School Profile

Created Sunday, November 23, 2014

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School Information

System Name:	McIntosh
School or Center Name:	McIntosh County Academy
System ID	mcintosh698
School ID	698

Level of School

High (9-12)

Principal

Name:	Terrance Haywood
Position:	Principal
Phone:	912-437-6691
Email:	thaywood@mcintosh.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Alicia Rosenbaum
Position:	Instructional Coach
Phone:	912-437-6691
Email:	arosenbaum@mcintosh.k12.ga.us

Grades represented in the building

 example pre-k to 6

9-12

Number of Teachers in School

38

FTE Enrollment

443

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

    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. <u>Employee Relationships</u>

    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.

    iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

    v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. Remedies for Nondisclosure
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

    1. Termination of the Agreement.
    2. Exclusion from subsequent GaDOE grant opportunities.
    3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. Annual Certification. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.
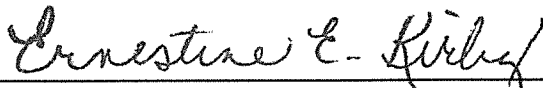
II.   **Disclosure of Conflict of Interest after Agreement Execution**

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

III. **Incorporation of Clauses**

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

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

 Ernestine E. Kirby, Superintendent
_____
Typed Name of Fiscal Agency Head and Position Title

 December 4, 2014
_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

 Merwan Massa, Director of Curriculum
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

 December 4, 2014
_____
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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: ___Merwan Massa___

Position/Title of Fiscal Agent's Contact Person: ___Director of Curriculum___

Address: ___200 Pine Street___

City: ___Darien, Georgia___ Zip: ___31305___

Telephone: (_912_) _437-8914_ Fax: (_912_) _437-2140_

E-mail ___mmassa@mcintosh.k12.ga.us___

Christine E. Kirby

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

___Ernestine E. Kirby___

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

___December 4, 2014___

Date (required)

Georgia Department of Education

Striving Reader Comprehensive Literacy Grant: Cohort Four

SRCL Application

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

GaDOE
12/5/2014

District Narrative

System demographics: In 1794, the city of Darien, GA was given a charter to build a school. In 1820, a branch of the institution was created and classes were held out of local churches. The actual school building was built in 1840 on the corner of Adam St. and Rittenhouse St. On March 3, 1892 an intentional fire destroyed McIntosh County Academy. The city rebuilt with a brick building on top the remains of the old school in the same year. This was the site of the school for many years until Darien constructed the new high school off U.S Highway 17.

The **MCSD** is based in Darien, Georgia. The district serves the communities of Crescent, Darien, Eulonia, and Townsend. The MCSD schools are: Oak Grove Intermediate School, Todd Grant Elementary School, McIntosh County Middle School and McIntosh County Academy High School.

Todd Grant Elementary School	Oak Grove Intermediate School	McIntosh County Middle	McIntosh County Academy
Pre-K - 3	4th & 5th	6-8	9-12
574	267	369	482
83.33% Poverty	85.56% Poverty	75.80 % Poverty	79.21 % Poverty
39.2% Black 55% Caucasian 2.3% Latino 3.5% Multi-Racial	37.5% Black 55.5% Caucasian 1% Latino 6% Multi-Racial	48% Black 48.5% Caucasian 1.5% Latino <1% Multi-Racial	46% Black 50.5% Caucasian 1.2% Latino 1.2% Multi-Racial

Years	Graduation Rates	Dropout Rates 9-12
2013-2014	92.5%	1.0%
2012-2013	83.3%	1.9%
2011-2012	84.1 %	5.89%
2010-2011	70.6 %	1.55%

Community demographics

People Quick Facts	McIntosh County	Georgia
Unemployment 2013	11.5%	8.60%
High school graduates, age 25+, 2010	75.1%	83.5%
Bachelor's degree or higher, age 25+, 2010	15.0%	27.2%
Median household income 2013	$39,075	$49,347
Persons below poverty, 2013	18.7%	15.7%

Current Priorities: The MCSD continues to focus on priorities that have been shown to be effective in improving the academic achievement of all students. These priorities include:

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

We are mindful of closing the achievement gap by focusing resources on students in greatest need. We have projected that, through our combined efforts on Striving Reader Program we will see improvement by 2014

Strategic Planning: MSCD's Leadership Team has been meeting with the Leadership Teams of each school and through the planning for the Striving Reading program we realize that if we are to prepare our students for college and careers, they must have strong foundations in literacy in order to become lifelong learners. Our weekly meetings will continue throughout the Striving Reading program and beyond.

Mission Statement: The mission of the McIntosh County School System is to provide a high quality education for all of our students.

Vision Statement: The vision for MCSD is to be a school system that ensures an excellent and equitable education for our students, all of whom will graduate, be lifelong learners, and be successful citizens.

Current Management Structure: We are governed by a five-member Board of Education and Superintendent. Each school has a principal and an instructional coach. Two schools have an assistant principal.

District Level Leadership

Title	Name
Superintendent	Dr. Tina Kirby
Deputy Superintendent	Dr. Diane Richardson
Finance Manager	Debra Vickers
Federal Programs Coordinator	Merwan Massa
Curriculum Director	Merwan Massa
Technology Director	Ken Hydman
District Special Education Director	Dr. Donna Manning
District Psychologist	David White

School Level Administration

School	Title	Name
Todd Grant ES	Principal	Cassandra Noble
	Instructional Coach	Sandra Ryals
	Media Specialist	Melissa Gordon
	Literacy Team Leader	Pam Anglin
Oak Grove IS	Principal	Carolyn Smith
	Media Specialist	Beth Fennell
	Instructional Coach	Leslie Poppell
McIntosh County Middle School	Principal	Carolyn Smith

	Instructional Coach	Scott Brooker
	Media Specialist	Beth Fennell
	Literacy Team Leader	Leslie Poppell
McIntosh County Academy	Principal	Terrance Haywood
	Assistant Principal	Dr. Scott Barrow
	Media Specialist	Beth Fennell
	Instructional Coach	Alicia Rosenbaum

Literacy Curriculum: For the past several years we have utilized STAR Reading and Differentiated Reading. Last year, we implemented READ 180, iStation, and Achieve3000 programs for our struggling readers. In addition to these programs, we also utilize the following resources: K-5 Harcourt Trophies, 6-8 McDougal Littell, and The Language of Literature, 9-12 McDougal Littell The Language of Literature. We are in need of professional development at all grade levels on reading in the content area.

Literacy Assessments: McIntosh County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments and WIDA model. State assessments include GKIDS, ACCESS, CRCT, EOCT, and state writing assessments in grades 3, 5, 8, and 11.

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

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will meet with the district literacy team to ensure that each member of the grant team understands his or her responsibilities and the grant's goals and objectives, each school's literacy plan, and to coordinate implementation.

Area of Responsibility	District Team Member
Purchasing: Initiate school purchase orders and manage school level grant activities	Cassandra Nobel, Principal Todd Grant Elementary Carolyn Smith, Principal Oak Intermediate and McIntosh County Middle School Terrance Haywood, Principal McIntosh County Academy
Finance: Approve grant budgets, submit completion reports and state required reports	Merwan Massa, Federal Programs Debra Vickers, Chief Financial Officer
Accounts Payable: Match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Debra Vickers, Chief Financial Officer
Payroll: Issues stipends for contract grant training	Shryl Washington, Payroll clerk
Managing school level grant activities with principals and school level literacy teams	Sandra Ryals, Instructional Coach Todd Grant Elementary Leslie Poppell, Instructional Coach Oak Grove Intermediate and McIntosh County Middle School Alicia Rosenbaum, Instructional Coach McIntosh County Academy Dr. Scott Barrow, AP McIntosh County Academy Scott Brooker, Instructional Coach, McIntosh County Middle School
Managing system level grant activities: Coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Merwan Massa, Federal Programs
Technology: Organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Ken Hydman, Technology Director

Special Education: Coordinating requirements and managing RTI strategies	Dr. Donna Manning

Implementation Time

February – May 2015	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2015	Plan monthly professional learning for 2015-2016 and submit annual grant report
June-July 2015	Install technology in classrooms and content area teachers attend summer grant institute
August 2015	Conduct training on new technology
January 2016	Mid-year literacy conference update
January – June 2016	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10.9.14 to discuss the Striving Reader Grant, the Needs Assessment process and "The Why," "The What," and "The How" documents. The system literacy team devised a plan to administer the Needs Assessment Survey at each school. The team then met each week to review each section of the grant application and provide feedback for further review and possible revision. The system literacy team will continue to meet each week to continue grant implementation planning so we will be ready to move forward once the grant is awarded.

The school literacy teams were formed and have been active and involved in the grant needs assessment and development of the literacy plans. Each school held meetings to have staff fill out the Needs Assessment Survey so everyone would have a voice in the literacy plan of the schools. The school literacy team began working on the literacy plan based on the needs assessment results. The school literacy teams will continue weekly on-going planning for implementation of the grant.

Experience of the Applicant

a) <u>Instructional Initiatives</u>

Initiative	Status
Implementation of curriculum aligned to the CCGPS including course maps, content maps, skills and knowledge maps, assessments	Current
Implementation (RTI) procedures and practices.	Past
Implementation of common formative and summative assessments aligned to the GPS	Current
Implementation Learning Focused School Model of instruction	Past
Implementation Thinking Maps (visual organizers teaching students the eight thought processes, i.e., cause/effect, brainstorming, etc)	Current
Implementation of Marzano's Vocabulary development	Past
Using technology as an instructional tool for student achievement	Current
iPads for each teacher, Activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc.	Current
Differentiation of instruction/ tiered learning activities	Past
WIDA standards	Past
Poverty awareness training	Past
Successful Reader (4th and 5th)	Current
READ 180	
Achieve3000	Current

Write From the Beginning (K-8) writing program	Current
Write for the future (9-12)	Current
Accelerated reader (K-8)	Current
Harcourt Trophies reading series	Current

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY11	None	N/A
FY12	None	N/A
FY13	None	N/A

b) Coordination of Resources and Control for Spending

The McIntosh County School District has a proven track record of being fiscally responsible. We have a successfully implemented multiple federal, state, internal initiatives and private grants. Because we are a small school system with limited resources, we know we must work together and pool resources to best serve the needs of our students. Administrators wear many hats and perform many duties to keep the budget balanced.

c) Sustainability of Past Initiatives

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

d) Internal Initiatives Implemented Without Outside Funding support

There are several initiatives implemented in McIntosh County Schools without outside funding. They include: Data Director, Achieve3000, READ180, STAR Reader, Accelerated Reader and iStation. All of these initiative have been locally funded.

