development and refinement of the School Improvement Plan

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

The proper allocation of invaluable time resources is especially critical in regards to providing students with the literacy skills they will need to be college and career ready. Additional time for literacy “should extend beyond a single language arts period” to be “anywhere from two to four hours” and “should occur in language arts and content-area classes” according to page 58 of “The Why” document.

Planning:

- Schedule the recommended extended two to four hours of literacy instruction by providing a course dedicated to comprehensive literacy coaching
- Designate time for ongoing professional development, training, practice, observation, and feedback
- Identify blocks of time where additional literacy support can be provided for struggling learners
- Schedule collaborative planning time for implementation of literacy instruction and data analysis
- Identify and list responsibilities of literacy team members with respect to the instruction, modeling, and implementation of literacy initiatives
- Identify and prioritize professional learning goals with respect to literacy instruction

Implementing:

- Allocate a portion of pre-planning in-service time to the presentation of short and long term literacy goals
- Designate a portion of teacher planning time to the development and integration of literacy instruction skills
- Provide ongoing opportunities for teachers to observe, practice, and utilize novel literacy strategies in the context of their respective disciplines
- Communicate short and long term literacy goals as well as “benchmarks” for evaluation and analysis

Expanding:

- Create and maintain a video database of best practices models of literacy instruction
- Continuously assess and adjust instruction using student data to determine its effectiveness
- Solicit objective review of literacy instruction by university faculty of partner schools

Sustaining:

- Provide a list and schedule of required literacy training for new teachers

- Schedule redelivery of professional learning information at grade level, content data, and staff meetings
- Utilize technology infrastructure to further collaborate within and among classrooms, instructional teams, departments, grade levels, and schools

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

Because literacy is so broadly defined to include reading, writing, listening, and speaking in multiple ways, using multiple media, for multiple purposes, and because there is an “increasing need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas,” literacy instruction necessarily becomes “a shared responsibility within the school” (“The Why” page 27). Hence, explicit instruction in reading and writing are the duty of all teachers, as their respective disciplines contain their own distinct literacy demands. Additionally, it is increasingly obvious that “the national literacy landscape reflects the need” for schools to “develop and implement comprehensive literacy program[s]” (“The Why” page 27). In order to prepare student to be competitive in such a landscape, all educational personnel must be actively engaged in literacy instruction.

Planning:

- Identify, list, and publish CCGPS literacy standards that are common to all content areas for teachers to readily access
- Prepare and schedule professional development that prepares teachers to meet all content literacy standards by providing instruction, modeling, practice, and feedback in best practices
- Allocate time for literacy team members to provide support to content area teachers in the implementation of literacy initiatives
- Incentivize successful teacher participation in literacy instruction
- Research and provide technological resources to support the implementation of content literacy instructional models
- Include connections and enhancement teachers in all discussions of literacy instruction and best practices
- Support best practices in literacy instruction in disciplines related to the arts and technology

Implementation:

- Identify “benchmarks” for teachers to prioritize literacy instruction based on established short and long term literacy goals
- Establish and instruct teachers in instructional models that best support student literacy gains
- Incorporate support and enhancement personnel in all professional development and the implementation of school literacy objectives

Expanding:

- Establish and maintain a system for collection, analysis, and dissemination of data related to the implementation of literacy initiatives

Sustaining:

- Maintain a literacy-driven instructional agenda across the curriculum
- Support a technological infrastructure that supports the collection, analysis, and dissemination of student literacy data

E. Action: Optimize literacy instruction across all content areas

Georgia’s prioritization of literacy is apparent in the adoption the Georgia Performance Standards that emphasized reading across the curriculum, as well as the separate standards for reading in social studies, science, and technical subjects. Thus, all teachers in all content areas “are literacy instructors who must coordinate the development of students’ skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area” (“The Why page 26). Furthermore, Dole, Duffy, Roehler, and Pearson (1991) suggest that reading strategies should not be “taught as isolated units,” but rather “as orchestrated strategies” that help develop “a reader’s ability to self-monitor” and “use strategies flexibly and with purpose” (“The Why” page 41).

Planning:

- Provide professional development in the following:
 - ❖ Differentiation strategies for literacy instruction
 - ❖ Differentiation strategies for writing instruction
 - ❖ Co-teach models and implementation
 - ❖ Best practices in literacy instruction
 - ❖ Media literacy
- Identify core instructional models that are applicable to all content areas (e.g. academic vocabulary, Socratic seminar) and their respective CCGPS literacy standards
- Allocate time for acquiring and practicing new literacy instructional strategies
- Establish a digital learning lab for teachers to access to learn and/or review best practices in literacy instruction
- Establish and maintain a technological infrastructure that supports integration of media literacy
- Solicit the assistance of district technology support personnel to train teachers in the best uses of technology for literacy instruction

Implementing:

- Provide teachers a framework and schedule for implementing newly-acquired training
- Engage teachers in ongoing discussions regarding the implementation of literacy initiatives in content area classes
- Require student writing be used to assess comprehension of content information
- Allocate adequate time for student to utilize technology to master and demonstrate media literacy skills

Expanding:

- Solicit the assistance of district technology support personnel in training students to effectively use technology
- Provide student a framework for self-monitoring their individual progress on the acquisition of literacy skills and mastery of literacy standards

- Create a digital or online forum for teachers to share effective strategies and approaches to literacy instruction
- Engage students in authentic literacy experiences through partnerships with local post-secondary institutions, businesses, and industries, as well as community organizations

Sustaining:

- Continuously research new and innovative approaches to comprehensive literacy instruction
- Establish a time frame for new hires to learn and implement content literacy strategies
- Provide ongoing, non-evaluative (e.g. TKES) observation feedback to new and veteran teachers in the incorporation of literacy instruction

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.

Community investment in creating a population of students who are comprehensively literate upon graduating ties back into the best interest of the community those students will inhabit as adults. The National Commission on Writing (2004) reported that “the demands for clear and concise communication, especially writing, in the workplace are increasing” (“The Why” page 27). They further indicate that the career prospects for students who are not prepared to meet these increased demands are greatly diminished.

Planning:

- Articulate and publish a clear list of short and long term literacy goals and objectives based on the college-and-career-readiness indicators in the CCGPS
- Identify and contact community stakeholders that may provide the resources to meet the school’s stated goals and objectives
- Cultivate relationships with additional industries and post-secondary institutions to increase student exposure to college and career options beyond high school

Implementing:

- Enlist the assistance of community organizations, post-secondary institutions, and local businesses and industries to provide authentic learning opportunities for students that require the use of explicitly-taught literacy skills and standards
- Engage students in opportunities to showcase their skills through publishing written work, blogging, participating in contests, theatrical performances, etc.
- Publicize student participation in literacy-based activities via school and district websites, media outlets, local newspaper, etc.
- Provide informational presentations about student literacy initiatives (Parent University)

Expanding:

- Engage students in authentic literacy experiences via community partners by way of field trips, virtual field trips, career-for-a-day opportunities, etc.
- Engage students in multi-curricular projects that integrate literacy skills using multiple media presentation systems

Sustaining:

- Pursue additional funding to support authenticity in literacy instruction
- Provide ongoing information regarding student growth and curricular needs to community stakeholders

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.)

Collaboration between and among instructional teams has had encouraging results according to research conducted by the Southwest Educational Development Laboratory (SEDL). Under commission by the U. S. Department of Education SEDL developed the Working Systematically Model that “seeks to improve the alignment of the efforts of teachers, school building administrators, and district personnel in working toward improving student learning” (“The Why” page 92). Preliminarily, the findings have indicated “positive impact on student achievement from this effort,” thus supporting the notion that wide-spread collaboration yields significant advantages for student growth.

Planning:

- Identify areas of need with regard to collaboration between and among teachers of reading and content-area teachers (specifically Social Studies and Science)
- Administration adopts a literacy-driven focus in planning professional development and in presenting yearly goals and agendas for instruction
- Administration creates cross-curricular teams of teachers to collaboratively plan, deliver, and model best practices in content-area literacy instruction
- Schedule adequate time for planning for collaborative instruction
- Identify and communicate literacy expectations and protocols
- Research and plan professional learning opportunities that address the needs identified, specifically best practices in co-teaching, differentiation, and content literacy instruction
- Establish, communicate and develop a system for assessing literacy goals and initiatives

Implementing:

- Establish a learning lab where best practices for co-teaching, differentiation, and literacy instruction are modeled
- Protect teacher planning time to allow peer observations of models of the implementation of exemplary instructional strategies
- Designate one day a week for content-literacy professional development in which teachers alternately learn, observe, and practice newly-acquired instructional strategies
- Content literacy specialists will observe and provide constructive and instructive feedback to teachers regarding the implementation of new strategies
- Create and publish models for analyzing student literacy proficiencies and planning for remediation, extension, and enrichment

Expanding:

- Prepare and publish video recordings of models of instructional exemplars with commentary
- Engage teacher “observers” in hands-on practice in implementing literacy instructional strategies

Sustaining:

- Establish a digital professional learning lab for teachers with a catalog of models whereby instructional strategies for literacy can be consistently reviewed and re-delivered with fidelity
- Develop and maintain a system for sharing new and innovative approaches to literacy instruction
- Create literacy modules for training pre-service teachers and to provide continuing education opportunities for in-service teachers

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

In order to equip teachers to provide quality literacy instruction, means must be provided to allow teachers to learn, practice, and refine strategies that support student literacy gains. The Georgia Literacy Task Force drafted a list of recommendations for the Georgia Department of Education that included not only suggested that teachers be afforded “a comprehensive, statewide program of targeted professional learning and support,” but also that they be provided “information about a variety of resources that support literacy” (“The Why” page 37-38).

