

School Profile

Created Monday, December 01, 2014

Page 1

School Information

System Name:	Thomas County Schools
School or Center Name:	Thomas County Middle School
System ID	736
School ID	0205

Level of School

Other (please specify): 5th - 8th grade

Principal

Name:	Scott James
Position:	Principal
Phone:	229-225-4394
Email:	sjames@rose.net

School contact information

(the persons with rights to work on the application)

Name:	Robin Cartright
Position:	Instructional Coordinator
Phone:	229-225-4394
Email:	rcartright@thomas.k12.ga.us

Grades represented in the building

example pre-k to 6

5th to 8th grade

Number of Teachers in School

106

FTE Enrollment

1611

Grant Assurances

Created Wednesday, December 03, 2014

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes

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

- Yes

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

- Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Preliminary Application Requirements

Created Wednesday, December 03, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 4

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy


III. Incorporation of Clauses

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

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

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. George "Dusty" Kornegay, Jr. Superintendent Thomas County Schools
Typed Name of Applicant's Authorized Agency Head and Position Title

12/3/2014

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Bob Dechman

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

Address: 200 North Pinetree Blvd.

City: Thomasville Zip: 31792

Telephone: (229) 225-4380 Fax: (229) 225-5012

E-mail: rdechman@rose.net


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

George "Dusty" Kornegay Jr.
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-5-2014
Date (required)

Thomas County District Narrative-2014

Brief History

The Thomas County School System (TCS) is located in Southwest Georgia and serves the students of Thomas County. Thomas County is a rural district, with a population of 45,198. Thomas County has a diverse economic base. Agricultural interests include cotton farming, peanut farming, pecans, lumber production, and plantation management. Manufacturing plants produce furniture, airplane parts, boiler equipment, pumps, and metal buildings. The local hospital is the largest area employer, followed closely by the school system.

We have a unified school district with one school that serves each grade band in the system: Hand-in-Hand Primary School (Pre-K and kindergarten), Garrison-Pilcher Elementary (grades 1-2), Cross Creek Elementary (grades 3-4), Thomas County Middle School (grades 5-8), and Thomas County Central High School (grades 9-12). Thomas County is also home to a charter school which offers a program of study for non-traditional learners in grades 8-12. The Renaissance Center, an alternative school for students in grades 5-8, allows students who have been removed from the traditional school setting due to behavior, an opportunity to complete their education in a small, secure, closely supervised environment. Not one of our schools is listed as an Alert, Focus, or Priority school by the Department of Education. Thomas County Schools is proud that Cross Creek elementary was named a High Progress Reward school in 2012.

Thomas County District Narrative-2014

The Thomas County School System engages in a comprehensive needs assessment each year. This process incorporates student achievement data from each school as well as input from faculty and parent surveys. CRCT, EOCT, and ITBS data is reported annually in the Comprehensive Local Education Agency Improvement Plan (CLIP) and is one component of data that guides implementation of improvement initiatives. The current enrollment for TCS is 5,561 of which 62.32% qualify for free or reduced meals. The chart below displays our system demographics.

System Demographics

Student and Program Demographics	Percentage
White	3147/5652= 56%
Black	1985/5652= 35%
Hispanic	294/5652= 5%
Multi-Racial	159/5652= 3%
Asian-Pacific Islander	53/5652= .009%
Am. Indian/Alaskan	13/5652= .002%
Economically-Disadvantaged	3522/5652= 62%
Early Intervention Program	418/5652= 7%
English learners	80/5652= 1%
Students with Disabilities	896/5652= 16%
Gifted	378/5652= 6%
Remedial Education	986/5652= 17%

Thomas County District Narrative-2014

Current Priorities

- Implement system and school literacy plans to address the needs of all children birth through grade twelve. Local plans were formulated using *Necessary Building Blocks of Literacy Plan Birth-to-12th Grade in Georgia*.
- Implement a pre-literacy outreach program to encourage early language, literacy, and cognitive development in children from birth to 5 years of age.
- Content-related literature is being embedded into every content course beginning in fifth grade with students reading major literary works not only in English and language arts classes, but in every class including science, social studies, and math classes.
- Implement a comprehensive vocabulary development program in grades 6-12 .
- Implement a Response-to-Intervention (RTI) model for screening, diagnosing and scaffolding literacy instruction for identified students with specific weaknesses .
- Utilize technology to support the engagement of students with a one-to-one student to device ratio.

Strategic Planning

The Thomas County School Board uses a five year strategic plan to guide instructional decisions and monitoring. This plan identifies local priorities in regard to instructional practices, community involvement, fiscal management, technology, and transition.

Our Mission: Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.

Our Vision: Thomas County is a premier school district providing innovative opportunities that prepare world class students.

Thomas County District Narrative-2014

Current Management Structure

The Superintendent has established a leadership team that meets monthly to discuss programs and initiatives in each department and at each school. Included is the Associate Superintendent for Teaching and Learning, Assistant Superintendents for finance and operations, student services and governmental relations, and administrative services. Other members include the directors of federal programs, gifted and accelerated instruction, special education, nutrition, facilities, CTAE, and the principal from each school.

The Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist school principals with the implementation of the system literacy plan. The Director of Federal Programs serves as the grant manager and will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight for the Striving Readers (SRCL) grant.

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), members of the literacy team, and an internal project evaluator. The management team will meet quarterly to monitor the progress of the project.

Thomas County District Narrative-2014

Past Instructional Initiatives

Thomas County Schools has implemented several instructional initiatives that featured research-based programs and strategies for specific content-related needs which included, 6+1 Traits of Writing, Accelerated Reader, Accelerated Math, Read 180, Standards-Based Classrooms, Response to Intervention, Learning Focused Schools, and Least Restrictive Environment. Thomas County previously implemented two federal grant programs that supported our efforts to provide rigorous instruction for all students. TCCHS was awarded a Relocation Grant from 2011-2013 to recruit highly qualified teachers to fill teaching vacancies. The system also implemented a Title II-B Math-Science Partnership Grant from 2012-14, and used those funds to offer college level professional development to elementary and middle school math teachers.

Literacy Curriculum and Assessments

The Common Core Georgia Performance Standards (CCGPS) is the foundation of the literacy curriculum used in all schools in the Thomas County School District. School specific literacy plans serve as a framework that coordinates daily instruction with progress monitoring and are based on school specific needs and priorities. Please see the chart below for a detailed description of both the literacy curriculum and assessments.

Thomas County District Narrative-2014

School	Literacy Curriculum	Literacy Assessments
Hand-In-Hand Primary Grades Pre-K - Kindergarten	<ul style="list-style-type: none"> • Diebels • *EasyCBM • My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • Early Intervention in Reading (EIR) • CCGPS ELA Units 	<ul style="list-style-type: none"> • Pre-K Entry Screener • Diebels • *EasyCBM • Student Learning Objectives • GKIDS
Garrison-Pilcher Elementary Grades 1 - 2	<ul style="list-style-type: none"> • My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • CCGPS ELA Units • Quick Reads • Early Intervention In Reading (EIR) 	<ul style="list-style-type: none"> • STAR Early Literacy • STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Cross Creek Elementary Grades 3 - 4	<ul style="list-style-type: none"> • SRA Imagine It • Early Intervention in Reading (EIR) • CCGPS ELA Units • Quick Reads 	<ul style="list-style-type: none"> • STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • CRCT/Milestones • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Thomas County Middle School Grades 5 - 8	<ul style="list-style-type: none"> • CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas 	<ul style="list-style-type: none"> • STAR Testing • *EasyCBM • ITBS • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • CRCT/Milestones • EOCT/EOC
Thomas County Central High School Grades 9 - 12	<ul style="list-style-type: none"> • CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas 	<ul style="list-style-type: none"> • *EasyCBM • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • EOCT/EOC

Thomas County District Narrative-2014

Need for a Striving Reading Project

Teachers have identified gaps in instructional materials that are needed to address the Common Core Georgia Performance Standards (CCGPS). Funding from the Striving Readers Literacy grant will fund print and digital resources, literacy related computer applications that promote student engagement, and ongoing professional learning to support teachers with the integration of technology into literacy instruction.