McIntosh County Academy is located in the small coastal town of Darien, Georgia, which is between Savannah, Georgia and Jacksonville, Florida. It is the only high school in the county serving approximately 550 students with 74% eligible for free or reduced lunch. Although MCA has made Adequate Yearly Progress as determined by the previous NCLB mandate for the past four years, the implementation of the new College Career Readiness Performance Index will require a more rigorous curriculum. Under the leadership of a new superintendent, our school system is focused on changing the school culture and focusing on maximizing student achievement. MCA is now moving in the right direction to prepare our students to not only receive a high school diploma but also be college and career ready when they graduate. Although we have made positive changes, our school is in desperate need of the Striving Readers Grant to enable us to implement a robust RTI program that will make it possible for our struggling students to receive the help they need.

McIntosh County Academy has always strived to provide a rigorous academic curriculum. Like all effective schools, teachers must adapt to expectations and standards to provide students with the necessary skills to become successful citizens in an ever-evolving world. The school has worked to broaden its career focused courses and Advanced Placement courses. Extracurricular activities, from athletics to careers, service, recognition, and faith based clubs, have sought to enrich student experiences beyond the confines of the traditional classroom settings.

In keeping up to date with changing expectations, teachers and administrators have sought to utilize available resources and have been creative thinkers in "making do" with the economic limitations of our current times. As McIntosh County Academy has moved to a post-textbook approach that emphasizes critical thinking and reasoning through enhanced standards, such as Common Core, the students and teachers have been seeking new methods to access critical source documents, texts, and media based content to enhance individual literacy. The result of this quest is proving to be improved student learning.

The current student population is comprised of Caucasian (52.4%), African-American (41.1%), Hispanic (2.4%), and multi-racial (3.2%) students. These percentages have been fairly consistent over the past 10 years. Over time, the school's proportion of economically disadvantaged rate has increased to 82%. We are also a Title I school.

Needs Assessment, Concerns, and Root Cause Analysis

Description of data types used to create the Literacy Plan are listed with the chart below:

Assessment Type	Description
EOCT Data	Assesses student performance
SAT Data	Assesses college readiness
ACT Data	Assesses college readiness
Georgia High School Writing Test	Assesses basic writing skills
Achieve3000 Data	Determines reading Lexile ranges
Georgia High School Graduation Test	Analyzes content academic performance
End of Pathway Data	Analyzes college and career readiness
Needs Assessment Survey	Measures teacher perception of professional needs
GRASP Universal Screener	Assesses mastery of a skill

a) Description of the Needs Assessment Process

In the fall of 2014, all stakeholders at McIntosh County Academy, teachers, administrators, students and community members, completed the Georgia Literacy Plan Needs Assessment Survey to assist the school in planning for professional learning opportunities based upon feedback given on the survey. It is clear from the survey that there are several areas of concern among the staff. Members of the leadership team met with their departments and compiled the feedback from each area. The concerns from each department were then presented at a leadership team meeting and a plan of action was put in place. As a result of this assessment survey and with data from other sources, our root cause analysis was completed and the Leadership team met to discuss strategies and professional development opportunities needed to improve our literacy plan.

b. Description of the surveys used in the needs assessment process

All members of PLCs, including teachers, paraprofessionals, and administrators were involved in completing a needs assessment survey. The survey included areas of curriculum, professional learning, and technology, as well as current status and needs. In addition, the staff completed the Georgia Literacy Plan Needs Assessment Rubric to provide guidance for the setting of goals and objectives. This survey and rubric identified that the literacy curriculum can be expanded and enhanced to better achieve CCGPS goals.

Based on the Needs Assessment Survey and the data examined, the Leadership team identified many areas of concern. The areas of concern are addressed through the literacy plan.

All members of PLCs, including teachers, paraprofessionals, and administrators were involved in completing the Georgia Literacy Plan Needs Assessment.

This survey and rubric identified that the literacy curriculum can be expanded and enhanced to better achieve CCGPS goals. Teachers are working diligently to prepare lessons for the CCGPS but need additional tools and support to assist in more effective implementation.
Professional learning, technology equipment and services, and print resources were identified by the assessment process to be vital to improving implementation of the curriculum.

c. **Root Cause Analysis**

Once the Leadership Team reviewed and discussed the data and identified the major areas of concern as revealed in the Georgia Literacy Plan Needs Assessment for Literacy, a root cause analysis was completed. It revealed that these needs are common to all grade levels and all subject areas. Teachers lack expertise in teaching effective literacy strategies are the reason why students are struggling with text in all content areas. The root causes reflect the school's lack of professional learning and on-going support in school-wide literacy efforts. An inconsistent and ineffective approach to data analysis to drive instruction and a lack of effective intervention strategies for struggling learners was also identified as a root cause. A lack of resources and access to high-interest reading material is another root cause for low literacy success. Teachers need a variety of resources to implement Common Core Georgia Performance Standards and additional training is needed in planning rigorous units that utilize complex, diverse informational texts.

d. **Participants in Needs Assessment Process**
The needs assessment process included the following teachers and staff of McIntosh County Academy:
Counselors - 1
CTAE - 4
English - 4
Fine Arts – 1
Foreign Language – 1
Instructional Coordinator - 1
Mathematics - 4
Media - 1
Physical Education - 3
Science - 3
Social Studies - 4
Special Education - 3
Paraprofessionals – 1
Administrators - 3

f. Concerns related to the "What"

The following areas from the "What" are of special concern to all content areas.

Area of Concern	"What" Building Block
Instructional strategies implementation	1, 4, 6
Promotion of self directed learning	1,4
Writing skill development	1, 3, 4
Availability and implementation of technology	1,2,4
Professional learning	1, 6
Remediation and enrichment opportunities	3, 5

Instructional strategies implementation is of concern to our school because the ability to share content within the context of skill development plays a crucial role in promoting the ability of students to critically analyze information and apply skills to a developing knowledge base. Reading and communication of information is essential for student success beyond high school. Therefore, all areas see the need to better develop student skills. The increased and more effective implementation of research based instructional strategies will yield positive student learning results.

As student skills are enhanced, the promotion of self directed learning is an accompanying necessary skill. Creating learning environments where the relevance of content and skill development is appreciated by students is essential for student success. To become self-directed, student motivation must be developed. The development of enhanced teacher skills in identifying methods to demonstrate relevance and engage students is necessary to promote lifelong literacy skills that are adaptable and relevant to students.

In successful employment, writing skills often become essential in creating documentation of work accomplished and problems addressed. The development of writing skills is also essential to school assessment success, such as the Georgia High School Writing Test. Just as the English department works toward better and more coordinated instruction in writing and promotes a more consistent systemwide approach to writing, all content areas must continually develop skills to improve writing styles for communicating content and ideas. Writing encompasses a wide range of information presentation styles, including succinct presentation formats, essays, research papers, lab

reports, and other writing styles that communicate information to an audience. The availability and implementation of technology for students and teachers is challenging in tough economic times. However, technology in the learning environment is crucial because students will encounter technology in the workplace and need experience in integrating, utilizing, and adapting to a variety of technology types. Technology for learning and literacy is not consistent throughout classrooms of MCA. The goal to provide balanced experiences is noteworthy. The acquisition and implementation of technology must be accompanied by appropriate professional development to ensure its effective implementation.

As has been demonstrated, the implementation of initiatives, technology, strategies, and methods must be accompanied by professional learning. Consistent and continual development of instructional skills needs to be a priority for the McIntosh County Academy staff. The more skilled the staff is at implementing protocols, plans, strategies, technologies, and programs, the better the learning experience is for students. Challenging economic times have drastically influenced the availability of the professional learning.

As the instructional strategies, student motivation, writing, and technology are improved, the results will be transferred to instruction that more effectively provide remediation and enrichment opportunities that are critical to student success. Within remediation needs, students who are struggling require focused attention from trained and equipped staff to construct and reinforce weak areas of ability. Those students who have quickly mastered skills and content also need the technology and instruction to move beyond baseline expectations to higher levels of achievement, communication, and literacy, both cultural and skill based.

School Literacy Plan

Building Block 1: Engaged Leadership for Literacy

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

According to the Georgia Literacy Task Force, leadership is a "key piece in virtually every literacy initiative undertaken at any level in education" (p.156, The Why). The administration and literacy team of McIntosh County Academy is committed to student literacy skills and student success. According to the Needs Assessment rubric, professional development in literacy instruction is recognized as a priority to improve staff skills to prepare all students for college, career, and life. Our administrators and literacy team recognizes the importance of improving literacy related instructional practices to help those students who remain behind in their literacy skills (p. 28, The Why).

Planning:
The administrator will:
· Participate in CCGPS trainings and webinars to learn about best practices in literacy instruction
· Schedule protected time for literacy and teacher collaboration
Implementing
The administrator will:
· Provide professional learning based on student data and teacher needs
· Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices
Expanding
The administrator will:
· Use data to analyze the needs of the staff for professional learning
Sustaining
The administrator will:
· Ensure continued growth through professional learning by providing opportunities for new staff to receive professional learning in programs

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B. A school literacy leadership team organized by the administrator or other leaders in the community is active.

The administration and leadership team of McIntosh County Academy recognize the importance developing a functional literacy team that involves all content areas of the school as well as members of the community. According to the "What" and the "How," understanding the importance of literacy

is vital to improving our literacy rate; therefore, our school will make community involvement a priority.