Planning:

- Provide ongoing, continual reminders and means for assessing the implementation of literacy strategies across the curriculum
- Establish a checklist of literacy goals that are common to all content areas and classes
- Create a system for teachers to practice newly-acquired literacy strategies and receive constructive feedback free of evaluative pressure
- Provide the technological tools and resources to allow for comprehensive literacy instruction
- Acquire the necessary audio-visual equipment to create and publish training modules that model and explain best practices in literacy instruction

Implementing:

- Establish, post, and discuss short-term and long-term school-wide literacy goals
- Establish a literacy lab with the requisite technology to support an all-inclusive literacy initiative
- Incorporate ECSD instructional technology personnel in providing teachers with the necessary training in utilizing technological tools and resources in addressing literacy goals

Expanding:

- Provide materials and resources for collecting, analyzing, and using data related to students’ literacy proficiencies
- Schedule periodic (once per grading period) reviews of student achievement in mastery of identified literacy goals

Sustaining:

- Prepare and deliver yearly literacy goals during initial yearly in-service days, including benchmarks for specific literacy goals to be taught throughout the school term
- Review and analyze student achievement during end-of-year in-service days

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

Integration of community-based agencies and organizations in literacy initiatives serves several purposes. First, it incorporates an underutilized resource in providing relevance and authenticity to literacy-based activities. Second, it connects student learning to contexts outside

of an academic setting. Last, it is a component of one of the fifteen research-based program elements outlined in Reading Next (Biancarosa & Snow, 2004) that “improve literacy achievement of adolescent learners” (“The Why” page 193-194).

Planning:

- Maintain working relationship with area post-secondary institutions, and further develop those relationships to integrate pre-service teachers and supporting faculty (when applicable and possible) in literacy initiatives
- Foster positive relationships with area businesses and industries to a) provide authentic learning opportunities for students that reinforce literacy instruction through real-world applications and b) leverage financial resources for supporting literacy initiatives
- Identify on-line learning opportunities that support literacy goals
- Research community-based literacy support programs and develop a plan to disseminate information about these programs to families

Implementing:

- Include pre-service Science and Social Studies teachers in all professional development opportunities related to the literacy initiatives of the school
- Extend invitations to faculty at partner school GSU to support and participate in literacy initiatives
- Plan one “field experience” at a local business or industry for students to see real-world application of literacy strategies learned in the course of the content literacy class

Expanding:

- Expand post-secondary partnerships to other area institutions, where possible
- Publish student achievement in reaching literacy goals via district and school websites and any and all other possible venues

Sustaining:

- Provide frequent and detailed updates regarding literacy gains and needs to all stakeholders via school and district websites, social media, newspaper, newsletters, etc.
- Identify and pursue sources of potential funding for literacy support and materials

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

Assessments provide the data that should inform instructional decisions. The Georgia Literacy Plan calls for “the use of ongoing, frequent, and multiple measures” to make instructional decisions (“The Why” page 95). Initial screening and diagnostic assessments help “determine the level of intervention needed to assist individual students” and “help the educator plan and focus on various interventions” (“The Why” page 97). Further formative assessments throughout the school year create “a continual cycle for student improvement” and allow professional development plans to be made based on testing data.

Planning:

- Research and identify effective tools and resources to assess student needs with respect to literacy skills
- Establish and publish literacy expectations and goals that are common to all content areas
- Create assessment instruments to be given regularly to determine student progress toward established goals

- Research and purchase universal screening and literacy diagnostic assessments
- Establish system for compiling, analyzing, and disseminating student results on universal screeners and diagnostic assessments
- Establish a school-wide literacy goal based on baseline data from initial screening and diagnostics
- Schedule regular benchmark periods to reassess student progress toward individual literacy goals

Implementing:

- Aggregate achievement of entire student population at regular intervals to assess effectiveness of literacy instruction and progress toward the school's literacy goal
- Guide students in analyzing individual literacy proficiencies and in establishing individual literacy goals
- Provide constructive and prescriptive feedback to students based on their individual literacy goals and their progress towards those goals
- Assist student in charting individual progress toward literacy goals
- Acquire and/or update technological resources to support the administration of universal screeners and diagnostic assessments
- Acquire the audio-visual resources to record instructional materials regarding the administration, analysis, and use of student assessment data

Expanding:

- Establish a team of literacy specialists to a) ensure formative and summative assessments are administered as scheduled, b) monitor progress toward established goals, c) ensure standardized administration of assessments and d) identify areas where adjustments are needed
- Create opportunities for parents and other community stakeholders to review student achievement data
- Provide multiple avenues for collaboration among teachers in accessing, analyzing, and discussing assessment data (Google Docs, Dropbox, network drives, etc.)

Sustaining:

- Prepare and publish instructional videos in a) the analysis of student data and b) the use of data to inform instructional choices
- Continually research and update screening and diagnostic protocols as needed
- Provide continual oversight in the implementation of literacy strategies in all classes

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

To provide general information about needs for interventions, universal screenings are a critical first step, but they are not by any means the best or only way to determine if a student should be classified as “at risk” due to the potential for “wasting intervention resources if attention is not given to false positives and false negatives,” especially as Gersten et al determined universal screeners “tend to consistently over-identify students as needing assistance” (“The Why” page 99). It is suggested that once students are identified at potentially at-risk, “more comprehensive assessments of [student] reading ability should be conducted to inform appropriate intervention placements” (“The Why” page 102).

Additionally, progress monitoring involves frequent data collection, graphed achievement, and information on the rate of students’ progression toward grade-level competency. Furthermore, progress monitoring “may be used as a supplement to screening to determine the efficacy of an intervention” (“The Why” page 104).

Planning:

- List the requisite literacy skills for each content area
- Identify and acquire the most efficient/cost-effective universal screening/progress monitoring instrument
- Acquire the hardware necessary to administer universal screeners to all students
- Establish a system for recording and reporting data procured as a result of universal screening and diagnostic assessments
- Provide training for teachers in the interpretation of data collected from universal screening procedures and the use of data in making instructional decisions

Implementing:

- Prioritize the school-wide administration of universal screeners
- Develop formative assessments to assess efficacy of literacy instruction toward identified areas of weakness and schedule regular administration thereof
- Use data to select differentiated instructional foci and learning activities to address the specific needs of each student

Expanding:

- Assign a team of literacy specialists the task of ensuring progress monitoring occurs as scheduled
- Create a system for sharing student progress with parents
- Monitor and adjust instructional plans based on changes in data

Sustaining:

- Prepare and publish instructions (and/or instructional videos) for administering, analyzing, and utilizing data provided by universal screeners/progress monitoring instruments, *and* require annual review of instructional material during initial in-service days

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

After students are identified by universal screeners as potentially being “at-risk,” further diagnostic assessment to determine the extent to which those students need interventions must be conducted. In their article “Screening for Reading Problems in Grades 4 through 12: An Overview of Select Measures,” Johnson, et al evidenced that although “it is commonly thought that the primary obstacles faced by [these] older strugglers is lack of vocabulary and comprehension,” they may also have “issues with decoding and fluency” (“The Why” page 103).

Planning:

- Train literacy specialists in the interpretation of diagnostic assessment data
- Ensure all students who are identified in the literacy screening receive a diagnostic assessment by establishing a protocol for its administration
- Research and acquire the necessary diagnostic assessments to address the component skills of the CCGPS literacy standards
- Identify interventions that address potential areas of concern
- Establish and maintain the requisite technological infrastructure to support the administration and analysis of diagnostic assessment data

Implementing:

- Tailor instructional choices and learning activities to the needs of individual students based on diagnostic assessment data
- Utilize technological tools and resources to differentiate for diverse student groups

- Communicate diagnostic results to students and guide them to establishing short and long term learning goals and self-monitoring their progress thereto
- Create a schedule for reassessing problem areas to track student growth

Expanding:

- Provide students the technological resources to self-monitor and track their individual progress
- Create a system whereby parents/guardians can be apprised of student progress toward individual learning goals
- Create a culture of cooperation within learning groups and/or classes by setting collaborative goals for growth and progress

Sustaining:

- Incentivize student progress toward individual short term learning goals
- Incentivize class progress toward short term group goals

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

The current body of formal summative assessments administered by the Georgia Department of Education “offer a cumulative body of evidence to support students’ current reading skills status;” however, “The Why” document cautions that “these summative, high-profile assessments need to be complemented by a coordinated system of assessments that are ongoing and of smaller scale to instructional decision making” (page 99).

Planning:

- Establish a schedule for administering summative assessments
- Acquire and maintain the technological infrastructure to administer computer-based assessments
- Establish a protocol for collecting, analyzing, interpreting, and publishing summative testing data
- Maintain a database of universal screening and diagnostic data, as well as historical testing data (from previous years), for comparison with summative data

Implementing:

- Administer summative assessments at scheduled intervals
- Schedule regular meetings for literacy specialists to analyze test data and make adjustments to instructional plans
- Use schedule meetings to identify areas of weakness where additional professional development may be needed
- Allow students to review testing data to determine progress toward long-term learning goals

Expanding:

- Provide assessment data to content-area teachers during regularly-scheduled training sessions
- Guide students in reviewing individual summative data to track progress toward long term learning goals
- Allow student to review class or group progress toward long term corporate goals

Sustaining:

- Research and acquire professional development opportunities for areas of weakness
- Use data to identify additional needs for the School Improvement Plan
- Provide additional online training via the digital learning lab to address areas of weakness

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

In Using Student Achievement Data to Support Instructional Decision Making, Hamilton et al set forth five recommendations – both classroom level and administrative – for schools and districts to “improve instructional practice by implementing an ongoing cycle of instruction” (“The Why” page 121).