Additionally, the importance of early literacy (birth-3yr.) was emphasized by Georgia's Literacy Task. Funding from the Striving Readers Literacy grant will allow Thomas County to sponsor professional development, family literacy initiatives, and instructional outreach projects during the summer (How, p. 32).

Thomas County Management Plan-2014

Management Plan and Key Personnel

The Thomas County School District management plan and key personnel in supporting, implementing, and overseeing the grant will include both the system and school leaders. Dr. Bob Dechman, Director of Federal Programs and Assessment and Accountability at the district office will be the SRCL grant manager.

Thomas County Schools Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist principals with the implementation of the system literacy plan. The Director of Federal Programs will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight.

Involvement of Grant Recipients in the Development of Budgets and Alignment

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), and the members of the literacy team. The management team will meet quarterly to monitor the progress of the project.

SRCL MANAGEMENT TEAM

Role/Responsibility	Name	Grant Tasks	Supervisor
Grant Manager	Dr. Bob Dechman, Director of Federal Programs, Assessment, and Accountability	Ensures implementation, monitors budget and expenditures, compiles and submits reports	Associate Superintendent for Teaching and Learning
Curriculum Director, Professional Learning Coordinator, grant facilitator	Mrs. Melanie Chavaux, Associate Superintendent for Teaching and Learning	Works with school literacy teams to plan and monitor grant implementation. Plans needed professional learning	Superintendent

Thomas County Management Plan-2014

Fiscal oversight and project monitoring	Mr. Joey Holland, Assistant Superintendent for Finance and Operations	Receive and process expenditures requests, maintains appropriate financial documentation	Superintendent
Project manager for Birth to 5, Pre-K and Kindergarten	Mrs. Jeanna Mayhall, Principal Hand in Hand Primary	School contact for implementation plans. Coordinators and monitors use of research-based instruction and RTI efforts	Associate Superintendent
Project Manager for Garrison Pilcher	Mrs. Sharonda O’Neal, Principal Garrison Pilcher Elementary		
Project Manager for Cross Creek	Mrs. Brecca Pope, Assistant Principal Cross Creek Elementary		
Project manager for TCMS	Mrs. Robin Cartright, Instructional Coordinator Thomas County Middle School		
Project manager for TCCHS	Dr. Jim Rehberg, Director of Gifted and Accelerated Instruction, Thomas County Central High School		
RTI coordinator	Ms. Carol Sprague		

In the spring of each school year principals will meet with their Literacy Team and district leadership to develop implementation plans.

Plan for Expanding Lessons Learned

Professional learning will be scheduled to ensure dissemination of lessons learned and the refinement of school-based implementation plans. Vertical alignment of instructional routines is reinforced when grade bands participate in common training activities. School and district literacy teams align procedures, analyze data, and reflect on improvement initiatives. Principals share lessons learned from instructional initiatives in monthly faculty meetings.

Thomas County Management Plan-2014

Assessment Protocol

The Associate Superintendent for Teaching and Learning will coordinate a uniform schedule for administering universal screeners three times a year. Formative and summative assessments as well as benchmarks are given at all grade levels. These results will be combined with state required assessments to inform professional learning plans.

Extending Professional Learning Practices to New Teachers

School Literacy Plans will guide professional development after the SRCL project ends. District and school leadership will ensure job-embedded professional learning continues as new teachers join with mentor teachers in school-based professional learning communities.

Sustaining Technology

Thomas County has an Education Special Purpose Local Option Sales Tax (E-SPLOST) for the period of 2013-2017. The plan for SPLOST3 focuses on modernizing technology in each school. Sustaining, expendable technology equipment purchased with SRCL funds will be accomplished using SPLOST3 funds. Online subscriptions and site licenses will be sustained using a combination of local and federal funds.

Thomas County Applicant Experience-2014

LEA Funded Initiatives

The Thomas County School District implements an integrated funding system to accomplish its instructional goals. The coordination of financial resources is an important aspect of annual improvement efforts. Funding secured through the Striving Readers (SRCL) grant will enhance the literacy program and enable our district to have positive impacts on student achievement.

With the implementation of the Common Core Georgia Performance Standards (CCGPS) and combining the program initiatives of CTAE (Career, Technical and Agricultural Education), Special Education, Georgia Preschool, RT3 (Race To The Top) and Striving Reader goals and activities will embed a shared vision for literacy instruction in the Thomas County School System.

Description of Initiative LEA has Implemented Internally With no Outside Funding

Instructional initiatives such as standards-based classrooms, Accelerated Reader, Response to Intervention (RTI) procedures, and Learning Focused strategies were implemented using local funding and have been sustained for more than five years. These initiatives along with strategies included in school literacy plans will enhance literacy instruction system-wide.

LEA's Capacity to Coordinate Resources and Sustain Implementation

District leadership has ensured that effective research-based practices are implemented and sustained in the schools. Thomas County continues to leverage funds from local, state, and federal programs to maximize student learning and to provide necessary professional learning.

Since 2012, Thomas County has implemented the only Race to the Top Relocation Bonus Grant awarded in Georgia, as well as a competitive Title II B Math Partnership Grant. With the

Thomas County Applicant Experience-2014

Relocation grant, Thomas County has been able to recruit and retain highly qualified teachers as well as industry experts from the business world to teach at the high school. The Math grant has allowed Thomas County to provide 2 years of college math courses to elementary and middle school teachers.

Thomas County has participated in the noncompetitive federal grant programs for many years. Successful monitoring has ensured that state revenues, local property tax and ESPLOST, and federal funds have been utilized to meet student needs based upon state and federal guidelines. There have been no audit findings regarding Federal Awards (below).

Audit Finding for Previous 3 Years

Fiscal Year	Financial Statement Findings	Federal Award Findings	Low Risk Auditee
2014	None	None	Yes
2013	None	None	Yes
2012	None	None	No ¹

¹ This designation was received because The Georgia Department of Audits and Accounts did not perform audit within six months of year end as per federal regulation, not because of audit findings.

Financial Oversight

The Federal Programs Director works closely with the Superintendent, Assistant Superintendent for Finance and Operations, and principals in planning and budgeting. Each party is mindful of state and federal guidelines prohibiting supplanting and works cooperatively to ensure compliance. Whenever principals make a request to purchase resources, program managers confirm that the purchase is supplemental. Procedures require school, district, and finance approval before a purchase is made. Use of SRCL funds will be guided by budgets submitted with each school's SRCL application. The finance department will use the Georgia

Thomas County Applicant Experience-2014

Department of Education's Generally Accepted Accounting and Financial Reporting Principles to account for SRCL funds.

FY14	Title of Projects/Initiatives	Funded Amount	Is there an audit?	Audit results for 3 years
LEA- Thomas County	Title I Title IC Title IIA Title IIB-MSP Title VIB McKinney Vento RT3-Relocation	<ul style="list-style-type: none"> • \$1,636,430 • \$103,251 • \$276,511 • \$185,170 • \$109,193 • \$43,153 • \$180,000 	No	There have been no federal award findings.
Schools				
Hand in Hand	Title I	• \$103,249	No	N/A
Garrison Pilcher	Title I	• \$378,225	No	N/A
Cross Creek	Title I	• \$300,670	No	N/A
Thomas County Middle	Title I Title IIB-MSP	<ul style="list-style-type: none"> • \$372,641 • \$92,477 	No	N/A
Thomas County Central High	RT3 Relocation grant	• \$180,000	No	N/A

School Narrative-TCMS 2014

School History

Thomas County Middle School (TCMS), which opened in 2005, is located in rural Thomas County and houses 1,611 students in grades 5-8 (see Demographic Charts below). Sixty-six percent of TCMS students fall into the category of economically disadvantaged (compared to 61% district average). This percentage allows all TCMS students to receive free or reduced lunch through the Community Eligibility Option (CEO) for Free Meal Reimbursement.