Planning

The Literacy Team led by the administrators will:

· Identify stakeholders to be part of the literacy leadership team:

o Faculty members from all content areas

o Representatives from within the feeder pattern for your school

o Community leaders

o Parents

· Evaluate current instructional practices in all classrooms by using the Literacy Instruction Checklist to determine strengths in literacy instruction and to identify areas for improvement

· Analyze multiple forms of student, school and teacher data, including results of the Literacy Instruction Checklist, to develop a list of prioritized recommendations and goals for improvement

· Select a walk-through observation form to ensure consistency of effective instructional practices

· Ensure that effective data analysis procedures and practices are understood and practiced

Implementing:

The Literacy Team, led by administration, will:

· Identify and prioritize students who need to be targeted for intervention and support

· Establish a system of communication between community stakeholders, afterschool providers, school faculty, and parents, e.g., YWCA and church teen groups

· Ensure that stakeholders understand literacy goals and their roles in meeting these goals

· Utilize technology and social media to maintain communication among team members

· Develop a brochure mapping community resources for families of adolescents to be shared in a hardcopy and online

· Plan for ongoing data collection and analysis to inform program development and improvement

Expanding

The Literacy Team, led by the administrator, will:

· Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results

· Re-assign staff as needed to maximize literacy goals

· Identify and allocate additional funding sources to support literacy

· Share student achievement gains with parents and the local community, through community open houses, newspaper articles, displays of student work, etc.

Sustaining

The Literacy Team, led by the administrator, will:

· Continue to analyze formative and summative student assessments results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)

· Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive and centered on student achievement

·   Define priorities and allocate needed resources to sustain them over time
·   Share student achievement gains with District Literacy leadership Team and school board members through online media and traditional outlets
·   Pursue external funding sources to support literacy

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

Collaborative planning by academic departments is a fixture of McIntosh County Academy culture. However, this system could be enhanced with increased instructional coordination and sharing of resources to meet our literacy goals through strategic collaboration to increase the literacy skills of all students.

Planning:
·   Consider the utilization of the entire staff when developing a schedule for literacy instruction
·   Schedule time for collaborative planning teams within and across the curriculum

Implementing:
·   Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
·   Maximize use of scheduled times for collaborative meetings
o   Prepare agendas and action summaries for all meetings
o   Use protocols to examine student work

Expanding:
·   Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
·   Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
Sustaining:
·   Share professional learning at team and staff meetings
·   Encourage teachers to share stories of success in the community, both online and through traditional outlets

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

Planning:
·   Evaluate the school culture and current practices by surveying strengths and needs for improvement
·   Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement

· Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge

· Identify and prioritize a list of students to be targeted for intervention or support

Implementing:

· Design and implement infrastructure to provide guidance and support for students and families

· Utilize all staff to support literacy instruction

· Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

· Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders

Sustaining:

· Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

· Provide parents and caregivers with links to websites that provide resources to strengthen literacy

· Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning

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Action: Optimize literacy instruction across all content areas

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Teachers should be trained and supported, in all content areas, to embed cognitive and motivation strategies to promote student literacy and understanding in content specific reading (Why, p124). The school will plan to integrate literature in all subjects as articulated in CCGPS (What 1.E.p6) and identify research based strategies and appropriate resources to support student learning and use differentiated instruction through tiered tasks (How 1.E.26). The school will develop and require a common systematic procedure for teaching academic vocabulary in all subjects using a systematic process such as those developed by the Georgia architects (What 1.E.p2;How 1.E.p26). A variety of content appropriate writing styles, including: opinion, persuasive, information, explanatory, and narratives, shall be promoted. This will be aligned with a school wide writing rubric that is aligned with CCGPS expectations. (How 1.E.p27). Professional development opportunities to select and incorporate literacy and writing activities, instruction and support student activities with appropriate respect for ethical concerns related to literacy and writing will be presented to all staff.

Planning:

· Create a plan to integrate literacy in all subjects as articulated within CCGPS

· Provide professional learning on incorporating the use of literacy activities in content areas, including:

o Use of informational text in English language arts classes

o Writing instruction (narrative, opinion, and informational) in all subject areas

o Supporting opinions with reasons and information

o Determining author bias or point of view

- Text complexity that is appropriate to grade level
- Text complexity that is adjusted to the needs of individual students
- Guiding students to conduct short research projects that use several sources
- Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
    - Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Implementing:
- Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Ensure instruction in and opportunities for:
- Writing opinion pieces on topics or texts, supporting a point of view with reasons and information
- Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
- Writing narratives to develop real or imaginary experiences
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:
- Monitor literacy instruction across the curriculum through:
- Formal and informal observations
- Lesson plans
- Walkthroughs
- Student work samples
- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, creating YouTube videos, and drama)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate literacy assignments by offering student choice
- Celebrate and publish good student writing products in a variety of formats (i.e. school websites, local newspapers, magazines, classroom, and school libraries, etc.)

F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards

The school council will be tasked with actively engaging the community in developing and achieving literacy goals. Local leaders and parents will be involved in the process of creating a shared vision for literacy in the community (How, 1.F.p28). The school council will develop and promote a list of community literacy enhancement resources and encourage its participants to actively engage the community in achieving its goals. Academic successes will be celebrated through traditional and online media (What 1.F.4.p7)

Planning:
· Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, after school programming)

Implementing:
· Enlist members of the various participating entities to provide leadership by:
o Serving as mentors
o Speaking to groups of students
o Publicizing efforts within the community
o Visiting classrooms to support teachers and students

Expanding:
· Actively support teachers in their efforts in schools
· Evaluate the effectiveness of after-school tutoring programs and partner with community groups to accommodate more students
· Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:
· Celebrate academic successes publically through traditional and online media
· Continue to focus proactively on broad issues that may prevent students from learning Ask local businesses to help heighten awareness about reading or literacy topics
· Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

Building Block 2: Continuity of Instruction

A. Active collaborative teams ensure a consistent literacy focus across the curriculum

Effective instruction, to meet the needs of all students, must be diverse in style, modality, and assessment (Why, p44). The responsibility for this instruction must move beyond the ELA department. To provide 21st instruction that meets and promotes contemporary literacy expectations, the school culture must be reoriented toward a school wide focus where writing in each discipline promotes writing in the other departments. The interplay of informational writing stressed

in ELA is reflected in science lab reports.

CTAE narratives support the style of ELA. The school will use a shared set of expectations to promote consistency across the curriculum in methods and styles. Common planning should be used to promote this goal as well as consistent methods for following the writing process.

Planning:
·   Establish an expectation of shared responsibility for literacy across the curriculum
·   Design infrastructure for shared responsibility for development of literacy across the curriculum
·   Research the components of the professional learning community model

Implementing:
·   Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
·   Prepare agendas and action summaries for all meetings
·   Plan and implement lessons that address the literacy needs of students

Expanding:
·   Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
·   Study formative student assessment results and use the results to continue to adjust instruction

Sustaining:
·   Share professional learning online and at team and staff meetings
·   Showcase evidence of student learning success on the school websites, writing assignments, improved test scores, awards and/or recognitions
·   Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

B. Teachers provide literacy instruction across the curriculum.

Coaching, modeling, and mentoring relationships will be promoted to ensure that literacy is consistent and focused (What, p7). Technology enhancements will support the goals of focused literacy (What, p7). These will help promote positive views of literacy across the school community.

Planning:
·   Identify the concepts and skills students needed to meet expectations in CCGPS
·   Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
·   Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners
·   Study the text structures most frequently used in texts of each content area
·   Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area Study a variety of strategies for incorporating writing in all content area
·   Discuss ways to infuse literacy throughout the day including the innovative use of technology,

devices, and programs that promote innovation and creative use of literacy skills

Implementing:

· Use research-based strategies and appropriate resources to support student learning of the CCGPS

· Implement appropriate strategies to help ELs meet English language proficiency standards

· Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as

· Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS

· Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

· Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)

· Infuse all types of literacy throughout the day e.g., print and online

· Provide variety and choice in the types, media and genre of both reading and writing assignments

· Develop meaningful opportunities for students to write, speak, and listen

Expanding:

· Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency

· Monitor the use of instructional strategies to improve literacy through formal and informal observations

· Discuss exemplary samples with students to model features of quality writing

· Guide students to focus on their own improvement

· Provide opportunities for reading varied genres to improve fluency, confidence, and understanding

· Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

· Share creative ideas to infuse literacy throughout the day

Sustaining:

· Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS

· Stay abreast of effective strategies for literacy instruction

· Differentiate assignments by offering student choice

· Celebrate and publish good student writing in a variety of formats

C. Out-of-school agencies and organizations collaborate to support literacy within the community.

A priority will be placed on engaging agencies outside of the school to assist organizations and nonprofits that seek to promote literacy within the community. Through the school webpage and system FaceBook page, outreach should be promoting these opportunities to engage in literacy activities beyond the traditional school day (What, p8).

Planning:

·   Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need

·   Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students

Implementing:

·   Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)

·   Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers

·   Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

·   Partner with community groups to accommodate more students

·   Develop and maintain infrastructure to support literacy

·   Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face to face.

Sustaining:

·   Advocate for new capacity in the community to help students and families

·   Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)

·   Pursue additional funding sources for specialized literacy staff and materials

·   Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning

Building Block 3: Ongoing formative and summative assessments

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

Beyond state mandated testing (specific EOCTs, GHSWT, PSAT), McIntosh County Academy promotes the use of end-of-unit assessments as a formative assessment. However, this process will need to be accelerated through the implementation of the SLOs and additional expectations for common course teachers to regularly implement formalized formative assessment to accompany consistent summative assessments that are currently in the forms of major exams and tasks. Informal formative assessments through the use of OAS and USATestPrep are regularly promoted; however, monitoring of implementation is inconsistent and should increase to make sure that standards aligned content is the focus of instruction and assessment. The process of formative and summative assessments will be more formalized in a calendar and aligned to assist in more relevant data collection for intervention and enrichment (What, p8). While a testing calendar is in place, it is clear from our needs assessment survey, that a more focused approach needs to be taken to screening, progress monitoring and,

diagnostic tools.

Planning:

· Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment

· Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)

· Task the data team with developing procedures and expectations for staff to review and analyze assessment results

· Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible

· Make a data collection plan for storing, analyzing, and disseminating assessment results

Implementing:

· Administer assessments and input and analyze data according to the established timeline

· Provide timely, descriptive feedback to students with opportunities to assess their own learning

· Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms

· Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

Expanding:

· Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

· Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students

· Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)

· Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities

· Continue to purchase assessment and intervention materials aligned with students' needs

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Action: Use universal screening and progress monitoring for formative assessment

The vast majority of assessment is teacher designed. To provide universal screening, the OAS and SLO systems will be utilized for the consistency with state expectations and consistency throughout the high school. This will be mid-term to ensure mastery of CCGPS in all courses (What, p8). Interventions will be identified, implemented and measured with technology infrastructure (What, 8). Ongoing supplies, equipment, support and training will be provided to ensure that the literacy plan will support all students, whether struggling, high achieving, or advanced learners (What,p8).