Planning:

- Identify and secure the participation of members for content data teams and grade level data teams
- Schedule regular meeting for data teams to analyze formative and summative assessment data
- Develop a system for tracking individual student progress and assessing ongoing instructional needs
- Establish and maintain a database of student assessment data
- Establish and maintain a technological infrastructure for collecting and disseminating assessment data
- Articulate to teachers the expectations for data collection and use, and provide explicit instruction on the protocols that should be used to identify students’ instructional needs

Implementing:

- Provide school personnel with written expectations for analyzing student data
- Teach and model the effective use of testing data in making instructional choices for groups of students

Expanding:

- Maintain a video of instructions for reference and redelivery in the digital learning lab
- Collaborate with other district personnel in identifying and addressing commonalities in student performance on specific skills or standards

Sustaining:

- Establish a regular interval for data meetings
- Utilize technological means to communicate data with stakeholders

Building Block 4. Best Practices in Literacy Instruction

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

In order to provide effective literacy instruction to all students, it is vital that literacy instruction be provided by a specialist who is well-versed in the “standards that are essential to Georgia’s literacy initiatives and support the state’s definition of literacy” by including “explicit vocabulary instruction, implementation of strategies that develop independent vocabulary

learners, opportunities for extended discussion of text meaning and interpretation, and intensive individualized interventions for struggling readers” (“The Why” page 131).

Planning:

- Conduct research to identify the best practices for literacy instruction in the identified need areas
- Identify experts in the areas of co-teaching, differentiation, and content literacy to provide professional development to literacy specialists and other faculty, as identified by administration
- Provide training for teachers who will serve as content literacy specialists that includes detailed instructional approaches in co-teaching, differentiation, and content literacy
- Schedule regular training sessions to avail all teachers of the requisite knowledge and skills to engage in the best practices for literacy instruction in their respective content areas
- Present, model, and guide teachers in the implementation of sound literacy instruction, and provide constructive and instructive feedback as needed
- Identify and publish a “best practices” inventory for teachers to quickly access in order to self-assess literacy instruction in the classroom
- Identify interested pre-service teachers from partner schools to assist in running a Summer Arts and Literacy Camp

Implementing:

- Offer a Literacy Explorations class as a connections course that is available for all student in all grade levels
- Staff Literacy Explorations class with one ELA/Reading teacher, one Science teacher, and one Social Studies teacher from each grade level (total of 9 teachers) – to be designated as school literacy specialists -- who will be compensated for an extended work day and who will cooperatively
 - a) provide literacy instruction to supplement that of the content area classes that accounts for student motivation and engagement and includes instruction in
 - ❖ academic vocabulary,
 - ❖ the independent acquisition of new vocabulary,
 - ❖ opportunities to discuss and interpret texts
 - b) provide differentiated literacy instruction/activities for struggling students
 - c) teach students comprehensive literacy skills that address the school’s literacy goals
 - d) provide authentic literacy experiences that connect requisite skills to life outside the context of an academic setting
- Organize and plan a Summer Arts and Literacy Camp for all interested students in all grade levels
- Staff Summer Arts and Literacy Camp with at least one school literacy specialist and a minimum of three additional faculty members who teach in one of the fine arts or technology related fields – who will receive a stipend for their time planning and running the camp activities and who will cooperatively
 - a) Provide literacy instruction specific to the arts that includes instruction in
 - ❖ Domain-specific vocabulary
 - ❖ Opportunities to select and read texts based on interest
 - ❖ Dramatic/theatrical interpretations of famous literary works
 - ❖ Creative expression through artistic displays/writing/presentations/productions
 - b) provide differentiated literacy instruction/activities for struggling readers and writers
 - c) teach students comprehensive cultural and media literacy skills that extend beyond the school’s literacy goals

- d) provide authentic literacy experiences that engage students in performing and publishing work for audiences beyond the classroom
- e) oversee the transportation of students to and from camp

Expanding:

- In addition to providing supplemental literacy instruction to all students, the literacy specialists will
 - a) redeliver instruction in co-teaching strategies, differentiation, and literacy coaching to other faculty members
 - b) model best practices in co-teaching, differentiation, and literacy coaching
 - c) guide teachers in implementing newly-acquired strategies
 - d) observe and provide feedback to classroom teachers in the incorporation of literacy instruction
 - e) provide frameworks for analyzing and utilizing data to drive instructional decisions

Sustaining:

- To provide for continuity of literacy instruction from class to class and from year to year, the team of literacy specialists will
 - a) record exemplar lessons that demonstrate best practices (both audio and video)
 - b) create learning modules for professional development for review/redelivery of essential instructional models

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

The National Commission on Writing reports “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” page 44). Consequently, in order to make sure students are college and/or career ready upon leaving high school, it is necessary that instruction include extensive, explicit writing instruction.

Furthermore, research provided in *Writing to Read* indicates “writing to improve reading” has been proven to “produce a significant impact on comprehension, outperforming all of the traditional approaches” (“The Why” page 45). Therefore, writing is an integral part of improving students’ engagement with and understanding of text.

Additionally, integrating technology into writing instruction serves the dual purpose of teaching digital-age literacy skills, as well as engaging students in writing in a format that is more relevant to their life experiences, as technology has “become the major tool for young people to communicate with one another” (“The Why” page 57).

Planning:

- Train literacy specialists in current writing initiatives (as needed)
- Develop school-wide goals for student growth
- Research and acquire exemplary student-generated models of content-area writing
- Articulate a plan for writing instruction that is common to all content areas
- Acquire the necessary technological infrastructure to support student participation in the entire writing process – including publishing
- Research ways students can publish work for public consumption (e.g. contests, student magazines)

Implementing:

- As a part of the Literacy Explorations class, school literacy specialists will
 - a) provide writing instruction to supplement that of the content area classes that accounts for student motivation and engagement and includes instruction in
 - ❖ narrative writing
 - ❖ expository writing
 - ❖ persuasive writing
 - b) provide differentiated writing instruction/activities for struggling students
 - c) teach students comprehensive writing skills following the gradual release model
 - d) provide authentic writing experiences that connect requisite writing skills to life outside the context of school

Expanding:

- In addition to providing supplemental writing instruction to all students, the literacy specialists will
 - a) Provide training in new writing initiatives
 - b) redeliver instruction in current/past writing initiatives
 - c) model best practices in writing instruction
 - d) collect and file exemplars of student writing as a teaching resource for all teachers
 - e) provide frameworks for analyzing and utilizing data to drive instructional decisions

Sustaining:

- To provide for continuity of writing instruction from class to class and from year to year, the team of literacy specialists will
 - a) record exemplar lessons that demonstrate best practices
 - b) create digital learning modules for professional development for review/redelivery of essential instructional models

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

To engage students and maintain their interest in acquiring skills that extend beyond the moment at hand, teachers must choose to become more relevant and “rethink instruction in order to leverage [their] students’ fascination with technology rather than to see it as a distraction only” (“The Why” page 58).

Planning:

- Develop interest inventories to attain information about students’ reading and writing history, reading and writing preferences, and any obstacles to reading and writing success they may have experienced or may be experiencing
- Provide teachers with the research that articulates the importance of interest and engagement to support student growth
- Research reading and writing trends among middle grades students (popular books, magazine, and websites; social media preferences; TV shows and movies; etc.) and evaluate trends that could be used to address specific CCGPS standards
- Establish a protocol for integrating popular media into reading and writing instruction in the content area
- Identify community partners that may provide additional resources for real-world engagement
- Create an incentive program for literacy growth that further supports reading and writing

initiatives

Implementing:

- Administer interest inventories and analyze to identify commonalities for interest groups
- Following the established protocols, design reading and writing instruction around student interest to the greatest degree possible
- Incorporate real-world, authentic reading and writing activities that engage students with “real” text and allow for writing to be published beyond the classroom
- Explicitly explain incentives for reaching learning goals to students

Expanding:

- Create hands-on learning experiences that allow students to use learning in meaningful ways
- Invite parents and community stakeholders to participate in select reading and writing activities

Sustaining:

- Solicit business/industry support for extra-curricular activities that support literacy initiatives

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.)

Georgia’s 4 Tier Response to Intervention process amounts to a “protocol of academic and behavioral interventions designed to provide early, effective assistance for all underperforming students;” school teams must use the protocols provided to determine the best level and type of interventions necessary for each student based on his or her individual learning needs.

Planning:

- Review current number of students being served in each tier in grades 6-8
- Administer universal screener to all students to determine the need for further diagnostic assessment
- Solicit the help of district-level RTI specialist to train all teachers in appropriate protocols for identifying and matching students with appropriate interventions

Implementing:

- Provide easy-to-access checklists of appropriate tiered intervention strategies for teacher use
- Regularly schedule review of RTI and the application of interventions
- Use formative and summative assessment data to assess student progress with interventions

Expanding:

- Provide school and district-level support to teachers in following the RTI process

Sustaining:

- Prepare teacher leaders to guide novice teachers through the RTI process, as needed
- Establish clear guidelines for teacher recommendations for additional interventions

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

Tier 1, as it includes those instructional practices used in the regular education classroom, involved interventions that teachers use to “routinely address student needs and environmental factors to create the optimal learning environment” (“The Why” page 126). Tier 1 interventions should be applied by the teacher in order to “scaffold learning for the individual to reach the expectation, and support the solidification of new learning behaviors” (“The Why” page 126).