Thomas County has a unique, five-school system (of which TCMS is the fourth level school) to serve its students; Hand-in-Hand serves 709 students in Pre-K and Kindergarten, Garrison-Pilcher serves 814 students in first and second grade; Cross Creek serves 787 students in third and fourth grade, TCMS serves fifth through eighth grades, and TCCHS serves 1,489 students in ninth through twelfth grades. Additionally, Thomas County has a charter school (Bishop Hall) to serve high school students that learn in non-traditional ways. This school provides instruction for students who need smaller class sizes and individualized instruction. The Renaissance Center is for students in grades six through twelve who are unable to attend the regular middle or high school due to disciplinary infractions. The Center offers full-day, alternative instruction in all content areas.

School Narrative-TCMS 2014

Demographic Information

	Black	White	Hispanic	Asian	Am. Indian/Alaskan	Multi-Racial
Student Population	34%	56%	5%	1%	1%	3%

	Students with Disabilities	LEP	Gifted	Economically Disadvantaged	Remedial Education
Student Population	15%	.011%	8%	66%	28%

TCMS employs 118 certified faculty members, 15 paraprofessionals, 13 other staff members (including nurses, clerical staff, etc.), and 20 cafeteria staff. The staff was 100% highly-qualified during fiscal year 2014, and only highly-qualified applicants were considered for hiring to fill vacancies for fiscal year 2015.

Each of the four grade levels has its own wing of the school. Due to an emphasis on science and career education, recent construction added a wing which includes two science labs, one business lab, a classroom for family and consumer science, a classroom for agriculture education, and a multipurpose room used by competitive clubs (such as Odyssey of the Mind). A state-of-the-art dance studio was created during the summer of 2014 to add more options to our fine arts program.

At TCMS, fifth and sixth grades share a common principal, assistant principal and guidance counselor. Likewise, seventh and eighth grades share a common principal, assistant principal and guidance counselor. A school-wide instructional coordinator to be shared by all

School Narrative-TCMS 2014

four grade levels and all content areas was added this year. The four grade levels also share an instructional technologist. An ESOL instructor is shared among all schools within the district, including TCMS.

Each grade level consists of teams of teachers; fifth grade utilizes the two-member team approach (where one teacher teaches math and science and the other teacher teaches language arts and social studies), and sixth through eighth grades utilize a four-member team approach (one teacher for each content area). There is one MERIT (Maximizing Education to Realize Intellectual Transformation) team per grade level; the fifth grade MERIT team is a four-member team while the sixth, seventh, and eighth grade MERIT teams are five-member teams (includes a Spanish teacher). Students who participate in the MERIT program are eligible to receive up to five high school credits (literature, physical science, coordinate algebra, Spanish I, and Spanish II) before leaving TCMS. There are inclusion and special education resource classes on each grade level. This structure allows all students to meet their individual potential.

Realizing the need for the fifth grade students to be treated more like elementary students, the school went through a transition from an entire middle school concept to an upper-elementary (5-6) and middle school (7-8) design during the 2012-2013 school year. Another change that occurred during the same school year was the development of the MERIT program which is designed to meet the needs of the advanced and talented students.

School Narrative-TCMS 2014

Administrative and Teacher Leadership Team

Dr. Kathy Keown serves as principal for seventh and eighth grades and the co-principal is Dr. Scott James, who serves the fifth and sixth grade. The assistant principals are Jimmy Aman for the seventh and eighth grades and Melvin Hugans for the fifth and sixth grades. The 21-member teacher leadership team consists of all nine department chairs (language arts, math, science, social studies, foreign language, special education, exploratory, PE, MERIT), one classroom teacher per grade level (along with one classroom special education teacher), the cafeteria manager, the media specialist, the parent involvement coordinator, the two guidance counselors, the instructional coordinator, and the four administrators (see chart on the following page). This team meets monthly (approximately one hour) to discuss the following: implementation of school improvement goals across all contents; discipline; attendance; student achievement data; and professional learning needs. This team also serves as the school improvement team and the literacy team (the literacy team also includes Dianne Stephens, an outside literacy consultant).

School Narrative-TCMS 2014

Leadership Team

Member Name	Role of Member
Dr. Kathy Keown Dr. Scott James	Principals
Jimmy Aman Melvin Hugans	Assistant Principals
Terry Dukes (MERIT) Rhoda Gouin (Special Education) Cara Hankinson (PE) Carrie Holland (Language Arts) William Lee (Spanish) William Majors (Band/Exploratory) Elaine Massey (Math) Mandy West (Social Studies) Clayton Woodfin (Science)	Department Chairs
Debbie Lasseter (6) Lisa Scott (7) Lindsay Thompson (8) Gail Trotter (5) Al Whatley (Special Education, 6)	Grade-level Classroom Teachers
Ann Vick	Cafeteria Manager
Erin Rehberg	Media Specialist
Karen Paulino	Parent Involvement Coordinator
Patricia Barron Kevin Keve	Guidance Counselors
Robin Cartright	Instructional Coordinator
Dianne Stephens	Outside Literacy Consultant

School Narrative-TCMS 2014

Past Instructional Initiatives

Past initiatives the school has been involved with and continue to focus on include but are not limited to: 6+1 Traits of Writing, Standards-Based Classrooms, Response to Intervention (RTI), Learning Focused Schools, integrated technology, and Least Restrictive Environment. Literacy instruction in fifth grade was targeted by specific professional learning, resulting in an increase in CRCT scores.

Current Instructional Initiatives

Recently, the district implemented two initiatives that involve our school: a content-literacy initiative (including close reading and annotation strategies, along with explicit writing instruction in all contents) and a comprehensive vocabulary development program. Content-related literature is being embedded into every content course beginning in the fifth grade. Students will not only read major literary works in English and language arts classes, but they will also read content-related novels or non-fiction texts in every class including science, social studies, and math classes. This initiative was designed to support the CCGPS literacy standards and to increase student interaction with complex texts. The vocabulary development program is enforced to improve students' reading and comprehension skills and serves as a springboard for learning advanced academic content.

Professional Learning Needs/Need for a Striving Readers Project

Based on the needs assessment process, it has been determined that there is a great need for the materials and interventions the Striving Reader grant could provide to TCMS. Students are struggling to develop grade level proficiency in reading fluency, comprehension, and vocabulary. In terms of initiatives, our need is two-fold: additional professional development needs to be delivered to support current initiatives (such as vocabulary instruction, literacy in the

School Narrative-TCMS 2014

content areas, writing instruction, differentiation, data analysis in the RTI process, implementation of screening instruments, use of technology to support literacy instruction). The second area of need we plan to address with funding from Striving Readers is to purchase items to assist in teacher use of best practices and increase student motivation such as: universal screening instruments as required by the grant program, instructional materials for intervention, and additional technology to support data analysis as well as to implement technology-related applications that support student learning.

Needs Assessment-TCMS 2014

Process for Determining the School's Literacy Needs:

The process for determining TCMS's literacy needs included using the results of the following *materials*: the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 document; AdvancED staff survey; professional learning survey; CCRPI results; CRCT scores; EasyCBM screener; and dialogue between faculty members of TCMS and Thomas County Central High School (TCCHS). *Participating in the needs assessment* were the leadership/literacy team, curriculum teams (per grade), RTI team and all certified staff (including exploratory/CTAE, ESOL, media and special education staff).