Planning:

· Identify literacy skills needed to master CCGPS in each content area

· Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction

· Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

Implementing:

· Develop an assessment calendar to include universal screenings and progress monitoring, designating persons responsible

· Administer assessments and input data according to the established timeline

· Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

· Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines

· Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

· Acknowledge staff's efforts to improve their use of assessment data to inform instruction

· Make data-driven budget decisions aligned with literacy priorities

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

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The school will identify and implement a protocol to ensure diagnostic assessment of students to identify at-risk students. These assessments should isolate component skills and be part of interventions that have multiple entry points (What, p9).

Planning:

· Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment

· Select interventions that include diagnostic assessments and multiple- entry points to avoid a one- size-fits-all approach

Implementing:

· Use results of the diagnostics for student placement within and adjustment of instruction

· Use technology to differentiate learning within content areas (e.g., use assessments to match students to text; provide practice opportunities to strengthen areas of weakness; use e-books; support students whose disabilities may preclude them from acquiring information through reading)

Expanding:

· Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals

· Use technology to share relevant student progress data with families in an easily interpreted format

Sustaining:

The administrator will:

· Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

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

MCA will use assessment data, attendance data, and discipline data to review root causes and to promote possible solutions to system challenges. The process will review information to set goals, actions, and strategies to achieve the mission and vision of the system. The process will be supported by high school activities as well that will allow all departments to interact and share data, concerns, and identified strengths. Further, departmental meetings are expected to regularly review data to determine instructional implications, learning gaps, and instructional strategies that best meet the needs of students.

Planning:

· Evaluate the capacity of technology infrastructure to support test administration and disseminate results

· Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:

o End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English language arts

o Georgia High School Writing Test (GHSWT) given in fall of junior year

· Identify common mid-course assessments (i.e., end-of-unit /chapter tests and tasks) that are used to measure progress toward standards

· Analyze assessment data to identify teachers who need support

Implementing:

· Discuss assessment results with students to set individual goals

· Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results

· Administer summative assessments at scheduled intervals

· Include specific times on the school calendar for analyzing summative assessment data

· Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed

· During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students, regardless of ability

Expanding:

· Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses

· Disaggregate data to ensure the progress of subgroups

· Disaggregate data to ensure the progress of subgroups

· Share and analyze student work samples as a way to inform instruction during collaborative planning (See Section I. B. and II.A.)

· Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

· Based on analysis of summative assessment data:

o Evaluate the effectiveness of programs and policies

o Redefine school improvement goals

o Adjust curriculum alignment to eliminate gaps

o Ensure that students are appropriately placed in specific programs

· Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

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

The use of data is already evident. MCA will continue to develop and use a protocol for adequate data storage and retrieval that is accompanied by established procedures and expectations for staff to review, analyze, and disseminate assessment results (What, p9).

Planning:

· Define roles and responsibilities for team members – including, but not limited to:

o Schedule collaborative planning time for data meetings

o Develop a protocol for making decisions to identify the instructional needs of students

Implementing:

· Communicate the expectations for meetings

· Teach the data meeting protocol to the data team members

Expanding:

The administrator will:

· Review protocols at beginning of meetings

· Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:

· Continue to build collaborative data meetings into the monthly calendar

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Building Block 4. Best Practices in Literacy Instruction

A. All students receive direct, explicit instruction in reading.

Content appropriate professional development will support and train teachers to give students appropriate related reading instruction for their discipline. The school will further utilize team meeting protocols and a school wide tool to evaluate the degree to which literacy instruction is

evident (What, p7). This tool could be an adapted version of Georgia's Literacy Instruction Observation Checklist.

Planning:

·   Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts

·   Examine student data to identify areas of instruction with greatest needs

·   Allocate which aspects of literacy instruction students are to receive in each subject area

Implementing:

·   Provide training to all pertinent staff in the use of effective literacy instruction

·   Provide professional learning on the tenets of explicit instruction:

o Use of data to inform instructional decisions and explicit teaching

o Selection of appropriate text for strategy instruction

o Telling students specific strategies to be learned and why

o Modeling of how strategy is used

o Guided and independent practice with feedback

Expanding:

·   Review teacher and student data to improve instruction

·   Share effective differentiated lessons and differentiation strategies in teacher team meetings

·   Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents

Sustaining:

The administrator will:

·   Continue analyzing data to determine the impact of teaching strategies on student achievement

·   Continue to provide ongoing training to all pertinent and new staff in the use of school protocols

·   Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities, including advanced and gifted students

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

Students at McIntosh County Academy will benefit from the use of a school wide rubric for writing assessment and have access to new technology that allows students to produce, publish, and communicate their work with others in varied print and digital media (What, p10).

Planning:

Teachers should be made to understand the need for any or all of the following:

·   Providing students with opportunities to self-select reading material and topics for research

·   Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives

·   Increasing opportunities for collaborating with peers

·   Increasing access to texts that students consider interesting

· Leveraging the creative use of technology within the learning process to promote engagement and relevance.

Implementing:

· Ensure that incentive programs, if used, are:

o Voluntary and not required

o Not tied to grades

o Incentives are minimal and are connected to reading, such as books

Expanding:

The administrator will:

· Promote the creative sharing of writing products produced in various disciplines

Sustaining:

The administrator will:

· Maintain policies to ensure fidelity to writing expectations

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

The school will establish basic expectations for literacy instruction throughout the contents that provides clear expectation for the frequency on instruction and products that should be developed in the content areas.

Planning:

· Design a vertically and horizontally articulated writing plan consistent with CCGPS

· Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

Implementing:

· Facilitate transition plans with the middle school to ensure student progress is continual

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

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

The RTI process, when fully implemented, promotes gains in literacy for struggling students. To do this, we must know the literacy needs of our students (What, p11). Once the program has demonstrated a certain way to identify students in need of increased support, the school must provide support, remediation and enrichment, as appropriate and revise delivery as appropriate (What, p11).

Planning:

· Determine percentage of students currently being served in each tier at each grade level

· Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs

· Budget for recurring costs of data collection, intervention materials, and technology used for

implementation

· Develop protocols for identifying students and matching them to the appropriate intervention

Implementing:

· Purchase, schedule, train providers and implement intervention

· Analyze data for individuals to identify students in need of intervention according to established protocols

· Monitor to ensure that interventions are occurring regularly and with fidelity

· Monitor results of formative assessment to ensure students are progressing

Expanding:

· Schedule grade-level data-analysis team meetings

· Provide building and system-level support of the process

· Develop process monitoring the implementation of research-based interventions at the building level and across the system

Sustaining:

· Use the Georgia Department of Education problem-solving checklist to evaluate:

· Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention

---

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

All students receive tier one in accord with CCGPS expectations. The implementation methods of the tier and understanding of a shared and consistent design for learning and assessment should be promoted and agreed upon to hold all students to their best possible performance on standards. McIntosh County Academy needs a school wide literacy checklist and supportive collegial observations accompanied by training on direct, instructional strategies for content based literacy, vocabulary acquisition, reading comprehension, writing skills, and information presentation through media construction for effective communication (What, p11-12)

Planning:

· Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)

· Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area

· Provide professional learning on:

o GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb

o Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting

o School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

· Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction

· Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms

· Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes

· Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels

· Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students

· Promote the formation of professional learning communities with protected meeting times

Expanding:

· Ensure adequate time for planning and implementing flexible grouping based on students' learning needs

· Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)

· Support teachers' effective use of time through use of technology during each stage of the process

Sustaining:

· Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs

· Encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)

· Ensure that communication between teachers and administrators is ongoing and effective

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

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The screening and diagnostic process related training should be increased to find innovative ways to assist struggling students.

Planning:

· Plan and provide professional learning for interventionists on:

o Appropriate use of supplemental and intervention materials

o Diagnosis of reading difficulties

o Direct, explicit instructional strategies to address difficulties

o Charting data

o Graphing progress

· Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

· Ensure effectiveness of interventions by:

o Building sufficient blocks of time into the daily schedule

o Providing adequate space conducive to learning

o Ensuring that they are provided by competent, well-trained teachers

Implementing:

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

Expanding:
· Establish protocols to ensure consistent progress monitoring, data collection, and reporting
· Ensure adequate time for planning and implementing interventions
· Monitor student movement between T1 and T2
· Provide sufficient resources (time, training cost, materials and implementation of interventions)

Sustaining:
· Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
· Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email
· Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

---

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

---

To ensure that the school is in compliance and best serving students, the SST should seek to implement with fidelity the RTI process and Tier 3 needs a protocol to determine any hindrances to student progress (What, p12)

Planning:
· In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
o Discuss students in T3 who fail to respond to intervention
o Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
o Verify implementation of proven interventions
o Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

Implementing:
· T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points

Expanding:
· Teachers consistently provide research-validated interventions designed to meet individual student's needs
· Ensure that T3 includes proven interventions that address behavior

Sustaining:
· Continue to ensure that:
o Students move into and out of T2 and T3
o Data is used to support response to intervention

o Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

Tier 4 is the special education population and all efforts should be made to create, where feasible, least restrictive environments (What, p12). Further, the school needs its most talented teachers working with special education, ESOL, and gifted students and have those teachers supported in professional learning communities to align the courses to the assigned standards (What, p13)

Planning:
· School schedules are developed to ensure least restrictive environment (LRE)
· Ensure that building and system administrators are familiar with funding formulas affecting students in special programming
Implementing:
· Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction)
· Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings
Expanding:
· IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
· Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers
Sustaining:
· Support data for the exit of students from T4.
· Ensure a system of checks and balances to monitor fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

New teachers participate in a new teacher orientation program prior to the start of the new school year. They are also assigned a mentor teacher who assists with instructional needs and curriculum development throughout the year to promote new teacher success.
Planning:

· Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas

Implementing:

· Support institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

Expanding:

· Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

· Continue to monitor and support the integration of disciplinary literacy

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

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Consistent and current professional learning to promote instructional strategies and delivery methods that develop student literacy are crucial at to assist teachers in honing their craft.