Planning:

- Examine universal screening data to identify students who fall within the acceptable achievement range in reading and/or writing for their respective grade level
- Administer a diagnostic assessment to all students to determine areas of weakness
- Identify Tier 1 intervention strategies to address areas of weakness
- Compile tools and resources for teachers to use to implement Tier 1 interventions
- Support the use of technological resources to differentiate for Tier 1 learners

Implementing:

- Provide professional development in the implementation of Tier 1 interventions
- Regularly schedule time to review formative assessment data to determine the effectiveness of interventions
- Allocate time for collaboration among instructional teams, grade levels, and content areas for planning for Tier 1 interventions
- Use established system-developed assessments to identify continued areas of concern
- Provide the technological resources for teachers to identify, use, and share intervention strategies

Expanding:

- Establish professional learning communities (person-to-person or online) to share intervention strategies
- Allocate time and resources for peer observations (school and district-wide)

Sustaining:

- Maintain consistent district-level support for Tier 1 interventions through person-to-person or digital communication

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

The interventions students receive at Tier 2 are implemented largely based on the individual school’s resources. Data is analyzed to determine which resources would be best utilized to meet the individual students’ needs. While Tier 2 interventions are being employed, “collaboration between the intervention teacher and the general teacher is required” to “determine the student’s response to intervention” (“The Why” page 126).

Planning:

- Teachers and or parents recommend students for extra support that is directly targeted to a student’s weaker areas.
- Work samples are collected and teachers meet to determine the weaknesses.
- Teachers look at scores on county and state assessments.
- Use established system –developed assessments to identify continued areas of concern.

Implementing:

- Student is assigned to Math 180, Read 180, or System 44 depending on documented needs.
- Regular meetings are held with teachers and Interventionist to determine progress.
- Students may also check in with counselors to participate in tutoring or book bag organization times, social groups or behavior activities.

Expanding:

- Schedule for collaboration between the teacher and the interventionist.
- Monitor effectiveness of standard intervention protocols.
- Ensure adequate time for planning and implementing interventions.
- Provide sufficient resources (time, training cost, materials and implementation of interventions).
- Study how schools successful in closing the achievement gap have effected change.

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Continue to document and analyze data points to monitor student response to intervention (p. 12, The What); (p. 45-46, The How).

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

Interventions in Tier 3 of the Response to Intervention process requires the formation of a Student Support Team that chooses interventions “based on evidence-based protocols” (“The Why” page 127).

Planning:

- Provide more training for staff to update them on changes to RTI Process and Interventions available.

Expanding:

- Evaluate intervention plans based on student data to determine appropriateness for the student.

Sustaining:

Continue to ensure that:

- Students move into and out of Tier 2 and Tier 3.
- Data is used to support response to intervention.
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole.
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions (p. 12, The What); (p.46-47, The How).

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

The Why document (page 134) states that Tier 4 is developed for students needing additional support and who meet eligibility criteria for special program placement, including gifted, ESOL,

and special education. A continuum of services should be outlined to meet specific student needs.

Planning:

- Ensure that student data supports the exit of students from Tier 4.
- Ensure that fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.
- Achievement data will be disaggregated by subgroups and studied to determine possible weaknesses in curriculum, instruction, and assessment.
- Yearly goals will be aligned with state performance targets as outlined in the College and Career Ready Performance Index to ensure closing of achievement gaps (p. 13, The What); (p. 47, The How).

Implementing:

- An IEP is established and goals are set by the committee.
- The IEP is monitored and followed by teachers and meetings are set for parents.

Expanding:

- Effective co-teaching models will be implemented to meet the needs of all students in the general education classroom setting.

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Sustaining:

- Parents are made aware of progress and teachers work together to make sure that the IEP is being implemented and followed. Retesting may occur at a later date.
- School schedules are developed to ensure a least restrictive environment (LRE).
- Administrators are familiar with funding formulas affecting students in special programming.
- Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.
- Teachers work together in an inclusive, collaborative environment to ensure student success.

Building Block 6. Improved Instruction through Professional Learning

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

While pre-service teachers are generally well-versed in current best practices in instructional strategies, it is imperative that new hires quickly find their place within a school’s framework for literacy instruction if students are to be served effectively and efficiently. Despite any recent training a pre-service teach may have experienced, the National Staff Development Council posits that “staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement” (“The Why” page 192-193).

Planning:

- Develop a list of instructional literacy strategies common to all content areas
- Establish a schedule for redelivery of best practices in literacy instruction for pre-service teachers to be completed over the course of the first year of teaching (face-to-face or recorded)

Implementing:

- Equip mentor teachers with talking points for reviewing literacy instruction expectations with new hires

Expanding:

- Provide partner post-secondary schools with the developed list of requisite instructional literacy strategies
- Allow pre-service teachers completing their student teaching requirements to participate in all disciplinary literacy training

Sustaining:

- Regularly assess the need for training for pre-service teachers in content literacy

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

Continued training and implementation of best practices in literacy instruction is in the best interest of all stakeholders in public education in Georgia. Greenwald et al found that “teachers possess the greatest capacity to positively affect student achievement.” The same research indicates that “for every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests” (“The Why” page 141).

Planning:

- Develop professional learning communities for discussing and sharing best practices in literacy instruction
- Schedule professional learning opportunities during the school day, as well as during planning days and summer vacation
- Provide stipends for professional development that occurs during scheduled school breaks
- Continuously assess professional learning needs through student test data and teacher survey
- Include all school personnel in professional development

Implementing:

- Provide regular, scheduled opportunities for teachers to apply new instructional strategies and receive constructive feedback, exclusive of evaluative observations
- Offer flexible scheduling for professional development to respect individual teacher responsibilities
- Target professional development to meet student and teacher needs

Expanding:

- Create a catalog of exemplars of instructional strategies in practice for teachers to access for reference or review
- Provide opportunities for teachers to self-assess instructional practices through video recordings
- Encourage all teachers to become leaders by sharing successful instructional strategies during professional learning communities and faculty meetings

Sustaining:

- Identify teachers to redeliver professional development from previous years to new hires

- Foster discussion and collaboration of instructional best practices and schedule time for both

Analysis and Identification of Student and Teacher Data

Percent of On-Track and Commendable Scores Disaggregated: (New Cut Scores): Based on 2012-2013 CRCT Data

6th grade

	Reading: On track	Reading: Commend	ELA: On track	ELA: Commend
All	53.3	15.9	60.2	11.5
Regular	56.2	17.9	63.0	12.8
SWD	34.3	2.9	41.8	2.9
Black	46.0	4.8	54.8	3.2
White	55.1	20.3	61.0	15.5

7th grade

	Reading: On track	Reading: Commend	ELA: On track	ELA: Commend
All	54.7	20.4	64.8	6.8
Regular	57.9	21.7	67.7	7.2
SWD	30.0	10.0	41.4	3.4
Black	56.1	7.6	50.8	6.2
White	53.3	24.4	68.2	6.7

8th grade

	Reading: On track	Reading: Commend	ELA: On track	ELA: Commend
All	56.0	19.8	61.9	14.4
Regular	56.7	21.9	64.2	15.9
SWD	50.0	0.0	40.0	0.0
Black	49.0	10.2	60.4	4.2
White	57.5	24.0	63.9	17.2

Percent of On-Track and Commendable Scores Disaggregated: (New Cut Scores): Based on 2013-2014 CRCT Data

6th grade

	Reading: On track	Reading: Commend	ELA: On track	ELA: Commend
All	57.7	9.5	53.3	11.9
Regular	62.8	11.7	58.3	14.3
SWD	35.3	0	29.8	0
Black	44.3	2.9	44.9	4.3

Effingham County School District: Effingham County Middle School

White	62.0	12.0	56.7	14.4
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7th grade

	Reading: On track	Reading: Commend	ELA: On track	ELA: Commend
All	51.4	23.7	62.3	11.5
Regular	52.8	25.8	66.1	12.9
SWD	37.5	4.2	29.6	0
Black	50.8	6.6	61.3	1.6
White	52.5	27.9	64.6	14.4

8th grade

	Reading: On track	Reading: Commend	ELA: On track	ELA: Commend
All	53.2	22.4	58.9	14.1
Regular	53.8	24.8	60.9	14.3
SWD	48.0	0	40.	12.0
Black	53.7	9.0	47.1	10.3
White	53.4	26.4	63.6	15.3

Georgia Writing Assessment Grade 8

	2013 meets	2013 exceeds	2014 meets	2014 exceeds
All	74	3	76	1
SWD	32	0	38	0
Black	60	0	65	2
White	79	4	82	2

2014 Goals Attainment Analysis

	2014 Proficiency Rate	<u>Met</u>		Percent Change
		Yes/	No	
WRITING				
Increase the percentage of ALL students in grade 8 meeting or exceeding expectations on the Grade Eight Writing Assessment from 77.4% in 2013 to 86.5% in 2014.	77	No		-.4%
SCIENCE 6-8				
Increase the percentage of All students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 80.9% in 2013 to 82.3% in 2014.	83.4	Yes		+2.50%
Increase the percentage of ED students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 76.3% in 2013 to 82.3% in 2014.	80	No		+3.70%
SOCIAL STUDIES 6-8				
Increase the percentage of Black students in grades 6-8 meeting or exceeding expectations on the social studies section of the CRCT from 72.1% in 2013 to 81.3% in 2014.	75.5	No		+3.40%
Increase the percentage of ELL students in grades 6-8 meeting or exceeding expectations on the social studies section of the CRCT from 80.0% in 2013 to 81.3% in 2014.	50	No		
Increase the percentage of ED students in grades 6-8 meeting or exceeding expectations on the social studies section of the CRCT from 81.0% in 2013 to 81.3% in 2014.	79	No		-2%