The Georgia Literacy Plan Needs Assessment (GLPNA) identifies six building blocks of a school's literacy program: engaged leadership; continuity of instruction; formative and summative assessments; best practices in literacy instruction; tiered interventions; and professional learning. This needs assessment was distributed to staff as an online survey through email. Staff members (including all teachers, media personnel and paraprofessionals) had three weeks to complete the anonymous survey. The Literacy Team analyzed the results of this assessment.

The staff of TCMS also completed AdvancED's online survey as part of the SACS process. Based on the results, the literacy team determined three most pressing weaknesses: interpretation of data; using data to address learning needs of all students; and using data-driven instruction. Additional concerns were: provision of sufficient materials/resources to meet student needs; protected instructional time; and professional learning based on identified needs.

Needs Assessment-TCMS 2014

An online professional learning survey was also completed by all staff members, resulting in the following instructional and skills-related needs:

- Literacy training—21%
- Writing in academic disciplines—19.6%
- Teaching academic vocabulary—19.6%
- Differentiated instructional strategies—46%
- Student use of instructional technology—41%
- Teacher use of instructional technology—34%

Teachers also noted a need for dedicated time devoted to collaboration and redelivery of professional learning.

In 2014, TCMS received a CCRPI total score of 70.9 out of 100. The analysis of this CCRPI report showed the following concerns:

- Only 71.4% of eighth grade students received a Lexile score at or above 1050
- Percentage of students meeting/exceeding on the three content area CRCT's was 80% or lower
- Only 75% of eighth grade students met or exceeded on the Grade Eight Writing Assessment
- Fifth grade students were 19 percentage points below the state average on the state writing assessment
- Only 47% of all students scored at the Exceeds level (CRCT)
- Black subgroup did not meet the state or subgroup performance targets for any area

The results of the 2014 CRCT showed that 96% of fifth graders, 96% of sixth graders, 92% of seventh graders, and 97% of eighth graders met/exceeded on the reading CRCT. These scores are higher than the 2013 scores. However, in 2014, sixth grade fell one percentage point below

Needs Assessment-TCMS 2014

the state average and seventh grade fell three percentage points below the state average of students meeting/exceeding on the reading CRCT.

After analyzing the reading and content-area CRCT scores (math, science, social studies), it is clear that this CRCT reading success is not transferring to content areas. With regards to all students, only 80% met/exceeded the standards on the math, science, and social studies tests, as compared to 95% or above meeting/exceeding the standards on the reading test. As with the reading and language arts scores, the most significant weaknesses are among black and students with disabilities populations.

2014 Math, Science, and Social Studies CRCT Data by Subgroup

Subgroup	DNM Math	DNM Science	DNM Social Studies
All students (Grades 5-8)	20%	20%	19%
Black	31%	33%	29%
Hispanic	21%	19%	16%
White	14%	12%	13%
SWD	42%	48%	43%

Needs Assessment-TCMS 2014

The fall 2014 EasyCBM universal screener provided data on oral reading fluency, comprehension and vocabulary usage (see below). Results indicate students are low in all areas, contradicting data from the reading CRCT.

Fall 2014 EasyCBM (Universal Screener) Results by Grade (in %)

	Reading Fluency— Some/High Risk	Vocabulary— Some/High Risk	Comprehension— Some/High Risk
5 th	38/16	45/10	36/13
6 th	35/6	42/12	44/16
7 th	34/6	35/16	40/25
8 th	34/6	40/13	40/16

Teachers at TCMS have communicated that student motivation is an issue.

Teachers from TCCHS have communicated with TCMS regarding declining SAT scores.

Vocabulary instruction at the middle school is one possible initiative to address this concern.

Also, on norm-referenced tests, 50% of ninth graders are below/significantly below grade level in reading, contradicting an average of 95% of eighth graders passing the reading CRCT.

Needs Assessment-TCMS 2014

Areas of Concerns

The following identifies concerns related to research-based practices found in the **What** document, along with steps taken/not taken to address the problems.

Area of Concern	Root Causes	Current Practice	What We Will Do
Engaged Leadership	Not enough dedicated time for collaboration and redelivery of professional learning	1. Administrators participate in literacy instruction with the faculty and monitor literacy instruction throughout the school (What, p. 5) 2. Provide two hours of literacy instruction through language arts and reading in the content area classes (What, p. 6) 3. Implement reading-in-the-content-area classes (What, p. 6)	1. Schedule protected time for teacher collaboration of literacy planning and instruction (What, p. 5; How, p. 20)
Continuity of Instruction	Limited communication of vertical teams across schools Limited cross-disciplinary communication Lack of communication with community organizations collaborating to support literacy	1. District-based professional consultant working with each school to align assessments and train teachers to implement content literacy 2. Hired instructional coordinator 3. Use of technology to engage stakeholders (What, p. 8) 4. Use of a parent/community liaison (What, p. 8)	1. Expand cross-disciplinary teams for literacy instruction (What, p. 7; How, p. 29) 2. Identify/contact learning partners in the community (What, p. 8; How, 32) 3. Establish/protect meeting times for vertical and disciplinary teams

Needs Assessment-TCMS 2014

<p>Ongoing Formative and Summative Assessments</p>	<p>Problems found in literacy screenings are not further analyzed with diagnostic assessment</p> <p>Staff does not have an effective plan to apply re-teaching strategies or interventions to meet identified needs</p>	<p>1. Use of formative/summative assessments at regular times throughout the year (What, p. 8)</p> <p>2. Instructional reading levels of identified fifth and eighth grade students are progress monitored with evidence-based tools then pulled for additional tutoring (What, p. 8)</p> <p>3. Offer after school tutoring in all content areas based on progress monitored tools</p>	<p>1. Implement protocol to ensure students identified by screenings routinely receive diagnostic testing (How, p. 37)</p> <p>2. Plan lessons, re-teaching and intervention activities that target areas of need (How, p. 38)</p> <p>3. Share/analyze student work to inform instruction during protected collaborative planning (How, p. 38)</p>
<p>Best Practices in Literacy</p>	<p>Staff requires professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area</p> <p>Students lack motivation in the area of literacy</p>	<p>1. Researched new findings related to literacy instruction (seven habits, close reading, etc.) (How, p. 40)</p> <p>2. Use of self-selected independent reading program culminating in student-chosen book projects</p>	<p>1. Continue to provide staff with professional learning on direct, explicit instructional strategies and new findings related to literacy instruction (How, p. 40)</p> <p>2. Leverage the creative use of technology to promote engagement/involvement (What, p. 11; How, p. 41)</p>

Needs Assessment-TCMS 2014

<p>System of Tiered Intervention (RTI) for All</p>	<p>Tier 2 instruction is not provided by interventionists, but is expected to be done by the classroom teacher during the day</p> <p>Lack of intervention strategies/materials for Tier 1 and Tier 2</p> <p>In Tier 3, the Student Support Team and Data Team do not monitor progress jointly</p>	<ol style="list-style-type: none"> 1. Established an RTI protocol for Tier 1 (What, p. 11) 2. Offer after school tutoring 3. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (What, p. 13) 4. If fewer than 80% of students are successful, examine student data to focus on instructional areas of greatest need (What, p. 11) 5. Limited interventionists are provided in grades five and eight to meet the needs of students with the greatest deficiencies 	<ol style="list-style-type: none"> 1. Provide additional interventionists that have had professional learning (How, p. 45) 2. Establish and train effective T2 and T3 SST/Data Teams (How, p. 46) 3. Participate in professional learning communities to implement a plan at each level (What, p. 13) 4. Professional learning for all RTI Tiers
<p>Improved Instruction through Professional Development</p>	<p>Implementation of CCGPS and literacy standards (specifically in the content areas)</p>	<ol style="list-style-type: none"> 1. Pair pre-service teachers with highly qualified teachers (How, p. 48) 2. Teachers participate in targeted professional learning in the CCGPS (What, p. 13) 3. Teacher instruction is monitored through classroom observations and walk-throughs (What, p. 13) 	<ol style="list-style-type: none"> 1. Revisit professional learning options to utilize experts within the school to develop and support colleagues (How, p. 48) 2. Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups (How, p. 48) 3. Professional learning to strengthen Tier 1 instruction in the 5 elements of literacy

Needs Assessment-TCMS 2014

Based on the needs assessment results, we need to ensure expansion of the literacy team which communicates goals to all stakeholders. We want to ensure effective professional learning in the areas of research-based practices in content-area literacy and interventions, and leverage the creative use of technology to promote student engagement and motivation.