Planning:

· Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice

· Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs

· Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs

· Hire an instructional coach to provide site-based support for staff

· Provide training in administering and interpreting results of assessments in terms of literacy

Implementing:

· Provide targeted professional learning on the CCGPS based on student and teacher needs

· Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively

· Provide opportunities for teachers to practice techniques in non-threatening situations

· Use checklists when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

· Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth

Expanding:

· Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations

· Partner experienced teachers with pre-service and beginning teachers

· Use formal and informal observations to monitor and improve literacy instruction

· Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring

· Continue program-specific professional learning each year for new and experienced teachers

· Encourage all teachers to share information learned at professional learning sessions

Sustaining:

· Analyze student data to evaluate the effectiveness of current professional learning on student mastery of CCGPS in all subgroups

· Ensure that new personnel receive vital professional learning from earlier years

· Continue to encourage "professional talk" among staff and provide time for discussions

a/b. Analysis and Identification of Student and Teacher Data

The following data presents the 2012-2013 EOCT and Georgia High School Graduation Test assessment results for McIntosh County Academy in grades 9-12.

Eleventh Grade Georgia High School Writing Assessment			
2013-2014			
	Not	**Meets**	**Exceeds**
All	15.7%	80.3%	3.9%
Black	25.0%	73.3%	1.7%
White	7.5%	86.8%	5.7%
Female	1.6%	90.2%	8.2%
Male	28.8%	71.2%	0.0%
Econ Dis	15.6%	82.2%	2.2%
Not Econ Dis	16.2%	75.7%	8.1%

End-of-Course Tests 2013-2014: All Students			
Course	**Not**	**Meets**	**Exceeds**
9th Grade Lit & Composition	18.4%	50.9%	30.7%
American Lit & Composition	17.1%	69.0%	14.0%
Biology	39.8%	33.1%	27.1%
U.S. History	82.4%	17.6%	0.0%
Physical Science	17.9%	32.5%	49.6%
Econ/Bus./Free Ent	80.0%	16.7%	3.3%

End-of-Course Tests 2013-2014: Black Students			
Course	Not	Meets	Exceeds
9th Grade Lit & Composition	20.0%	55.6%	24.4%
American Lit & Composition	22.6%	69.4%	8.1%
Biology	50.7%	36.2%	13.0%
U.S. History	100.0%	0.0%	0.0%
Physical Science	25.0%	42.9%	32.1%
Econ/Bus./Free Ent	75.0%	20.0%	5.0%

End-of-Course Tests 2013-2014: White Students			
Course	Not	Meets	Exceeds
9th Grade Lit & Composition	15.6%	48.4%	35.9%
American Lit & Composition	10.3%	69.0%	20.7%
Biology	29.0%	30.6%	40.3%
U.S. History	71.4%	28.6%	0.0%
Physical Science	11.3%	20.8%	67.9%
Econ/Bus./Free Ent	90.0%	10.0%	0.0%

End-of-Course Tests 2012-2013: Students w/ Disabilities			
Course	Not	Meets	Exceeds
9th Grade Lit & Composition	69%	31%	0
American Lit & Composition	50%	50%	0
Biology	0	100%	0
U.S. History	0	100%	0
Physical Science	57%	29%	14%
Econ/Bus./Free Ent	0	100%	0

The following chart displays the graduation rate for the last two years.

MCA Graduation Trend Data				
	All	Black	White	SWD
2013				
2012				

The following chart is the Lexile Level Report based on Achieve3000 Diagnostic Report.

Progress Towards College and Career Readiness
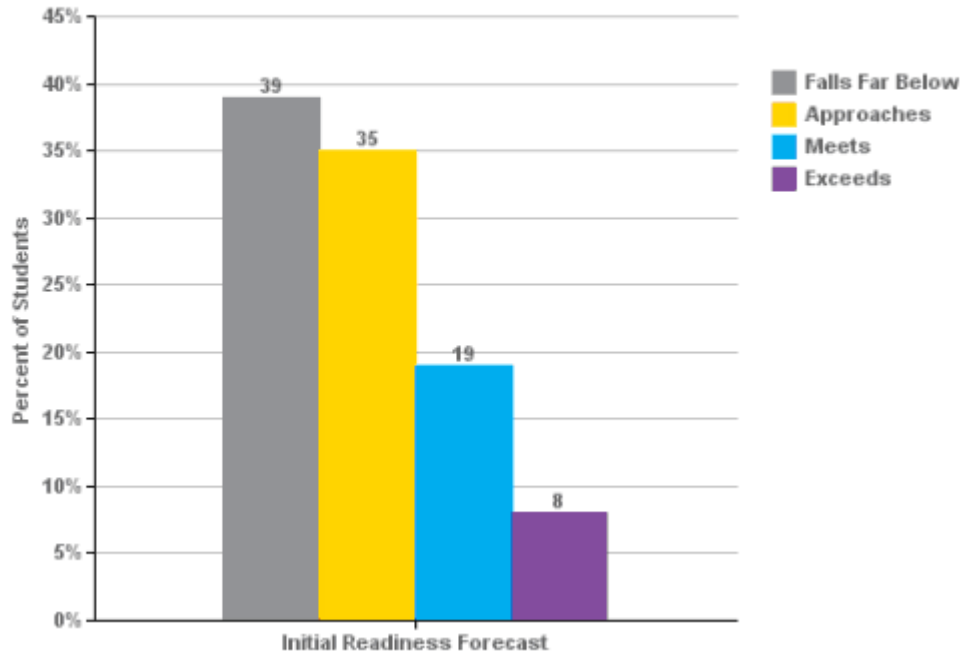
2012/2013 CCRPI Scores

CCRPI Score

CCRPI Score

The 2012 Study Year CCRPI reports were released on May 7, 2013. They have been updated to reflect the indicator language and calculation changes utilized for the 2013 CCRPI reports. These updates provide an "apples to apples" comparison between the CCRPI reports for the 2012 and 2013 school years.

CCRPI Score						
67.6						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
39.4	17.5	6.3	4.4	0		
			4.4			

Legend:

Achievement: Utilizes All Indicators

Progress: Utilizes Student Growth Percentiles (SGPs)

Achievement Gap: Utilizes Lowest Quartile Scale Scores

Challenge Points: ED/EL/SWD Performance Points + Exceeding the Bar Points (not to exceed 10 points)

N: No

Y: Yes

0: 0% of students met the indicator criteria

NA: Indicator is not applicable OR data are not available

Too Few: Information is not reported on student groups with fewer than 15

2013 College and Career Ready Performance Index (CCRPI)

District:	McIntosh County - 698	▼	Title I School:	Yes
School:	McIntosh County Academy - 0104	▼	Grades:	09, 10, 11, 12

Choose a Report Type:	◉ School	○ High School

CCRPI Score

CCRPI Score

CCRPI Score
71.1

Sum of Achievement, Progress, Achievement Gap, and Challenge Points

Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
38.8	17.8	11.7	2.8	0		
			2.8			

Legend:

Achievement: Utilizes All Indicators
Progress: Utilizes Student Growth Percentiles (SGPs)
Achievement Gap: Utilizes Lowest Quartile Scale Scores
Challenge Points: ED/EL/SWD Performance Points + Exceeding the Bar Points (not to exceed 10 points)
N: No
Y: Yes
0: 0% of students met the indicator criteria
NA: Indicator is not applicable OR data are not available
Too Few: Information is not reported on student groups with fewer than 15

The chart below displays the CTAE End of Pathway (EOP) Assessment results for 2012-13.

CTAE End of Pathway Assessments (EOPA)

Pathway	# Passed	# Taken	% Pass	Industry Certification Test	Cut Score	MCa Average Score	State Average	Improvement Plan
Family & Consumer Science (FACS)	0	12	0%	Servsafe	75	54.5	?	New Servsafe books directly aligned to test.
Business-Computers	1	6	17%	Microsoft Office Specialist (MOS)	660	406	?	Searching for new resources (online)
Carpentry	1	6	25%	Skills USA Workforce Ready Test-Carpentry	65	49.75	?	New teaching resources.
Agriculture	2	3	66%	NOCTI-Horticulture/Plant Science	45	48	49.3	New teaching resources.
Health Occupations	0	0	NA	National Consotorium for Health Science Education Test (NCHSE)/Nurses Aide Competency Evaluation Service (NACES)	60	NA	?	22 scheduled to take class 2014

c. Strengths and weaknesses based on prescribed assessments

The stakeholders at McIntosh County Academy celebrate areas of improvement, seek to build on areas of stability, and constantly explore areas of improvement for strategies and resources to improve student learning outcomes. Literacy is a priority because, at their base, all tests are reading

tests. Seeking to achieve CCGPS expectations, improving the MCA CCRPI score, and providing students with a foundation of literacy skills across the curriculum to ensure success in the ever evolving world are priorities for our school. Within the confines and beyond the scope of our school improvement plan, technology and additional resources would assist in a variety of ways in MCA classrooms.

Disparities are seen in a variety of content subgroups. Several EOCTs are stagnant. Within the goal of all students achieving and exceeding baseline standards for learning, a consistent gap exists that could be narrowed with focused attribution of resources to literacy needs. Based on the diagnostic test administered to students at MCA, the percentage of students who "Fall Far Below" the College and Career Readiness Lexile level is significantly high, while the percentage of students who "Exceeds" the CCR Lexile level is low.

d. Teacher and Staff by Content Area

Language Arts	4
Social Studies	3
Math	4
Science	3
CTAE	5
Fine Arts	2 shared
Media Specialist	1 shared
Health and PE	4
Special Education	3

e. Teacher Retention Data for McIntosh County Academy

School Year	Retention Rate
2013-2014	86%
2012-2013	96%
2010-2011	83%
2009-2010	75%
2008-2009	78%

f. Develops goals and objectives based on formative and summative assessments

Goals	Objectives
• Increase overall performance on EOCTs and GHSWT • Increase teacher understanding of selection and implementation of interventions and differentiation aligned to student needs • Increase student and teacher access to multiple literacy development resources via technology • Increase curriculum rigor and improve critical thinking skills • Increase understanding and involvement of all stakeholders in the importance, benefits and relevance of literacy across all content areas • Increase graduation rate and students who are College and Career Ready	• Integrate literacy strategies and skill instruction across all content area • Provide professional development to align content, student need/ability, and expectations • Provide multiple avenues to access materials to supplement content/resources via technology • Develop student and teacher access to increased application and problem solving materials • Promote and distribute information regarding student success and literacy importance across the curriculum • Focus on CCRPI indicators to improve student success

g. District prescribed data

In addition to state mandated assessments, TCHS uses a variety of data sources to analyze student learning. Teachers administer classroom based, content consistent benchmarks and assessments to assist in making instructional decisions to ensure student readiness. The use of formative and summative assessment to monitor student progress is formalized through the school's grading policies. Teachers also access the SLDS to track students' vertical progress in addition to current coursework measurements.

h. Professional Development, PLCs, and on-going professional learning at schools

All teachers at MCA participate in content-specific, professional learning communities. In addition, a plethora of training opportunities are provided and coordinated through the central office and by the school's instructional coach. Teachers are surveyed about the specific professional learning needs. The coordination of professional learning results in teachers having the opportunity to hone their skills. However, this area is in need of development to increase the literacy focus and access to content relevant training.