Sub-Group Goals - group did not meet state subgroup proficiency rate	2014 Proficiency Rate	<u>Met</u>		Percent Change
		Yes/	No	

WRITING

Increase the percentage of Black students in grade 8 meeting or exceeding expectations on the Grade Eight Writing Assessment from 59.3% in 2013 to 82.7% in 2014. 67 No +7.7%

Increase the percentage of White students in grade 8 meeting or exceeding expectations on the Grade Eight Writing Assessment from 83.2% in 2013 to 90.2% in 2014. 84 No +0.8%

Increase the percentage of Multi-racial students in grade 8 meeting or exceeding expectations on the Grade Eight Writing Assessment from 57.1% in 2013 to 89.5% in 2014. NA

Increase the percentage of SWD students in grade 8 meeting or exceeding expectations on the Grade Eight Writing Assessment from 32.4% in 2013 to 60.9% in 2014. 38 No +5.6%

SCIENCE - CRCT 6-8

Increase the percentage of Black students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 63.9% in 2013 to 72.3% in 2014. 76 Yes +12.1%

Increase the percentage of White students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 86.2% in 2013 to 90.4% in 2014. 86.3 No +0.1%

Increase the percentage of Multi-Racial students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 78.8% in 2013 to 86.5% in 2014. 76.7 No -2.1%

Increase the percentage of SWD students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 47.0% in 2013 to 64.4% in 2014.	55.2	No	+8.2%
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Increase the percentage of ELL students in grades 6-8 meeting or exceeding expectations on the science section of the CRCT from 40.0% in 2013 to 71.0% in 2014.	50	No	+10%
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SOCIAL STUDIES CRCT 6-8

Increase the percentage of White students in grades 6-8 meeting or exceeding expectations on the social studies section of the CRCT from 87.8% in 2013 to 88.8% in 2014.	87.2	No	-0.6%
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Increase the percentage of Multi-Racial students in grades 6-8 meeting or exceeding expectations on the social studies section of the CRCT from 81.8% in 2013 to 85.2% in 2014.	73.3	No	-8.5%
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Increase the percentage of SWD students in grades 6-8 meeting or exceeding expectations on the social studies section of the CRCT from 57.5% in 2013 to 62.2% in 2014.	58.4	No	+0.9%
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Exceeds Goals - ALL students exceed the 2014 state proficiency target for ALL students	2014 Proficiency Rate	MET		Percent Change
		Yes	No	

WRITING

Increase the percentage of All students in grade 8 exceeding expectations on the Grade Eight Writing Assessment from 3% in 2013 to 10.4% in 2014.	1	No	-2%
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SCIENCE

Increase the percentage of All students in grades 6-8 exceeding expectations on the science section of the CRCT from 33.5% in 2013 to 38.2% in 2014.	32.4	No	-1.1%
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SOCIAL STUDIES

Increase the percentage All students in grades 6-8 exceeding expectations on the social studies section of the CRCT from 42.5% in 2013 to 46.7% in 2014.	45	No	+2.5%
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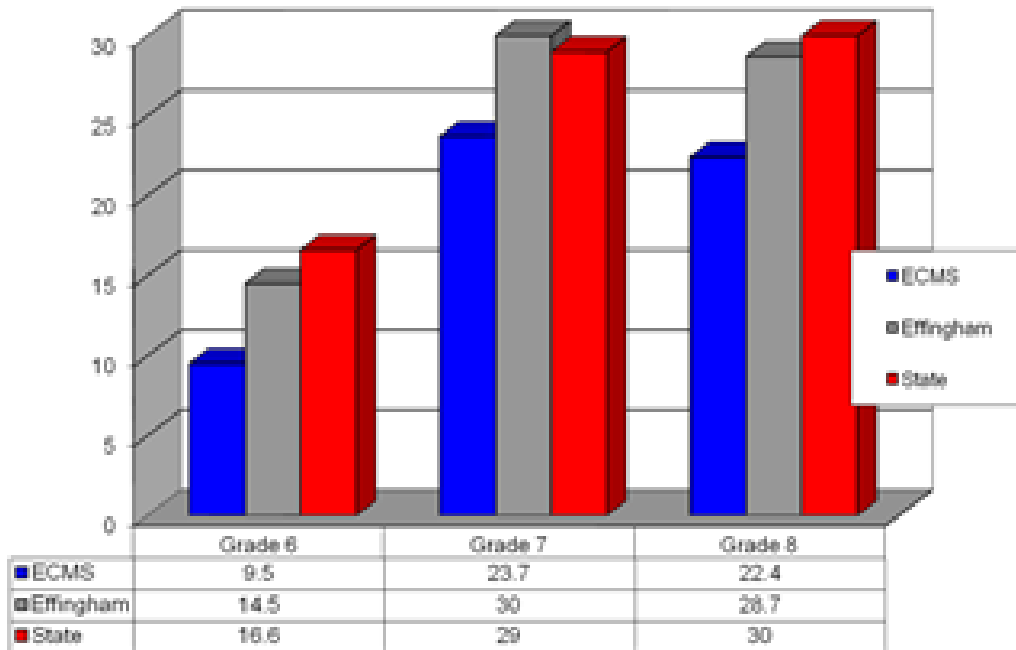
Pertinent Teacher Survey Results:

- 38% do not have adequate resources and materials to teach writing
- 35% report insufficient time to teach writing in the content areas
- 50% do not have ample time to teach literacy effectively
- 43% lack sufficient time to effectively differentiate for above-average learners
- 28% lack sufficient time to effectively differentiate for average learners
- 30% lack sufficient time to effectively differentiate for below-average learners
- 43% report less than half of their students have mastered foundational reading skills
- 73% need support in teaching students who understand only basic (elementary) concepts in texts, and who struggle to comprehend grade-level texts

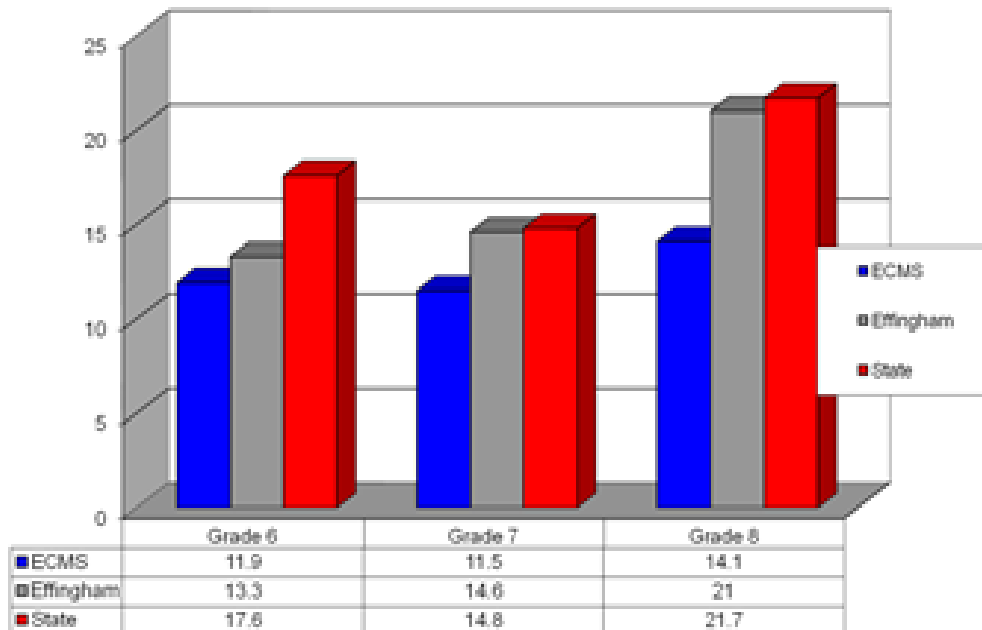
Pertinent Leadership Survey Results:

- 63% report daily schedules do not include a 2-hour block for literacy instruction
- 88% indicate content teachers are not consistently incorporating teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures

**Reading Readiness Indicators
Commendable**



**ELA Readiness Indicators
Commendable**



Disaggregated Data

The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were writing gains and Reading growth. Out of all middle schools in our RESA district, we were the only school to not show a drop in writing scores. In addition, although our reading proficiencies are still below the target, we have made significant gains in reading because of effective Reading interventions.
- The major needs we discovered were found in Informational Reading and writing across content areas (specifically in the areas of Science and Social Studies). Students need additional practice in scanning for information and reading charts (both in words and in graphic form), and in higher order thinking that will result in better research and writing.
- Significant weaknesses were noticed in the performances of our SWD and Black sub-groups, as well as the performances of 6th grade students in all areas and sub-groups.
- Additional weaknesses were found in math proficiency for all students. Students lack basic math skills that result in an inability to conceptualize the rigorous demands of the State Mathematical framework.

Teacher Data

The staff of ECMS is not only highly qualified, but very dedicated to our students' success. The staff consists of 3 administrators, 33 regular education teachers, 11 paraprofessionals, 11.5 Connections teachers (2 P.E., 1 Music, 1 Band, 1 Computer/Media, 1 Career, 1 Ag, ½ time Technology, 1 Art, 2 Remedial Reading, 1 Remedial Math), a media specialist, 2 guidance counselors, a school psychologist, and a school nurse. To meet the needs of our exceptional students, there 1 half-time speech and language pathologists, an interventionist, a "shared" Gifted and Talented Facilitator, 1 Parent Liaison, and 9 Special Education teachers. Additional personnel include: 6 office staff members, 7 lunchroom staff members, 4 Quality Cleaning employees, and a maintenance man. Among our 53.5 teachers (regular ed., special ed., and Connections), 18 (34%) have master's degrees and 8 (15%) have specialist's degrees.