School Literacy Plan-TCMS 2014

Building Block 1. Engaged Leadership

Why is it important?

According to the National Association of Secondary School Principals, there are five elements necessary to implement an effective school-wide adolescent literacy development program: committed leadership; balanced formal and informal assessments; ongoing, research-based professional development; highly effective teachers; and strategic interventions. The principals at Thomas County Middle School (TCMS) have shown their commitment to this process by recognizing the need for content-area literacy instruction and ensuring (within the school improvement plan) that literacy remains a focus of TCMS.

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

Based on the Georgia Literacy Plan Needs Assessment, the majority of Thomas County Middle teachers believe the administration is committed to the learning about and supporting evidence-based literacy instruction at Thomas County Middle School. Currently, the following have been implemented and will continue to expand by:

Currently in place:

- participate in professional learning (webinars, face-to-face sessions, etc.) to learn about the transitions to the CCGPS (**The What, p. 5**). Over the past three years, grade level meeting agendas included CCGPS webinars and the restructuring of the literacy units to match CCGPS has continued. Recent professional learning included training teachers in Response to Intervention (RTI) and close reading strategies as well as creating vertically-aligned units and analyzing diagnostic data through collaborative groups. During this school year, professional learning focus was targeted to content literacy instruction. A consultant was utilized to assist the staff in developing literacy-rich assessments similar to the new Georgia Milestones assessment.
- research best practices and resources for literacy instruction as shown in the “Why?” document (**The What, p. 5**)
- participate in school-wide literacy motivational activities (**The What, p. 5**) Students are offered the opportunity to participate in a Writer’s Guild and a summer reading challenge.
- regularly monitor literacy instruction within the school via data analysis and administrator walk-throughs and observations (**The What, p. 5**)
- scheduled time for literacy and teacher collaboration (**The What, p. 5**) Each grade-level has a one-hour block for language/literacy. An additional literacy in the content area hour is also scheduled in the day. Targeted students receive additional support during a third block of time. There is a scheduled day for grade-level content area teachers to collaborate, but this block is often interrupted and not protected.
- target leaders within the faculty to redeliver professional learning and best teaching practices (**The How, p.20**)
- make hiring decisions based upon school-wide literacy goals (**The How, p.20**)

Continued growth (Moving forward):

- professional learning through the hiring of a consultant and utilizing identified, trained staff leaders (**The How, p 20**)
- adjust professional learning based on data analysis (**The How, p 20**)
- protect the scheduled time for weekly grade-level department meetings for collaboration of best practices, data analysis, and engaging lesson plans (**The What, p.5; The How, p.20**)

School Literacy Plan-TCMS 2014

B. Action: Organize a Literacy Leadership Team

Based on the Georgia Literacy Plan Needs Assessment, fewer than half of the teachers believe that we have a fully operational literacy leadership team (led by administration) that provides substantive direction for the school. Currently, the following are in place but need to be expanded upon and communicated to staff:

Currently in place:

- rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results. (**The How, p. 21**) Currently, we have an active leadership team (School Improvement Team) that meets monthly during the school year and two days during the summer. One of the targets for this team is to analyze data and design the school improvement plan. Members of this team met to discuss literacy improvement based on data results during this past summer. Professional learning and literacy goals have been developed and incorporated in the School Improvement Plan.
- incorporate a system of communication for sharing information with all partners (e.g. newsletters, emails, quarterly meetings, Remind101, Facebook, etc.) (**The How, p. 21**) We also present data via PowerPoint presentations of the school and district websites. Data is shared with school board members through meetings, online media, and news outlets. (**The How, p. 22**)
- a focus on literacy for the school and community is aligned with the state literacy plan (**The What, p. 5**)
- analyze and use student, teacher and school data to develop a list of prioritized recommendations and goals for improvement (**The What, p. 5**) Data drives TCMS's professional learning needs and School Improvement plan goals.
- incorporate the research-based guidelines, strategies and resources for literacy instruction (as set forth in the "Why?" document and the most current version of the Georgia Literacy Plan) into all instruction (**The What, p. 5**) Evidence of strategies is found in the unit plans and in walkthrough observations.
- provide professional learning and support for staff in making the transition to the CCGPS (**The How, p. 21**) Targeted professional learning has been offered to content area teachers in designing CCGPS aligned units and literacy instruction (including writing).
- identify and allocate funding sources to support literacy (**The How, p. 21**) as seen in the cost of professional learning and the purchase of complex and high-interest texts.
- provide professional learning and support for staff by allocating funds to hire a consultant and/or utilize trained staff (**The How, p. 21**)

Continued growth (Moving forward):

- the literacy team will be more defined; faculty will be aware of the members
- remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement. (**The How, p. 21**)
- continue to analyze formative and summative assessment results and refine literacy goals based on CCGPS (**The How, p. 21**)

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

Based on the Georgia Literacy Plan Needs Assessment, 33% of teachers believe time and personnel are fully operational and are used effectively by the following:

Currently in place:

- students in grade 5 participate in a two-teacher team which integrates literacy instruction within the content areas (this structure supports the transition from fourth grade to fifth grade) (**The What, p. 6**)

School Literacy Plan-TCMS 2014

- students in grade 6-8 receive two to four hours of literacy instruction across language arts and content-area classes (**The What, p. 6**)
- instructional time for literacy is further maximized by embedding reading in the content area, explicit vocabulary instruction, and assignment of routine writing assignments (**As identified in the 2014-2015 School Improvement Plan, p. 28**)
- protected time is used for collaborative planning teams (within and across content areas) and is part of the school calendar (**The What, p. 6**)
- inefficient use of time is minimized by scheduling effective instruction and making effective transitions throughout the school day (**The What, p. 6**)

Continued growth (Moving forward):

- time for intervention will be built into the school's schedule each day (**The What, p. 6**)
- protect the scheduled time for weekly grade-level department meetings for collaboration of best practices, collaborative scoring of student work, data analysis, and engaging lesson plans (**The What, p.5; The How, p.20**)
- schedule specific times for redelivery of professional learning to other staff (**The How, p. 22**)
- collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons (**The How, p.23**)
- maintain teacher data portfolios to show results of various assessments (**The How, p.23**)

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

Based on the Georgia Literacy Plan Needs Assessment, fewer than half of the teachers believe that we are operational to fully operational in the area of professional learning in disciplinary literacy across the content areas. Currently, the following are in place but need to be expanded upon:

Currently in place:

- faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content areas (**The What, p. 6**) The major focus for current training is literacy in the content areas and assessment alignment to the CCGPS/Georgia Milestones. Days have been scheduled for teams of content teachers to work closely together with a consultant to ensure best practices, understanding of CCGPS and alignment when designing formative and summative assessments.
- a standardized observation form is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas (**The What, p. 6**)
- literacy websites are shared via school newsletters (**The How, p. 25**)
- literacy goals are communicated via school-based social media (**The How, p. 25**)
- literacy resources are available in the Parent Resource Center
- provide a Literacy Resource Room for parents and caregivers (**The How, p. 24**) Parents and caregivers are invited to our media center to check out materials.