List of Ongoing Professional Learning

Activity	% of Staff Attending	Status
Achieve3000	20% (Redelivery team)	Ongoing
Close Reads/Constructed Response	40%	Ongoing
Thinking Maps	95%	Ongoing
Common Core Unit Creation	20%	Ongoing
Student Longitudinal Data System	100%	Ongoing
Characteristics of an Effective Math Lesson	100% of Math Teachers	Ongoing

All certified teachers are expected to participate in all ongoing professional learning activities. Professional learning is scheduled during the school day and during the teacher's planning period if possible. Professional development is also offered during the summer.

Project Plan - Procedures, Goals, Objectives and Support

      Based on the Needs Assessment Survey, MCA has identified goals and objectives that we must strive towards to improve our literacy achievement. These goals are supported by the academic leaders and administration of our school.

      Currently, the school district coordinates professional learning for CCGPS implementation and curriculum mapping in academic content areas. Interventions programs are extremely limited because we lack funding and personnel. However, our school is committed to finding a way to support our struggling students.

Goal	Objective	Measurable Evidence	Support
Goal 1: Implement a school-wide literacy plan that provides in-depth and on-going professional learning for best practices in teaching content area reading and writing.	**Objective 1:** Train teachers to meet the demands of the CCGPS, address higher-order questions, create more rigorous lessons and produce independent thinkers. **Objective 2**: Professional learning in evidence-based literacy practices. **Objective 3**: Professional development in best practice instruction in vocabulary and comprehension. **Objective 4**: Direct, explicit writing instruction.	Meets and exceeds rates will increase on state-mandated and national assessments because teachers are utilizing more effective instructional strategies.	As the "Why" document reveals, the literacy skills of reading, writing, listening, speaking and viewing are critical for college and career-ready opportunities. Therefore, teachers are required to teach in ways that promote critical thinking and higher order performance. Professional development must ensure that teachers understand learning as well as teaching and are able to connect curriculum goals to students' experience (140).
Goal 2: Implement screening and progress monitoring instruments and provide training on how to diagnose	**Objective 1:** Find and purchase a research-based assessment that provides for universal screening,	Retention rates will be lower because students are being provided with the intervention strategies that will help them be	The "Why" document states that providing ongoing support for teachers is critical for interventions to work (105).

student needs and plan appropriate instruction.	diagnosing and progress monitoring. **Objective 2:** Provide professional development for teachers so they can analyze the data the screening instrument provides and identify missing essential in learning skills needed for success at the high school level. (The "Why" 104)	successful in the classroom	
Goal 3: RTI: Increase teacher understanding of selection and implementation of interventions aligned to student needs and provide teacher training and support to ensure fidelity of implementation.	**Objective 1**: Obtain training in selecting interventions which can be implemented through content delivery. **Objective 2**: Provide professional development in using data to drive instructional decisions.	EOCT scores will increase to meet or exceed state average. Discipline referrals will decrease as students are provided the support needed to be successful in class.	Provide professional learning in RTI implementation, analyzing data, and implementing appropriate literacy interventions, because The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success (126).
Goal 4: Increase stakeholder understanding of and involvement in the importance, benefits and relevance of literacy across the content areas.	**Objective 1:** Nurture partnerships that allow schools and businesses to join efforts to improve students' career opportunities. **Objective 2:** Guide community	An increase of students prepared for a career after high-school. Dropout rates will decrease because of community support for	The "Why" document asserts that leadership is a key piece in every literacy initiative undertaken in education (156).

	understanding of the importance of literacy to prepare students for work and life in the 21st century.	literacy the value of education.	
Goal 5: Integrate literacy comprehension strategies and skill instruction in content areas.	**Objective 1**: Develop a schedule that includes two to four hours of literacy instruction for all students as well as additional time for intervention and collaboration. **Objective 2:** Provide faculty with professional learning in disciplinary literacy across content areas. **Objective 3**: Provide teachers with training in how to incorporate academic vocabulary, modes of writing and discipline-specific text structures.	American literature EOCT scores will increase to meet or exceed the state average. EOCT scores in all content areas will increase to meet or exceed the state average. Lexile levels will increase on Achieve3000.	One of the goals of Georgia's Literacy Plan is to promote professional collaboration among primary, secondary, and postsecondary educators in order to develop an increased understanding of literacy instruction--with an emphasis on reading and writing--which may have significant impact on student growth in all content areas (37).
Goal 6: Develop ongoing formative and summative assessments that are common across classrooms and are used to guide classroom and intervention instruction.	**Objective 1:** Effective screening, progress monitoring and diagnostic tools are selected and used along with common assessments. **Objective 2:** A full range of formative and summative	Graduation test scores will increase to meet or exceed the state average. EOCT scores in all content areas will increase to meet or exceed the state average.	The Georgia Literacy plan states that schools must ensure that sound assessment practices permeate every classroom and that assessments are used to benefit pupils (95).

	assessments are regularly administered and classroom instruction is guided by data.	Lexile levels will increase on Achieve3000.	
Goal 7: Across subject areas, student writing will reflect the ability to argue effectively, write informational or explanatory texts or write narratives to explore content area topics.	**Objective 1:** Develop a coordinated plan for writing instruction which includes explicit instruction, guided practice and independent practice. **Objective 2:** Teachers will be provided professional development in strategies for effective writing instruction.	Graduation rate will increase. Percent of passing the GHSGWT will increase in the meets and exceeds categories.	According to the "Why" document, the implementation of strong writing programs is crucial to a literacy initiative. Also, writing has a significant impact on reading comprehension.

d/i. Sample Student Schedule with Tiered Intervention

Extended Learning Time Available for Any Content Area
Based on Student Need

This schedule is based on an eight period day with 50 minutes per period. Each student has seven core/elective courses. The lunch period is split with an Extended Learning time of 25 minutes. The Extended Learning period can come at the beginning or end of the period so that lunch can be staggered by grade, hallway, or team. The Extended Learning period is used to group students for supplemental instruction, scientifically-researched interventions, or enrichment depending on student needs. Students should be regrouped throughout the school year as indicated by universal screening, progress monitoring and other data.

	Periods							
	1	2	3	4	5	6	7	8
Grade 9	Core/Elective	Core/Elective	Core/Elective	Lunch / Extended Learning	Core/Elective	Core/Elective	Core/Elective	Core/Elective
Grade 10	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Lunch / Extended Learning	Core/Elective	Core/Elective
Grade 11	Core/Elective	Core/Elective	Core/Elective	Extended Learning / Lunch	Core/Elective	Core/Elective	Core/Elective	Core/Elective
Grade 12	Core/Elective	Core/Elective	Core/Elective	Core/Elective	Lunch / Extended Learning	Core/Elective	Core/Elective	Core/Elective

e. The application provides the RTI model.
McIntosh County Academy currently operates under a seven period day schedule with each class lasting approximately fifty-five minutes. Students are scheduled for core academics,

career pathways, and electives according to county and state requirements. However, one of the areas we desperately need to address is devising a schedule that will provide struggling students with remediation time.

f. The Application is inclusive of all teachers
All teachers and students will benefit from the SRCL grant and are included in the process of reaching school goals and objectives. All teachers will participate in professional learning and implement research based strategies that promote student engagement. All students will have access to high quality instructional resources to help them improve literacy in all content areas. School administrators will monitor and provide professional feedback to teachers, as needed.

g. Considers practices already in place when determining goals and objectives
 The following practices are in place at MCA and informed the goal and objective setting: formative and summative assessments, PLCs, walkthroughs/observations, professional learning experiences, RTI, and the Leadership/Literacy Team.

h. Goals to be funded with other sources

Goals	Others Funding Sources
Continued RTI – 4-tier	Title VI
Departmental PLCs	State Staff Development Funds
Current Remedial Programs	REP and Title VI

j. References the research based-practices in the "What" and "Why" document as a guide for establishing goals and objectives
 MCA will utilize district level staff, an instructional coach, administrators, and teachers to implement the SRCL goals and objectives. Classrooms will function as living laboratories of effective strategies and will be evaluated for effectiveness. The project goals are correlated with the "What" and "Why" document.