Teacher Retention Data

The retention rates for the last three school years were as follows: 2012-2013: 90%, 2013-2014: 90%, and 2014-2015: 83%.

Goals and Objectives from School Improvement Plan 2014-2015

- **Prepare all students, grades 6-8, for the rigor of Georgia Milestones.**
 - Provide opportunity for "deeper" learning through research collaboration between Media Specialist and Content Teachers. Students will complete one technology imbedded research project in Science, Social Studies, and ELA.
 - Increase critical analysis skills of students by utilizing student-centered classroom discussion and higher-order thinking questions to allow for students to clarify/question/second-guess and defend in a collaborative manner.
 - Increase awareness of new testing system (Milestones) by providing information and communications about plans for preparation. Informational parent sessions will be conducted, as well as counselor guidance on the value of the "growth" mindset.
- **By May of 2015, ECMS students' ELA, Math, Science, and Social Studies scores will improve using the specified school wide programs and strategies; the percentage of students within each subgroup achieving at proficient levels will increase**
 - Implement remedial math curriculum that targets foundational gaps in mathematical concepts. This will be taught as a Connections class.
 - Prepare students for transitions between elementary school and middle school, as well as middle school to high school.
 - Increase collaboration and effectiveness of all teachers (co-teaching teams, as well as fileholders w/ regular ed teachers, and paras).
 - Improve RTI procedures/processes so that behavioral and academic needs of all students are identified and targeted for interventions.
- **Increase percentage of students who exhibit "high growth" (SGP/SLO) in all areas.**
 - Implement the use of Literacy Design Collaborative in at least one unit for all grade levels in Science and Social Studies.
 - Increase evidence based instructional practices in all classes.
- **Increase writing across the curriculum in all content areas in grades 6-8.**
 - Emphasize the use of constructed response and open-ended questions in all content areas as part of classroom assessments.
 - Post student exemplars with standards-based commentary.
- **Increase the 2015 Georgia Milestone Commendable score for all grade levels in Math and Reading.**
 - Use of higher "Depth of Knowledge" tasks with current CodeX units (ELA) that require multiple skills to synthesize information from multiple texts.
 - Design differentiated lessons that incorporate real world applications to engage all learners .

Professional Learning

Professional development plays a critical role in the sustainability of any instruction. We will include teachers, administrators, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in various professional development activities. These activities are designed to address the root causes of our identified needs. Teachers have been afforded the opportunity to participate in county-led initiatives in both English/Language Arts and Math. With the amount of time teachers had to be away from instruction, the school planned limited professional development activities. All monies for professional learning were utilized more at the county level for CCGPS initiatives.

At the beginning of the 2014-15 school year, the district allocated a small amount of professional learning funds to utilize at the school's discretion. In many cases, teachers who participate in conferences and workshops will be expected to return to school and re-deliver the information to other staff members. Administrators will look for evidence of the newly acquired strategies being implemented during walk-throughs, formal observations, and in lesson plans. In addition, there are numerous professional learning opportunities for teachers and paraprofessionals within the district and through the local RESA.

Effingham County School District: Effingham County Middle School

Project Plan – Procedures, Goals, Objectives & Support

Goals, Objectives, Measurement Tools, Persons Responsible, and Timeline

Goal 1: The school leadership will be committed to the mission of literacy improvements at ECMS by meeting the following objectives (The What, Building Block 1):				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Organize a literacy team	Administration	Ongoing	Meeting minutes Sign In Sheet	Not Applicable
Prioritize literacy and writing instruction across the curriculum through scheduling and literacy focus in staff meetings	Administration	Ongoing	Agendas Meeting minutes Sign In Sheets Master Schedule	Not Applicable
Enlist content literacy, writing, differentiation, and co-teaching experts to deliver training on their respective areas of expertise to literacy team members	Administration	September, 2015	Sign In Sheets	SRCL Grant
Schedule regular professional development benchmarks for faculty and staff	Administration	September, 2015	Academic Schedule	Not Applicable
Acquire the necessary technological resources to address literacy goals and objectives	Administration	September, 2015	Purchase Orders	SRCL Grant
Enlist community partners in supporting literacy initiatives	Administration	September, 2015	Meeting minutes	Not Applicable
Allocate space for supplemental literacy instruction	Administration	July, 2015	Classroom Assignments	Not Applicable
Schedule collaborative planning time for content, literacy, and enhancement teachers	Administration	July, 2015	Master Schedule Academic Calendar	Not Applicable
Enlist district technology support personnel to provide professional development in using technology for literacy and writing instruction	Administration	July, 2015	Agenda Sign In Sheet	Not Applicable
Provide training on the use of diagnostic assessments and interpretation of assessment data	Administration	August 2015	Agenda Sign In Sheet	SRCL Grant

Effingham County School District: Effingham County Middle School

Goal 2: Implement a high quality literacy program that is clear and organized and provides for effective reading instruction through the following objectives (The How, Building Block 2):

Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Develop schedule for redelivery of literacy training to all teachers	Administration Literacy Team	Summer 2015	Lesson Plans Walk-throughs and Peer Observations Sign In Sheets	Not Applicable
Plan and organize instruction for Literacy Explorations class based on best practices in literacy and writing instruction	Administration Literacy Team	Summer 2015	Scope and Sequence Lesson Plans	Not Applicable
Plan and organize Summer Arts and Literacy Camp learning activities	Administration Literacy Team	Spring 2015	Scope and Sequence Agenda	SRCL Grant
Record, commentate, edit, and publish exemplar lessons of target instructional strategies	Administration Literacy Team	Fall 2015- Spring 2017	Teacher login/use of recorded lessons	SRCL Grant

Goal 3: Implement the use of ongoing, frequent, and multiple formative measures that will be used as diagnostic and monitoring tools to plan for instruction through the following objectives (The WHY, Section 5):

Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Acquire and implement diagnostic tools to determine reliable Lexile levels and instructional needs for all students	Instructional Supervisor	Spring 2015	Testing Database/Growth Reports	SRCL Grant
Develop benchmark assessments to assess student progress toward short term literacy goals	Instructional Supervisor Literacy Team	August 2015	Test Data Analysis	Not Applicable
Develop benchmark surveys to assess faculty progress toward professional learning goals	Instructional Supervisor	August 2015	Survey Data Sign In Sheets Teacher Feedback Lesson Plans Walk-throughs Peer Observations	

Effingham County School District: Effingham County Middle School

Goal 4: Ensure that the best practices in literacy instruction are used in all content area classrooms through the following objectives (The What, Building Block 4):				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Train and implement the use of best practices in content literacy instruction	Instructional Supervisor Literacy Team All content area teachers	Fall 2015- Fall 2016	Sign In Sheets Exit Surveys Walk-throughs Peer Observations Lesson Plans	SRCL Grant
Train and implement the use of effective differentiation strategies for all learners	Instructional Supervisor Literacy Team All teachers	Fall 2015- Fall 2016	Sign In Sheets Exit Surveys Walk-throughs Peer Observations Lesson Plans	SRCL Grant
Train and implement the use of effective co-teaching strategies	Instructional Supervisor Literacy Team All teachers	Fall 2015- Fall 2016	Sign In Sheets Exit Surveys Walk-throughs Peer Observations Lesson Plans	SRCL Grant
Train and implement the appropriate use of technology for literacy and writing instruction	Instructional Supervisor Literacy Team All teachers Media Specialist	Fall 2015- Fall 2016	Sign In Sheets Exit Surveys Walk-throughs Peer Observations Lesson Plans	SRCL Grant
Provide videos of exemplar lessons on a digital database for review/redelivery of best practices and effective instructional strategies	Literacy Team	Fall 2015- Spring 2017	Teacher Feedback Lesson Plans Mentor/mentee logs	SRCL Grant

Effingham County School District: Effingham County Middle School

Goal 5: Provide Tier instruction for students with literacy needs through the following objectives:				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Provide additional literacy instruction/support to students in Tier 1 via the Literacy Explorations class/learning lab	Literacy Team	Ongoing	Formative Benchmark Assessment Data Summative Assessment Data	SRCL Grant
Collaborate with content area teachers to identify essential literacy/writing skills	Literacy Team	August 2015	Agenda Meeting minutes Collaboration logs	Not applicable
Provide additional intervention for Tier 2 students via the Literacy Explorations class/learning lab	Literacy Team SST Coordinator Assistant Principal	August 2015	Diagnostic Assessment Data Progress Monitoring	SRCL Grant

Goal 6: Improve instruction for all students through the Professional Development of all staff through the following objectives:				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Participate in weekly professional development through immersion in content literacy via the Literacy Explorations class/learning lab	Administration Instructional Supervisor Literacy Team All content area teachers	Ongoing	Academic Schedule Sign In Sheets	Not Applicable
Participate in hands-on, student-centered literacy and writing initiatives	Literacy Team All content area teachers	Ongoing	Sign In Sheets	Not Applicable
Attend/participate in peer observations/walk-throughs	Literacy Team All content area teachers	Ongoing	Observation Logs	Not Applicable
Participate in regular reviews of best practices in literacy and writing instruction, co-teaching, differentiation, and technology integration via exemplar lessons on digital database	Literacy Team All content area teachers	Ongoing	Sign Off Sheets	Not Applicable

Effingham County School District: Effingham County Middle School

Assessment/Data Analysis

Current Assessments

Assessment	Persons Responsible	Grade Level	Purpose	Frequency
GA Milestones	Classroom Teachers	6-8	Assess mastery of grade-level content standards in Math, ELA, Social Studies, and Science	Once yearly
SLO	Teachers	6-8	Assess student growth in connections classes (and other non-tested subjects)	Twice yearly (pre and post-tests)
SRI	Reading 180 Teachers	6-8	Determine areas of weakness for Tier 2 interventions in Reading 180 class	3 times throughout the school year
Code X Unit Assessments	ELA teachers	6-8	Track student progress on mastery of grade-level content standards	Throughout the year
Benchmark Assessments	Science and Social Studies Teachers	6-8	Assess student progress toward mastery of grade-level content standards	Throughout the year
Math Unit Tests	Math Teachers	6-8	Asses student progress toward mastery of grade-level content standards	Throughout the year
SMI	Math 180 Teachers	6-8	Determine areas of weakness for Tier 2 Interventions in Math 180 class	3 times throughout the school year

Effingham County School District: Effingham County Middle School

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Current Assessments	SRCL Assessments	Changes to assessment Frequency
GA Milestones	GA Milestones	None
County Cold Reads	County Cold Reads	None
SLOs	SLOs	None
	Scholastic Reading Inventory (SRI)	At least twice yearly
	iReady	At least twice yearly

No assessments will be discontinued.