Continued growth:

- keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives (**The How, p.24**)
- professional learning will include literacy-based formative and summative assessments (creation and analysis)
- incorporate technologies to more creatively and effectively support stakeholder engagement (**The How, p. 25**)

School Literacy Plan-TCMS 2014

E. Action: Optimize literacy instruction across all content areas

Based on the Georgia Literacy Plan Needs Assessment, more than half of the teachers believe that we are operational to fully operational in literacy instruction being optimized in all content areas. The following are currently being implemented but can be expanded upon to include all staff:

Currently in place:

- use on-line resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas (**The How, p. 26**)
- differentiate literacy assignments by offering student choice (independent book projects) (**The How, p. 26**)
- monitor literacy instruction across the curriculum through formal and informal observations, walk-throughs, student work samples, use of an instructional coordinator, etc. (**The How, p. 26**)
- a plan to integrate literacy in all content areas (as articulated in the CCGPS) is implemented (**The What, p. 6**) One hour each day is scheduled for reading in the content area in addition to the regular content area classes. The students rotate through each of the four content area reading classes; one per nine-week period.
- provide meaningful opportunities for students to write, speak, and listen (e.g. Young Georgia Authors, Fair Bear, DAR, spelling bee, etc.)
- use of exemplars during literacy instruction (model texts, student exemplars, etc.)
- host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy (**The How, p. 27**)
- teachers have and will continue to participate in professional learning on the following—
 - incorporating the use of literary texts in content areas
 - using informational texts in English/Language Arts classes
 - incorporating writing instruction (narrative, argumentative/opinion, informational) in all content areas
 - incorporating close reading strategies in all content areas
 - incorporating various depth of knowledge levels in instruction and assessment
 - selecting text complexity that is appropriate to grade levels as required by CCGPS Lexile bands
 - selecting text complexity that is adjusted to the needs of individual students
 - instructing students in the following:
 - conducting short research projects that use several sources (both print and digital)
 - identifying and navigating the text structures most common to a particular content area
 - supporting opinions with reasons and information
 - determining author bias and point-of-view
 - understanding the language and use of common rubrics(**The What, p. 6**) (**The How, p. 26**)

Continued growth (Moving forward):

- writing is embedded in all classes, every day (**The What, p. 6**) Professional training for content area teachers is scheduled to incorporate effective and appropriate writing (constructed response) every day.
- teachers establish a common systematic procedure for teaching academic vocabulary (e.g. vocabulary notebooks, math interactive notebooks) (**The What, p. 6**)
- teachers will continue to participate in professional learning on the following—
 - incorporating the use of literary texts in content areas
 - using informational texts in English/Language Arts classes
 - incorporating writing instruction (narrative, argumentative, informational) in all content areas
 - crafting, teaching, and assessing constructed response items as seen on the Georgia Milestones

School Literacy Plan-TCMS 2014

assessment

- use of technology to support literacy instruction (e.g. Techno Expo half-day professional learning)
- selecting text complexity that is appropriate to grade levels as required by CCGPS
- selecting text complexity that is adjusted to the needs of individual students
- using a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (**The How, p. 27**)
- create a forum (instructional coordinator’s blog) to share creative ideas among the faculty to infuse literacy throughout the day (**The How, p. 27**)
- instructing students in the following:
 - conducting short research projects that use several sources
 - identifying and navigating the text structures most common to a particular content area
 - supporting opinions with reasons and information
 - determining author bias and point-of-view
 - understanding the language and use of common rubrics
(**The What, p. 6**) (**The How, p. 26**)

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

According to the Georgia Literacy Plan Needs Assessment, only 33% of teachers believe that we are fully operational in partnering with a community literacy council. Therefore, the following are to be implemented:

Currently in place:

- academic successes will continue to be publicly celebrated through traditional media and begin to be celebrated in online media (**The What, p. 7**)
- partner with the 21st Century Community Learning Center After School Tutoring Program which accommodates more students (**The How, p. 28**)

Continued growth (Moving forward):

- identify key members of the community to serve as members of a community advisory board (**The How, p. 28**) We will invite a member of the Thomas County Certified Literate Community Program (TCLCP) to be a part the literacy team.
- a network of learning supports within the community (which targets student improvement) will be established (e.g. tutoring, mentoring, afterschool programming involving the technical school, Boys and Girls Club, TCLCP) (**The What, p. 7**)
- social media will be utilized to communicate and promote the goals of literacy throughout the community at large (**The What, p. 7**)
- ask local businesses to heighten awareness about literacy or reading topics (**The How, p. 28**) (for example, the community-supported annual “One Book” initiative and the yearly Thomas County Public Library Literacy Fair)
- enhance relationships among schools, postsecondary education institutions, the workforce, families, and communities (**The How, p. 28**)

Building Block 2: Continuity of Instruction

Why is it important?

As cited in the **Why** document (p. 41), Dole, Duffy, Roehler, and Pearson (1991) reported that teachers need to focus on seven effective strategies for reading. However, because these strategies cannot be taught in isolation or simply in the language arts class, TCMS is focused on implementing effective literacy instruction in the content areas. Greenwald et al. (1996) is cited in the **Why** document (p. 141) as stating, “Teachers possess the

School Literacy Plan-TCMS 2014

greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement.” Therefore, an emphasis has been placed on professional learning for literacy in the content areas as stated in the school improvement plan (p. 10).

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

According to the Georgia Literacy Plan Needs Assessment, fewer than half of TCMS teachers believe that we are operational to fully operational in having collaborative cross-disciplinary teams that regularly meet and actively examine student work and achievement of literacy goals. The following have been implemented but are to be expanded upon:

Currently in place:

- meet in disciplinary teams during regularly-established times for collaborative planning (**The How, p. 29**)
- share professional learning during team and staff meetings (**The How, p. 29**)
- showcase evidence of student learning success on school and class websites (**The How, p. 29**)
- encourage teachers to share stories of success through school and teacher websites (**The How, p. 29**)

Continued growth (Moving forward):

- maintaining current structure of collaborative teams (**The What, p. 7**) There is a structure of each team, but limited time to collaborate together. Protected time must be established. Clear team roles, protocols and expectations (**The What, p.7**) must be articulated to protect time.
 - a. grade-level interdisciplinary teams
 - b. grade-level cross-disciplinary teams
 - c. cross-grade level interdisciplinary teams
- examining student progress monitoring data and work during regularly scheduled times that have been set aside for this purpose (**The How, p. 29**) When protected time is established, the agenda will include monitoring data.
- design infrastructure for shared responsibility for literacy across the curriculum (**The How, p. 29**)
- collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction (**The How, p. 29**)
- sharing specific measurable student achievement goals and grade level expectations among all teachers and subject areas (**The What, p. 7**)

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

Based on the Georgia Literacy Plan Needs Assessment, 61% of teachers believe that TCMS teachers provide literacy instruction across the curriculum by:

Currently in place:

- providing awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects (specific focus is on close reading and writing strategies and incorporating depth of knowledge items in the instruction in constructed response items) (**The How, p. 30**)
- using research-based strategies and appropriate resources to support student learning of the CCGPS (**The How, p. 30**)
- providing professional learning on research-based strategies and use of rubrics to improve literacy instruction (**The How, p. 31**)
- teachers developing and being coached in the use of a school-wide commonly-adopted writing rubric

School Literacy Plan-TCMS 2014

that is aligned with the CCGPS and Georgia Milestones to set clear expectations and goals for performance (**The How, p. 31**)

- teachers infusing all types of literacy in all content areas throughout the day (print, social media, etc.) (**The How, p. 31**)
- guiding students to focus on their own improvement (e.g. setting goals, analyzing work, using portfolios, etc.) (**The How, p. 30**)
- teaching and having students practice writing as a process (prewrite, draft, revise, edit, publish) (**The How, p. 31**)
- create and publish good student writing in a variety of formats (**The How, p. 31**) Best writings are shared via local news outlets, community writing competitions, teacher websites, and Edmodo pages.