Research-Based Practices	Project Goals	Project Objectives	References to "What" Document (pg.#)	References to "Why" Document (pg.#)
Professional Learning Communities	1,2,3,5	3	13	146

for all teachers to collaborate, share data, align curriculum, and plan for instruction				
Instructional techniques that help motivate students and promote self sufficiency through self-directed learning	1,4,5	1,2,3,4,5	7-10	60,133
Text based collaborative learning strategies	1,5	1,2,3,5	7-10	68
Frequent use of writing in the classroom to extend and reinforce reading in all content areas	1	1,2,3,5	7-10	46,58,89
Utilize a diversity of texts, both in level and content	1,5	1,2,5	7-10	68,133
Appropriate Lexile levels in the classrooms and media center to support and enhance literacy instruction	1,3,5	1,2,3,5	9	50,115,155
Struggling readers supported through increased after school time to extend reading instruction	1	1	10	161
Diagnostic screening provided to those identified during screening processes	1,2,5	1,2,3	9	40,101
Frequent, ongoing progress monitoring of RTI for instruction through formative	1,5	6	8-9	98,127

assessments				
Data as a continual part of instructional planning and improvement	1,2,5	1,2	8-9	26,30,36
Administrators provide and support a clear school wide vision for data use	1,2,5	4	5	122
Differentiation through a variety of strategies	1,3,4,5	1,2,3,4	10	70,74
Shared common assessments and analysis of student work to guide instruction	1,2,5	6	8	135
Technology use enhanced production, publishing, and communication across the content areas.	1,4,5	1,2,3,5	10	77

Assessment/Data Analysis Plan

McIntosh County Academy uses data from summative assessments such as EOCT's, the GHSWT, and the Georgia High School Graduation Tests. Data from teacher-created evaluations, such as end-of-unit assessments and teacher observations, are also used to make data driven instructional decisions and RTI recommendations. Although these measurements are in place, our teachers lack the training to effectively use this data to meet the needs of our struggling students and accelerate the learning of those who need to be challenged.

a. Current Assessment Protocol

Assessment	Purpose	Administered by	Frequency
Georgia High School Writing Test	Evaluative	Testing Coordinator, Guidance Counselor, Teachers	Fall of student's junior year
End of Course Tests	Summative	Testing Coordinator, Guidance Counselor, Teachers	Once a semester at the end of the course
Achieve3000	Diagnostic	Teachers	The beginning of the school year
End of Pathway Assessment	Determine Skill Level	Testing Coordinator, Guidance Counselor, Teachers	Once at the end of pathway sequence completion
PSAT	Diagnostic	Testing Coordinator, Guidance Counselor, Teachers	Once a year
Unit Exams	Summative	Content Area Teachers	At the end of each unit
GRASP Universal Screener	General Outcome Measure	RTI Coordinator	3X a year
GRASP Probes	Formative	RTI Coordinator	As needed

The above listed assessments help determine the school's instructional strengths and weaknesses. As a result of data analysis, students can be identified and monitored. Strategies and methods utilized with students can then adjusted and more intervention can be implemented with the four-tier process. School progress is partially assessed through these measurements. Currently, our assessment analysis protocol involves only a small number of teachers and administrators. Although the Leadership Team meets in the summer and evaluates the data from the assessments administered during the previous school year, our literacy plan would greatly benefit from coordinated school-wide

data analysis meetings. Data results are used to revise and reteach; however, this protocol is not pervasive to all content areas.

b. **Comparison of the current assessment protocol with SRCL assessment plan**

  The primary assessment modification that would be essential to SRCL implementation would be the use of the Scholastic Reading Inventory (SRI). This would be possible for implementation with the SRCL grant funds. The current assessment protocol will not change significantly; however, the funding from the grant will make it possible for MCA to purchase more reliable and valid screeners. As stated in the "Why" document, a strong screener will address the issue of false negatives and false positives and save the school from wasting valuable intervention resources (99). There is also a great need for a development of more rigorous unit and mid-term assessments. With the implementation of the Common Core Georgia Performance Standards, our teachers need to develop unit exams which mirror the format and complexity of future assessments. In order to develop these more rigorous exams, our teachers are in great need of professional development. Designing valid assessments that accurately measures learning can be a challenge and our teachers need the support to undertake this challenge.

  Although the current assessment protocol will not appear to be very different from the SRCL assessment plan, the quality of the new assessments will significantly impact our ability to achieve our literacy goals. Because of our limited number of certified personnel and administrators, assessments will continue to be administered by our guidance counselor, testing coordinator and content-area teachers. According to the "Why" document, future assessments will be administered online (119). Currently, our tests are administered using paper and pencil. Our technology does not reliably support this style of test administration to all students. More computers and technology upgrades will be needed to avoid any obstacles during testing. It is unlikely that we will discontinue any of our current assessments. Rather than discontinue these exams, we will upgrade to reliable, research-based assessment tools so we can better plan our classroom instruction using trustworthy data.

  We will also communicate data through our school website and Facebook account. Also, it is our policy to send home progress reports every three weeks and communicate using mass, grade-level emails. In addition to the electronic and social media outreach, we will also utilize our Parent Notification System, School Reach. It is our hope that by sharing this information with parents, they help their child prepare for upcoming assessments.

c. **Brief narrative detailing how the new assessments will be implemented into the current assessment schedule**

The SRI could easily be integrated into each grade level via a frequency of two times per year (1x/semester) within the current scheduling confines. This would necessitate training for administrators, teachers and counselors. SRCL grant funds would be needed to implement this training.

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

No current assessment would be deleted because the results of SRI would not supersede or duplicate any existing major assessments.

e. List of professional learning needs that teacher will need to implement any new assessments
SRI training would be essential for successful implementation. Data analysis for the SRI testing data would be necessary to assist teachers in making informed instructional decisions based on testing results.

f. Brief narrative of how data is presented to parents and stakeholders
Parent conferences and IEP meetings present data sharing opportunities, including data from relevant listed assessments. Progress reports, report cards, open houses, parent nights, Parent Portal grade site, school websites, and individual teacher parent contacts also provide opportunities to share data with parents.

Local media is provided access to state testing data for dissemination to the community. Additionally board meetings, school council meetings, and the school/system website all function to continue to provide the community stakeholders full access to appropriate data on school progress.

g. Description of how the data will be used to develop instructional strategies as well as determine material and need

The Leadership/Literacy team will examine data to develop strategies and policies that promote quality instruction and address needs in a timely manner. The Leadership/Literacy team will gather data to identify material needs and training needs for professional development. Teachers will examine their formative and summative data to identify trends and will share within their PLCs to adjust instruction as appropriate.

Additional needed Professional Learning identified by the needs assessment, include: motivation and engagement strategies; strategies for struggling readers; vocabulary instructional techniques; content related literacy implementation; and assessment strategies
(i.e. GaFIP).

h. Plan detailing who will perform assessments and how it will be accomplished
All members of the MCA community are involved in the performance of assessment, including: administrators, counselors, the instructional coach, the testing coordinator, intervention specialists, and teachers. The process is continual. Assessments are given based on predetermined schedules and based on identified needs or IEP. All tests are scheduled, as possible, to minimally impact instructional time.

<div align="center">**Resources, Strategies and Materials to Support Literacy**</div>

a**. Implementing the literacy plan we have developed and achieving our goals and objectives will require the following:**

I. The "Why" document suggests that students are drawn to technology and implementing technology into instructional practices can increase motivation and enhance literacy (53).
The following technology is necessary to implement our literacy plan and foster student engagement:
- Update current computer labs
- Add two more computer labs with sixty additional computers
- Writing support software such as Writing Roadmap
- eBooks
- Software to access/analyze student literacy with a universal screener, diagnostic, and progress monitoring capability
- Computer programs with multiple entry points for literacy interventions at Tier 2, Tier 3, and Tier 4
- eReaders
- Electronic texts aligned to CCGPS
- Improved infrastructure and network to support a 21st century school building
- Document cameras
- Scanners
- Closed circuit television system

II.   Our goal in implementing this literacy plan is to improve readiness for college and careers. According to the "Why" document, effective professional learning is linked to higher student achievement (141). The following professional learning is needed:
- Implementing CCGPS and Content Literacy Standards
- Analyzing data so instructional decisions will be based on student need
- Vocabulary instruction
- Reading in content areas
- Writing across the curriculum
- Effective implementation of the RTI process
- Professional learning for teachers for Scholastic Reading Inventory
- Stipends for teachers to develop literacy units during the summer
- III. Curriculum needs:
- Media Center database subscription
- Scholastic Reading Inventory Lexile screener
- RTI diagnostic program and software
- Study Island subscription with benchmarks
- Writing remediation software
- Plagiarism detection software
- Leveled-set of high interest novel

b. Activities that Support Intervention Programs

The RTI model indicates that all students will receive Tier 1 Differentiated instruction. To support the intervention programs, the following is needed:

The purchase of a quality, research-based universal screener will be an invaluable tool in determining which student needs the support Tier 2 offers.

Another resource needed to correctly implement RTI is a software program such as AIMSWeb. This program will help prescribe and implement interventions based on individual need.

Achieve3000 is offered to students as a reading intervention; however, further professional development is needed to use the program more effectively.

 It is also imperative that we schedule extended learning times for struggling students to receive intensive interventions through remediation.

d. List of Library Resources

MCA School Media Center	Non-fiction		General Fiction		Biography		Easy Fiction	
	Avg Age	# of items	Avg Age	# of items	Avg Age	# of items	Avg Age	# of items
	1993	2124	1996	2352	1994	485	n/a	0

- Twenty-five iPads
- Fifteen Desktop computers - scheduled through media specialist
- Two color printers
- 30 class-sets of novels

 Although the media specialist attempts to order high-interest books, the budget has been drastically cut. Magazines and other engaging material has been discontinued because of budget constraints.

e. List of activities that support classroom practices
- Professional learning to train all teachers in effective literacy instruction across the content areas
- Engaging remediation and enrichment software to expand literacy skills
- High interest reading materials to begin implementation of a school-wide reading initiative
- Professional learning on data analysis and using this data to drive instruction in the classroom

- Professional learning in vocabulary instruction
- Professional learning in effective writing instruction
- Creating lessons which utilize technology to foster student engagement

f. Additional Strategies Needed to Support Student Success

- Developing a schedule which will support protected time for literacy instruction
- Scheduling interventions for each student in Tiers 2 and 3
- Professional development in differentiated learning
- Provide students more opportunities to write in all content areas
- Professional development for all teachers on providing feedback on student writing

g. Current Classroom Resources

- 95% of the classrooms have Promethean boards.
- Most classrooms have Classroom Performance Systems
- One teacher computer

h. Clear Alignment plan for SRCL and other funding

Technology needs: eBooks, upgrades to current computer software and writing remediation software will add to our effort to improve literacy success by providing students with access to resources and technology that make learning more engaging, interactive and fun. Technology will also be used to provide remediation for those who are struggling and also accelerate learning. Document cameras and scanners will allow the classroom teacher to display student work and conduct real-time proofreading and editing writing workshops. Other sources to support funding of this initiative will be eSplost.

Curriculum Needs: Professional development in the areas of data analysis, vocabulary instruction and best practices in reading and writing instruction will increase student engagement and allow our school to effectively provide interventions as needed. Professional development in best practices in literacy instruction will also create a sense of continuity and ensure that students in all grades are receiving effective instruction.