Implementation of New assessments with Current Assessments

ECMS will continue to administer the current state and district assessments, but will expand the ability to complete diagnostic assessments on all students through the implementation of SRI screening for every student. Data from established assessment models and that provided by the SRI testing will be analyzed and provided for use in both progress-monitoring and decision-making with respect to RTI interventions and general instructional planning.

Professional Learning Needs for SRCL Assessment Implementation

SRCL Assessments	Professional Learning Needed
Scholastic Reading Inventory (SRI)	School Administrators, literacy team members and ELA teachers will have to be trained in test administration.
iReady Diagnostic Inventory	All teachers will have training on analysis and use of testing data.

Communication of Data to Parents and Other Stakeholders

Frequent and ongoing communication with parents and other stakeholders is strongly encouraged at ECMS. The administrators and staff realize that establishing a relationship with parents and stakeholders is essential in helping children succeed in school. Individual student data will be provided to parents in the following manner:

- Parent-Teacher Conferences
- Testing Reports sent home
- RTI meetings
- Individual Conferences as requested
- School Progress Reports and Report Cards

The results of school-wide data will be made available to parents through:

Effingham County School District: Effingham County Middle School

- School Council Meetings
- Literacy Team Meetings
- School Leadership Team Meetings
- School Website and other media
- Title Parent Meetings

Use of Data

ECMS is committed to the meaningful use of data to inform instructional decisions and provide authentic learning experiences to our student body. Data notebooks are kept to compile and organize student performance information, in addition to document accommodation useage for our students with special needs. Each teacher analyzes and plans for the differentiated needs of students within his or her classroom. Their plans provide for reflection on teaching practices, examining differentiated needs within the classroom, and for providing remediation and enrichment to students. In addition, data is discussed frequently between teachers in their required weekly grade-level meetings, in RTI meetings, and with school administrators during planning meetings. As part of the SRCL Grant, data will continue to be used to drive the instructional program at ECMS.

The data collected from the various assessments listed above will be used to:

- Make or modify instructional decisions (The Why, Section 5)
- Identify a student's strengths and weaknesses
- Determine level of classroom differentiation
- Place students in learning labs (literacy connections classes)
- Monitor literacy instruction
- Identify areas where professional development is needed
- Monitor student progress toward School Goals

Effingham County School District: Effingham County Middle School

Resources, Strategies, and Materials

Resources, Strategies, and Materials including technology to support the Literacy

Needed Resources	Shared Resources	Library Resources	Classroom Resources
<ul style="list-style-type: none"> • Leveled books, magazines and other reading material for Literacy Explorations Classroom • Non-fiction and research print resources for Media Center • Dedicated student technology resources (Chromebook lab) for Literacy Explorations class • Dedicated teacher technology resources (desktop computers) for Literacy Exploration Class • Smartboard for Literacy Exploration Classroom • Literacy Explorations/learning lab materials • Professional Learning Support <ul style="list-style-type: none"> ➤ Stipends ➤ Expenses ➤ Materials ➤ Consultant/Trainer fees ➤ Substitutes • Professional Learning Workshops/Training <ul style="list-style-type: none"> ➤ Content literacy instruction ➤ Differentiate 	<ul style="list-style-type: none"> • Media Center computers • Computer Lab • Chromebook Cart 	<ul style="list-style-type: none"> • Computers • Fiction and Nonfiction Books • Reference Books • Small group sets of literature • Newspapers • Periodicals • Disciplinary literature 	<ul style="list-style-type: none"> • Promethean boards • BrainPop • United Streaming • Thinking Maps • Write for the Future • Classroom computer • Content-specific texts and supplemental reading material (varies)

Effingham County School District: Effingham County Middle School

<ul style="list-style-type: none"> ➤ Co-teaching ➤ Instructional technology ➤ Writing Instruction ➤ Interventions ➤ Assessment Administration • Summer Arts and Literacy Camp Materials and Resources <ul style="list-style-type: none"> ➤ Transportation ➤ Materials ➤ Stipends for personnel (instructional and support) • Videography recording equipment • Storage site for hard copies of recorded exemplar lessons and professional learning presentations • Scholastic Reading Inventory • Supplemental diagnostic literacy and writing assessment programming (iReady) 			
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Activities that support Literacy Intervention	Activities that support Classroom Practices	Additional Strategies Needed
<ul style="list-style-type: none"> • Read 180 (Scholastic) 	<ul style="list-style-type: none"> • Code X • Co-teaching/Inclusion models of instruction • Interactive Notebooks • Content and inter- 	<ul style="list-style-type: none"> • Focused content literacy instruction • Explicit writing instruction (varied modes and content-

Effingham County School District: Effingham County Middle School

	disciplinary collaboration <ul style="list-style-type: none"> • Classworks • Newsela • Readworks • Scholastic curriculum support • Student interactive notebooks • Co-Teaching Practices 	specific) <ul style="list-style-type: none"> • Vocabulary development • Intentional differentiation practices • Tiered fictional and information reading selections • Meta-cognitive Strategies • Reading Skills • Higher Order Thinking Skills • Data Analysis
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Library Resources

Motivating middle school students to read is one of our greatest challenges. In order to meet our school and district goals, our students need to experience rich, interesting, and relevant print resources. Unfortunately, of the 11,560 materials housed in our media center, over 5,259 books are 15 years or older. The average age of our entire library is 1998, which is 16 years old. The average age of our non-fiction section is 1997. Of the 4,041 non-fiction titles, 1,943 of those are over 15 years old. This goes well beyond the 5-7 year suggested limit. Furthermore, with the necessity of student-centered research and media literacy, our reference resources are also shockingly under-developed. Out of 1,294 resource materials, 886 are antiquated. In recent years, the focus has been on simply replacing lost or damaged books. Unfortunately, the cost of replacing books continues to rise, and the money available continues to diminish. In the next few years, more informational texts and research materials need to be purchased to connect students with reliable and rigorous resources necessary for college and career readiness.

Alignment Plan

Goal	SRCL Funding	Other Funding
Goal 1: The school leadership will be committed to the mission of literacy improvements at GES	<ul style="list-style-type: none"> • Professional Learning for administration and literacy team members • Technological resources to support literacy instruction 	

Effingham County School District: Effingham County Middle School

	<ul style="list-style-type: none"> Materials and resources for Literacy Exploration class/learning lab 	
Goal 2: Implement a high quality literacy program that is clear and organized and provides for effective reading instruction	<ul style="list-style-type: none"> Summer Arts and Literacy Camp Materials Videography equipment 	
Goal 3: Implement the use of ongoing, frequent, and multiple formative measures that will be used as diagnostic and monitoring tools to plan for instruction	<ul style="list-style-type: none"> SRI Implementation and Training Supplemental diagnostic instruments Training in analysis and uses of assessment data 	
Goal 4: Ensure that the best practices in literacy instruction are used in all content area classrooms	<ul style="list-style-type: none"> Training in best practices in literacy instruction Training in effective use of differentiation strategies Training in models for co-teaching Training in the use of technology for literacy instruction Training in video production/editing 	Collaboration with GLRS Partnership with Georgia Southern University BOE personnel
Goal 5: Provide Tier instruction for students with literacy needs	<ul style="list-style-type: none"> Materials/resources for Literacy Explorations class Technology resources for Literacy Explorations class 	
Goal 6: Improve instruction for all students through the Professional Development of all staff	<ul style="list-style-type: none"> Materials/resources for Literacy Explorations class Professional learning for literacy team for redelivery to other faculty and staff 	

Effingham County School District: Effingham County Middle School

Professional Learning

Professional Learning Activities from 2013-2014 School Year

Professional Learning Topics	Percent of Staff Attending	Delivery Format	Facilitator/Provider
Differentiating for Choice (Menus, Choice Boards)	50%	Professional Learning Community	GT Facilitator
Differentiation	50%	Professional Learning Community	FDRESA
Literacy in Content Areas	100%	Grade-level meetings	Teacher Leader, FDRESA
Using Data to Drive Instruction (SLDS)	100%	Grade-level meetings	Middle School Literacy Spclst.
ELA Unit Writing	<1%	Quarterly work sessions	Middle School Literacy Spclst.
LDC	<1%	3-day seminar	FDRESA
Instructional Technology Strategies	1%	EffTech Days	Effingham Technology Support Personnel

District and school personnel have consistently demonstrated an understanding of the importance of continued development of instructional approaches that support student growth.