Continued growth (Moving forward):

- Stay abreast of effective strategies for literacy instruction. (**The How, p.30**) The above strategies can be improved upon by offering professional learning and professional discussion to strengthen Tier 1 instruction of reading, writing and vocabulary.
- Expand the opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media. (**The How, p.30**)

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

Based on the Georgia Literacy Plan Needs Assessment, only 33% of teachers believe that there are a few community organizations that provide learning supports to complement literacy instruction in the classroom. In order to promote collaboration with the community, the following should be implemented and/or expanded upon:

Currently in place:

- utilizing technology to more creatively and effectively encourage stakeholder engagement (blogs, Facebook, school and teacher web pages, Remind 101, etc.) (**The How, p. 33**) The school has a Facebook page. Every teacher has a web page. All teachers use Remind101.
- maintaining communication (both virtual and face-to-face) with key personnel in out-of-school organizations and governmental agencies that support students and families (**The What, p. 8**) We have a liaison that communicates with outside agencies.
- identifying and contacting learning supports in the community that target student improvement (tutoring, mentoring, out-of-school programming) (**The How, p. 32**)
- provide English language services that extend beyond the classroom (**The How, p. 33**)
- incorporate culturally and linguistically appropriate two-way communication with parents and stakeholders both online and face-to-face (via ESOL district coordinator)

Continued growth:

- We have “Bee Partners” and a parent/volunteer coordinator. However, it is evident by the survey that teachers are unaware of the community organizations that support our school. A greater awareness needs to be established.
- keep the focus on instructional development even when faced with competing initiatives (e.g. focus on math instruction/remediation, etc.) (**The How, p. 32**)

School Literacy Plan-TCMS 2014

Building Block 3. Ongoing formative and summative assessments

Why is it important?

According to McEwan (2007), Phillips (2005), and Torgeson et al 2007, “Having the ‘right’ assessments in place is only one element of an effective literacy assessment plan” (**The Why, p. 96**). According to the **Why** document (**p. 125**), a variety of assessments and assessment data should be used to determine students’ needs. TCMS has universal screenings and progress monitoring components in place; however, limited time is provided for teachers to analyze the data from these components and use the data to meet the needs of the students (**The Why, p. 96**). One area of concern is that assessment takes place quite frequently, but teachers are not able to analyze the data or differentiate instruction from original teaching method. (**The Why, p. 96**).

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

Based on the Georgia Literacy Plan Needs Assessment, 70% of teachers feel that we are fully operational in establishing an infrastructure for effective screening, progress monitoring and diagnostic tools used across classrooms.

The following are currently in place:

- continue to implement effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students (i.e. Easy CBM, SRI) (**The How, p. 34**)
- provide consistent expectations across classrooms and teachers by identifying and developing common curriculum-based assessments (formal, informal, and performance-based such as benchmarks, quizzes, writing prompts, etc.) (**The How, p. 34**)
- recently designated a group of teachers to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines (Formative and Summative Team, FAST) (**The How, p. 34**)

Continued growth (Moving forward):

- provide timely, descriptive feedback to students linked with opportunities for students to assess their own learning (**The How, p. 34**)
- provide time to analyze student data in teacher teams to develop and adjust instructional plans (**The How, p. 34**)
- continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (**The How, p. 34**)
- purchase assessment and intervention materials aligned with student needs (**The How, p. 34**)

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

Based on the Georgia Literacy Plan Needs Assessment, 39% of teachers believe that a full range of formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.

The following currently occur:

- recently-established Formative and Summative Assessment Team (FAST) works to create common assessments and understand the new Georgia Milestones (becoming experts), and redelivers information to grade-level content colleagues and guide colleagues to create formative and summative assessments
- develop school-wide classroom-based formative assessments to assess efficacy of classroom instruction (**The How, p. 36**)
- continue to administer assessments (per the formative assessment calendar) and input data according to

School Literacy Plan-TCMS 2014

the established timeline (**The How, p. 36, The What, p. 8**)

- use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (**The How, p.36**)
- provide professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording (e.g. ITBS, CRCT, writing assessments) (**The How, p. 36**)

Continued growth (Moving forward):

- analyze student data in teacher teams to develop and adjust instructional plans (**The How, p. 36**)
- provide time for teacher teams to discuss data and develop plans.
- acknowledge staff's efforts to improve their use of assessment data to inform instruction (**The How, p. 36**)

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

Based on the Georgia Literacy Plan Needs Assessment, only 24% of teachers believe that when problems are found in literacy screenings, those problems are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.

Currently in place:

- Use technology to share relevant student progress data with families in an easily interpreted format (**The How, p. 37**)
- Use technology for communicating data to the district literacy leadership team in a timely manner. (**The How, p. 37**)

Continued growth (Moving forward):

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals. (**The How, p. 37**) Professional learning and discussions will be offered to assist teachers in setting learning goals with students.
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (**The How, p. 37**)
- Use technology to differentiate learning within content areas (**The How, p. 37**)

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

Based on the Georgia Literacy Plan Needs Assessment, 33% of teachers believe that they have time to review summative data for their former or future students.

Currently in place:

- provide specific times on the school calendar to analyze the previous year's outcome assessments (CRCT, CRCT-M and GAA) to determine broad student needs and serve as a baseline for improvement (summer data analysis) (**The What, p. 9**) The school improvement team does analyze the previous year's data, however, time for individual teachers to review should be set aside.
- Identify common mid-course assessments that are used to measure progress toward standards (**The How, p. 38**)

Continued growth (Moving forward):

- devote time in teacher team meetings to review and analyze assessment results to identify needed

School Literacy Plan-TCMS 2014

program and instructional adjustments (**The What, p. 9**)

- during teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students (**The How, p. 38**)
- plan lessons, re-teaching activities, and intervention activities that target areas of need (**The How, p. 38**)
- utilize protocols for looking at student assessment data (both current and prior year students) to improve instruction (quarterly and during summer data analysis) (**The How, p. 38**)
- share and analyze student work samples as a way to inform instruction during collaborative planning (**The How, p. 38**)

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

Based on the Georgia Literacy Plan Needs Assessment, 52% of teachers believe that they have access to data and follow the established protocol for making decisions to identify the instructional needs of students. Ample data is accessible, but teachers need time and training to analyze the data and determine appropriate interventions.

Currently in place:

- professional learning on the use of the Student Data Longitudinal System (SLDS)
- collect data from EasyCBM (diagnostic screener)
- building common assessments such as formative assessments and benchmarks

Continued growth (Moving forward):

- provide teachers with the training and time to analyze the data to determine the need for interventions and appropriate interventions (**The How, p. 39**)

Building Block 4. Best Practices in Literacy Instruction

Why is it important?

A review of the **What** document shows that TCMS is not yet meeting expectations of writing across the curriculum as well as explicit literacy instruction. According to the **Why** document (p. 56), “To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy.” Therefore, a strong writing program in which teachers have been thoroughly trained is crucial to improving literacy and communication skills. These skills can be taught by incorporating technology into the lessons in order to actively engage students.