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

RTI
• Utilize software and remediation resources to address identified weaknesses
• Track progress through regular monitoring
• Provide counseling to students to promote student interest and engagement

Student Engagement

• Utilize software, programs, activities, and strategies that promote student engagement and differentiate based on individualized instruction
• Regularly assess students for content mastery

Instructional Practices
• Regularly integrate technology within lesson plans, utilizing provided resources and application that promote active, engaged student learning.
• Model and support student production of products that demonstrate critical thinking and sound research based strategies to encourage literacy
• Promote literacy assessment that assists teachers in individualizing student learning
• Provide and implement technology to encourage access to materials to promote literacy
Writing
• Encourage open ended response questioning of students in formative and summative assessments to assess writing skills development
• Ensure that all genres of writing are implemented throughout the school through a series of school wide expectations of writing implementation for narrative, persuasive, informational, descriptive, and expository
• Increase technology access for students to increase opportunities for student writing

Professional Learning Strategies Identified on the Basis of Documented Need
a. Table of professional learning activities for the past year
b. Percent of staff attending the professional learning experiences

Professional Learning Activity	% of Staff Attending
Webb's Depth of Knowledge	25%
Creating Unit Assessments	25%
Close Reads	25%
Implementing Common Core	45%
Achieve3000	25%
Thinking Maps	100%
Georgia LDS	100%
Elements of an Effective Math Lesson	100% (Math teachers)
TKES	100%

Detailed List of Ongoing Professional Learning

CCGPS Unit Creation and Revision is ongoing. The ELA department is meeting quarterly on teacher work days with consultant Mary Stout to develop units implementing the CCGPS and create rigorous assessments containing constructed responses. In an effort to vertically align our curriculum, middle school and high school teachers collaborate during these professional learning sessions.

Training in implementing differentiated instruction through Achieve3000 is ongoing. Teacher leaders attend the training sessions with teachers from the middle school and then redeliver the information to the teachers who are using the reading program.

Thinking Map training is ongoing during weekly professional learning sessions. Administrators who attended the Train the Trainer workshops conduct the sessions. Teachers are introduced to one Thinking Map per week and then are asked to use the Thinking Map during classroom instruction.

d. Programmatic Professional Learning Needs Identified in the Needs Assessment Survey

As identified in the Needs Assessment Survey, the greatest need for professional learning is intensive and individualized interventions for struggling readers. Currently, Tier 2 and Tier 3 students are being served in the classroom at some point during the day, but there is no time in the schedule dedicated to interventions for struggling readers. As stated in the "Why" document, the instruction we

are providing to struggling students should be at the center of the school's attention (140). According to the results from the Needs Assessment Survey, it is clear that teachers do not feel we are providing adequate interventions for those who need it the most.

Another need identified in the survey is the need for professional learning in best practices in literacy instruction. Implementation of the CCGPS has left many teachers uncertain of how to weave the literacy standards into their content. According to the "Why" document, strategy instruction must be intertwined with assisting a reader to make sense of a real text (55). These strategies must be used by the reader flexibly and called upon as needed. The goal is for a reader to be able to self-monitor meaning making, and use the strategies as tools to make sense of text (55). Teachers need the tools to teach students how to be a successful reader and self-monitor their own comprehension.

Although our school has a plan in place for gathering data through a data collection system, professional development has not been provided in the analysis of this data The Georgia Literacy Plan recognizes the importance of data analysis and advises that data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur (94).

There is also a need for professional learning in effectively using technology to foster student engagement. Effectively using technology will give our students access to diverse texts, solve real world problems, create authentic work and encourage collaboration. It is our hope that frequently utilizing technology will increase student motivation and lead to a decrease in student absences.

e. Process to Determine Effectiveness of Professional Learning

Our plan to schedule professional development at MCA will keep in mind that any professional learning must be developed in ways that promote critical thinking and higher order performance ("The Why, 140). Once we implement training, several indicators will be used to determine the effectiveness of the professional development. Teacher surveys will be used to determine if the training enhanced teacher understanding. Walkthroughs and teacher observations will be used to determine if the professional development is being implemented in the classroom. The success of the professional development will be gauged on improved student achievement. EOCT, GHSWT and Achieve3000 data will be analyzed to determine if the training was effective.

f. Professional Learning Tied to Stated Goals and Objectives and Method of Measuring Effectiveness

Goal 1: Implement a school-wide literacy plan that provides in-depth and on-going professional learning for best practices in teaching content area reading and writing.

- Professional Learning that is needed to achieve goal one includes the following:
- Literacy instruction in the content areas

- CCGPS training and support
- SRI software training
- Computerized literacy program training
- Vocabulary instruction
- Writing instruction

g. Method of measuring effectiveness of goal one:
- Qualitative data acquired from teacher and student surveys
- Walk-throughs focusing on best practices using the Georgia Literacy Instruction Observation Checklist
- Georgia High School Writing Test Scores
- SRI data
- EOCT data
- Achieve3000 data
- SAT, ACT, COMPASS test scores
- Number of students required to take remedial classes when entering college
- Graduation rates

Goal 2: Implement screening and progress monitoring instruments and provide training on how to diagnose student needs and plan appropriate instruction.
Professional learning that is needed to achieve goal two includes the following:
- Analyzing data to drive classroom instruction
- Implementing an effective RTI plan
- Developing varied forms of formative assessments
- Provide differentiation professional learning

Method of measuring effectiveness of goal two:
- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist
- Student retention data
- Common benchmark assessment data

Goal 3: Increase stakeholder understanding of and involvement in the importance, benefits and relevance of literacy across the content areas.
Professional learning that is needed to achieve goal three includes the following:
- Community workshops and literacy awareness sessions
- Curriculum Night
- Math Family Fun
- SAT Workshops

Method of measuring effectiveness of goal three:
- Dropout rate data
- Trends in attendance
- SAT, ACT scores
- Graduation rates

Goal 4: Integrate literacy comprehension strategies and skill instruction in content areas.

Professional development needed to achieve goal four:
- Discipline literacy across content areas
- Incorporating academic vocabulary, modes of writing and discipline-specific text structures

Method of measuring effectiveness of goal four:
- EOCT Scores in content areas
- GHSGWT Scores
- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist
- Lexile scores

Goal 5: All students at MCA will perform at levels that meet and/or exceed standards in writing process as measured by the Georgia High School Writing Test.

Professional development needed to achieve goal five:
- Training on a systematic writing process to maintain consistency among students across all grade levels and content areas
- My Access! Training for teachers
- Grading work samples using a school-wide rubric

Methods of measuring effectiveness of goal five:
- Georgia High School Writing Test results
- CCGPS units across all content areas
- My Access! Data
- Results of walkthroughs using Georgia Literacy Instruction Observation Checklist
- Student writing samples

The Literacy Leadership Team will continue to analyze all formative and summative data to refine literacy goals as needed to follow implementation of the MCA Literacy Plan. The team will define professional learning priorities and allocate professional learning resources to sustain improvement initiatives over time and to ensure that teachers are supported by receiving quality professional learning.

McIntosh County Academy Sustainability Plan

Extending the Assessment Protocol

      McIntosh County Academy will continue to adhere to currently established district-wide assessment protocols derived from the GPS and CCGPS. After the initial purchase of the Scholastic Reading Inventory and a comprehensive RTI Diagnostic and prescriptive program, we will continue to keep a license per student through the use of federal, state and local funds. Infrastructure upgrades will be supported by our school system using eSPLOST funds and will be ready to support the technology requests as new materials are implemented. Title I, Title II, eSplost, E-rate and the general fund will be used as needed to continue the initiatives that stem from this grant.

Plan for Developing Community Partnerships and/or Other Sources to Assist with Funding

C-H Sustainability Table	
Expanding lessons learned	All collaborative units and effective literacy instruction will be placed on the school's website and shared within the school and beyond on the web. Units will be reviewed and revised as needed on a continual basis.
Extending assessment protocols	The literacy plan will be continually evaluated and updated. Using data and feedback from the implementation of the literacy plan, the school will continue to develop and use effective formative and assessment protocols. Expanding the assessment protocols will be an ongoing process. Teachers will further develop their skills to interpret data and use data to drive instruction. The leadership team will meet in the summer to synthesize data and gain a better understanding of individual and subgroup achievement and effectiveness of instructional strategies.
Training for new employees	MCA is developing a new teacher induction program. This program will provide new teachers with a mentor who will train the new educator on the implementation of the literacy plan, the analysis of data, the administration of screeners and effective intervention strategies. Funding for this program will be provided through the system's professional learning funds.
Replacement of print materials	Funding will be available to replace print materials when necessary. QBE money, media

	center funds and Title I money can be spent to purchase high-interest, leveled materials. We also have a community liaison at the local newspaper who donates class-sets of novels when requested.
Maintaining technology equipment	Technology will be maintained by the district/school technology department. Funds from eSPLOST will also be used to supplement and maintain required equipment.
Ongoing professional learning	MCA has a system in-place of job-embedded professional learning during the school day. With the literacy plan in place, professional development will be focused on literacy instruction. Funding will come from state, local and federal funds. We will also strive to use teachers to redeliver the knowledge they gain in professional development.
Maintaining software and databases	Software and databases which are shown to be effective in meeting literacy goals will be funded using local state and federal funds.

At this time, MCA has an existing relationship with several local businesses. There have been sporadic meetings with members of the Chamber of Commerce and business professionals in the community which have exposed the students to the importance of literacy skills in the real world. Local churches provide after-school tutoring and summer programs to enhance literacy learning.

Budget Summary

Item	Description/Use	Quantity	Total Estimated Cost
Scholastic Reading Inventory	Lexile assessment program	950 licenses	$10, 800
Professional learning for SRI	Three days training SRI program		$7,500
Professional learning for integrating technology in literacy instruction	Teachers will need training on how to integrate technology into literacy instruction		$7,500

Professional learning for RTI	Implementing RTI at the secondary level		$10,000
My Access!	Computerized writing program	600 licenses	$6,500
Professional Learning for My Access!	One day of training		$1,000
Professional development on literacy instruction	Six professional learning days for literacy instruction		$6,000
Study Island subscription with Benchmarks	Intervention/Remediation	Five years	$7,500
Media Center database subscription	High interest reading materials	Five years	$10,000
eBooks for media checkout	High interest reading materials	100	$2,500
Classroom set of desktop computers	Reading remediation/interventions	30	$48,000
Wireless Network Expansion			$10,000
iPad Cart	Tablets for reading remediation	30	$19,000

Please provide the names of the primary authors of this grant application.
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Beth Fennell; Media Specialist; (912) 437-8873
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