Through the cooperative efforts between school and district level leaders, professional development aimed at promulgating student gains across all grade levels and academic disciplines has been systematically initiated and implemented. Efftech days, site-level training, and administrative support in providing opportunities for teachers to participate in both has created a school climate that is very much focused on continued improvement and growth.

The most recent focus for professional development at Effingham County Middle School has been the acquisition and refinement of instructional planning, delivery, and assessment strategies via professional learning communities. During the 2013-2014 school year, all faculty members participated in monthly grade-level meetings in order to receive information and training on various instructional methodologies to improve student engagement and achievement. Further development of skills was fostered through peer observations and feedback.

School-level initiatives for the continued development of instructional skills and strategies are as follows:

Effingham County School District: Effingham County Middle School

Professional Learning Topics	Time Frame	Delivery Format	Participants
Grade Level Content Collaboration	Once weekly	Grade Level Meetings	Content Teachers
Instructional Team Collaboration	Once weekly	Team Meetings	Instructional Teams
Grade Level Meetings	Once monthly (and as needed)	Grade Level Meetings	Grade Level Teachers
Co-Teaching/Collaboration	Weekly (and as needed)	Collaboration Meetings	General Education and Enhancement Teachers

Based on the Needs Assessment and surveys of teachers and support staff, the following professional development needs for all staff have been identified:

- Content literacy
- Writing in content classes
- Differentiation
- Co-teaching
- RTI
- Effective and appropriate technology integration
- Administration and use of diagnostic screeners and assessments
- Practical use of literacy training in the context of a content area classroom
- Analysis of assessment data to drive instructional decision-making
- Review/redelivery of training for pre-service and new in-service personnel

To assess the effectiveness of professional development, the following instruments will be utilized:

- Student achievement
- Participant feedback
- Lesson Plans
- Walk-throughs
- Peer Observations
- Surveys

Effingham County School District: Effingham County Middle School

Professional Learning Plan from SRCL Goals and Objectives

Professional Learning Topics	Literacy Plan Building Block	Literacy Plan Goal	Measure of Effectiveness
Content Literacy	Building Blocks 1, 2, 4	Goals 1, 3,4,6	Student Achievement Lesson Plans Administrative Walk-throughs Peer Observations
Content-area Writing Instruction	Building Blocks 1, 2, 4	Goals 1, 3, 4, 6	Student Achievement Lesson Plans Administrative Walk-throughs Peer Observations
Differentiation	Building Blocks 1, 2, 4, 5	Goals 1, 3, 4, 5, 6	Student Achievement Lesson Plans Administrative Walk-throughs Peer Observations
Co-teaching	Building Blocks 1, 2, 4	Goals 1, 3, 4, 5, 6	Student Achievement Lesson Plans Administrative Walk-throughs Peer Observations
RTI	Building Blocks 1, 2, 3, 5	Goal 1, 5	Student Achievement
Technology Integration	Building Blocks 1, 2, 3, 4	Goal 1, 3, 4, 6	Lesson Plans Administrative Walk-throughs Peer Observations
Assessment Administration and Data Usage	Building Blocks 1, 3, 4, 5	Goals 1, 3, 5	Student Achievement Lesson Plans Administrative Walk-throughs
Classroom application of literacy training	Building Blocks 1, 2, 4, 6	Goals 2, 4, 6	Participant Feedback Administrative Walk-throughs Peer Observations
Redelivery models	Building Blocks 1, 2, 4, 6	Goals 1, 2, 4, 6	Participant Feedback Mentor/mentee logs Lesson Plans Administrative Observation

Sustainability Plan

Sustainability Plan

ECMS is committed to continuing the literacy improvements that the SRCL grant will provide. The Literacy Team will review the expectations of the grant annually with all staff and community stakeholders. Upon termination of the grant funds, funding will be provided by Federal, State, and Local funds, as well as the school's instructional budget.

Extending & Expanding Assessment Protocol	<ul style="list-style-type: none">• Continue to analyze SRI data after the grant period to monitor student growth• Continue to use effective screening and diagnostic tools to identify achievement levels of all students.• The Instructional Supervisor and School Literacy Specialists will train new teachers and new testing examiners.• Continue to analyze formative and summative assessment results and refine literacy goals based on the CCGPS.• Make data-driven budget decisions aligned with literacy priorities.• Continue use of summative assessments to identify programmatic and instructional needs.• Continue to align our assessments with CCGPS for our students.
Expanding Lessons Learned	<ul style="list-style-type: none">• Host family nights and other evening activities to engage parents in activities that demonstrate literacy.• Stay abreast of effective strategies for literacy instruction and share with new staff.• Provide families access to Parent Resource Center• Ensure that grade level teams meet for collaborative planning and examining student data/work during scheduled times.• Dedicated time for grade level teams and support personnel to consistently meet for collaborative planning and data analysis (currently meeting 2 times per ten day rotation).• Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet individual student's needs.• Ensure that communication between teachers and

Effingham County School District: Effingham County Middle School

	<p>administrators is ongoing and effective.</p> <ul style="list-style-type: none"> • Continue to have Literacy Team meet and provide turn around training for other staff members. • Collaborate with other schools to share literacy plans and effective literacy strategies • Share student achievement gains with other schools within the district
<p>Training New Employees</p>	<ul style="list-style-type: none"> • Utilize recorded learning lab “exemplar” strategies to train new teachers and/or provide follow-up learning opportunities for veteran teachers • Ensure continued growth through professional learning by providing learning opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies. • Utilize peer observations. • Train new teachers on all formative and summative assessments and how to interpret the data from these assessments. • Literacy Team Members will provide training for new staff members.
<p>Maintaining & Sustaining Technology</p>	<ul style="list-style-type: none"> • Provide additional resources with Technology Budget through the School’s Technology Plan. • The equipment purchased will be maintained by the Technology Office. • Principal’s budget and fundraisers to renew site licenses
<p>Ongoing & Extending Professional Learning</p>	<ul style="list-style-type: none"> • Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording. • Identify and train participants for data team • Continue to build collaborative data meetings into the monthly calendar. • Continue to train new members of the team in the expectations and function of the established protocols. • Provide professional learning on best practices in writing instruction in all subject areas. • Revisit professional learning options to utilize experts within the school to develop and support colleagues.

Effingham County School District: Effingham County Middle School

Professional Learning for New Teachers	<ul style="list-style-type: none">• Provide new teachers extra support and professional learning opportunities in effectively differentiating learning for all students, including students with exceptionalities.• Utilize recorded learning lab “exemplar” strategies to train new teachers and/or provide follow-up learning opportunities for veteran teachers• Ensure that new personnel receive professional development in the areas of literacy that have been taught in previous trainings.• Provide peer observation opportunities for new teachers in Literacy Specialist’s classroom.
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B. Developing Community Partnerships

- Share student achievement gains with stakeholders through online media and traditional outlets.
- Foster relationships among schools, post secondary education institutions, the workforce, families, and communities by including them in decision-making and by sharing information.
- Create a community partnership that engages students and stakeholders in meaningful collaborative activities

D. Replacement of Print Materials

- Printed materials will be replaced through the Instructional and Principal’s budget.

Budget Summary

Through the writing of the SRCL Grant, findings confirmed a critical need to strengthen current literacy instruction in all grade levels to meet the rigorous demands of CCGPS. Funds from the grant will be used to implement a high quality literacy program, implement the use of ongoing, frequent, and multiple formative measures, ensure that the best practices in literacy instruction are used in all content area classrooms, provide instruction for students with literacy needs who are not served in Reading Connections, and improve instruction for all students through the professional development of all staff.

Curriculum Needs:

- Literacy and informational text instructional materials
 - Leveled books, magazines and other reading material for Literacy Explorations Classroom
 - Media and cultural literacy resources and materials
- Hands-on Instructional materials for learning labs (Social Studies resources and Science labs)
- Scholastic Reading Inventory
- Non-fiction texts (Media Center)
- Writing Instructional Resources
- Diagnostic literacy and writing assessment tools

Professional Learning Needs:

- SRI and training to accompany this program
- iReady and training to accompany this program
- Writing skills and strategies in all Content areas
- A systematic, explicit sequence of literacy instruction
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Development of formative and summative assessments to monitor learning
- Identification and implementation of a core literacy program
- Co-teaching/Inclusion
- Differentiated Instruction
- Reading skills and strategies such as vocabulary development, Guided Reading, comprehension etc.
- Diagnostic Testing and Use of Data
- Training and mentoring for Literacy Specialists (3 ELA teachers, 3 Science teachers, 3 Social Studies teachers)

Extended Day Programs:

- Summer Arts and Literacy Program Expenses including Transportation, Materials, Supplies, and Personnel (stipends)
- Extended day pay for Literacy Team to provide instruction/mentoring during connections classes.

Stipends will be paid to school personnel who work beyond their contract time and who are involved in the following areas:

- Summer Arts and Literacy Program
- Initial (Summer/after school) training of Literacy Specialists and Literacy Team (3 ELA teachers, 3 Science teachers, 3 Social Studies teachers)
- Professional Development
- Instruction during Literacy Connections classes (for teachers who will give up planning to teach Literacy Explorations)

Miscellaneous Items:

- Chromebook lab for Literacy Explorations classroom
- Teacher technology for Literacy Explorations classroom
- Smartboard for Literacy Explorations classroom
- Videography recording equipment to archive “exemplar” teaching strategies
- Teacher Resource Center Materials