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

Based on the Georgia Literacy Plan Needs Assessment, 60% of teachers believe that we are operational to fully operational in the area of all students receiving direct, explicit instruction in reading. However, it is necessary to implement and/or continue the following:

Currently in place:

- continue administrator and instructional coordinator observations of classrooms using an assessment tool to gauge current practices in literacy instruction (**The What, p. 10**)
- stay abreast of current research and new findings related to literacy instruction (seven habits, close reading, etc.) (**The How, p. 40**) (**The Why, p. 55**) TCMS is committed to professional learning and has a calendar of learning targets at stated in the Professional Development Plan. Additionally, individual teachers research and share best practices with peers.
- summer professional development on RTI literacy best practices (interventions)

School Literacy Plan-TCMS 2014

Continued growth:

- plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area (**The How, p. 40**)
- plan and provide professional learning on the use and understanding of the seven habits of effective readers (**The Why, p. 55**)
- plan and provide professional learning on differentiated instructional options for literacy assignments (**The How, p. 41**)
- share effective differentiated lessons and differentiation strategies in teacher team meetings (**The How, p. 40**)

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

Based on the Georgia Literacy Plan Needs Assessment, 69% of teachers believe that we are operational or fully operational at providing effective writing instruction across the curriculum.

Currently in place:

- students and staff continue to use technology for production, publishing, collaboration, and communication of ideas (**The What, p. 10**)
- utilize a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, and independent practice (weekly writings, posting samples monthly, regular student conferencing for feedback, collaborative scoring of student writing) (**The How, p. 42**) Protocols are in place; each content area is to write daily. A constructed response paper is collected each week as proof. Each language class is to assist students in taking at least one writing through the entire process. However, the literacy team feels as if this is an area of extreme weakness (see Continued Growth below).
- Attend professional learning of best practices in writing instruction (**The How, p. 42**)

Continued growth (Moving forward):

- redelivery of professional learning of best practices in explicit writing instruction to teachers in all content areas (**The How, p. 42**)
- design a vertically and horizontally articulated writing plan consistent with the CCGPS (**The How, p. 42**)

C. Action: Teachers (including the media specialist) work to develop and maintain interest and engagement as students progress through school.

Based on the Georgia Literacy Plan Needs Assessment, 49% of teachers feel that we are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Currently in place:

- provide students with opportunities to self-select reading material and research topics (**The How, p. 41**) All students are required to select at least one text per quarter and present a book project on that text. Both the book and project are self-selected.
- teachers will utilize a variety of sources to present course material, such as current events, opinion articles, text books, newsprint and primary sources (**The How, p. 41**)
- increase access to texts that students consider engaging (expanded library titles, electronic media resources) (**The How, p. 41**)
- increase opportunities for student collaboration in the learning process (**The How, p. 41**)
- scaffold students' background knowledge and competency in navigating literary and informational texts to increase student confidence and self-efficacy (**The How, p. 41**)

School Literacy Plan-TCMS 2014

Continued growth:

- leverage the creative use of technology within the learning process to promote engagement and demonstrate relevance (**The How, p. 41**) Each classroom is supplied with a Smartboard and 5 student computers. Also, during weekly grade-level meetings, a new idea for technology is being shared. Additional tablets, document cameras, and the implementation of new ideas will be the focus for this plan.

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

Why is it important?

Response to Intervention is a system of tiered interventions based on student need (**The Why, p. 125**). A school-wide common understanding of the CCGPS, assessment practices, and instructional pedagogy is necessary to successfully implement the RTI process. According to the **Why** document, Tier 1 interventions include the instructional practices within the general classroom. “The classroom teacher routinely addresses the student needs and environmental factors to create the optimal learning environment” (**The Why, p. 125**). According to the Needs Assessment, Tier 1 is an area of strength for TCMS. Tier 2 interventions are “typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students” (**The Why, p. 126**). Tier 3 interventions “are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom” (**The Why, p. 127**). According to the Needs Assessments, Tiers 2 and 3 are areas of concern at TCMS. Tier 4 interventions “are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the CCGPS and the individual learning and/or behavioral needs of the individual” (**The Why, p. 127**).

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

Based on the Georgia Literacy Plan Needs Assessment, 63% of teachers believe we are operational to fully operational in using information developed from the school-based data team to inform the RTI process.

Currently in place:

- utilize standardized protocols for the collection of critical information (i.e. screeners and progress monitoring) to determine students’ literacy competence in various content areas and effectiveness of interventions (**The How, p. 43**)
 - a. review and disaggregate CRCT data from the previous year (during the summer) noting trends and changes in achievement
 - b. administer the universal screeners in the fall, winter and spring
 - c. analyze data from universal screeners (by system, school, grade level, individual students) three times per year to drive ongoing instructional decisions
- utilize protocols for identifying students and matching them to the appropriate intervention (**The What, p. 11**)
 - a. identify the needs of students based on intensive, strategic, on-grade, and above-grade performance levels to form intervention teams. We currently use the EasyCBM screener to target students on a quarterly basis.
 - b. literacy team will use a standard protocol approach to place students in flexible intervention/enrichment groups based on screening results. Students are placed in “Reading Plus” class during exploratory classes based on CRCT scores and screening results. Also, targeted students participate in after school tutoring.
 - c. inform parents of student achievement via student profile sheets (three times per year) in order to clearly communicate where students are compared to grade-level expectations
- coordinate with the district RTI coordinator (**The How, p. 43**)

School Literacy Plan-TCMS 2014

Continued growth (Moving forward):

- utilize a process for monitoring the implementation of research-based interventions at the building level (**The How, p. 43**)
- schedule grade-level data-analysis team meetings with minutes sent to administration (**The How, p. 43**)
- provide building-level support of the RTI process (**The How, p. 43**)

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

Based on the Georgia Literacy Plan Needs Assessment, 63% of teachers believe that we are operational to fully operational in providing Tier I instruction (based upon the CCGPS) to all students in all classrooms.

Currently in place:

- Ensure that teachers develop and agree upon common classroom-based formative assessment within each subject area to ensure consistent expectation across classrooms. (**The How, p.44**) Each grade-level content area has developed common assessments through meetings with the instructional coordinator and an outside literacy consultant. Some common formative assessments have been created by the school's newly-formed Formative and Summative Team (FAST), which includes a grade-level expert to redeliver and support instruction and the development of common assessments.

If fewer than 80% of students are successful in any area:

- continue to examine student data to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression). (**The What, p. 11**) (**The How, p. 43**)
- during weekly department meetings, assess current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some equivalent instrument) (**The What, p. 11**)
- participation of teachers in ongoing professional learning (via consultants, TKES videos) on the following:
 - a. Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. (See Building Block 4. A.)
 - b. Georgia Department of Education (GaDOE) resources for RTI, universal screening (e. g., EasyCBM, etc.) (**The What, p. 11**)
- team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting (**The What, p. 11**)
- school-wide understanding of assessment data and anticipated levels of student mastery during the school year (**The What, p. 11**)
- school-wide initiative to enhance content-area literacy skills by reading in the content areas through the use of high-quality, complex, content-specific texts
 - a. each nine weeks, students participate in content-area literacy (vocabulary, comprehension, writing, etc.) via a novel from one of the four content areas
 - b. students will have read a content-specific text (in addition to their core instruction) in each content area by the end of the year
 - c. students will be instructed in a variety of extended texts to encourage critical thinking skills

Continued growth (Moving forward):

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs. (**The How, p. 44**)
- Provide professional learning (as determined by a needs assessment) to support literacy, either face-to-face or online (**The How, p.45**) which will include monitoring of the implementation of the

School Literacy Plan-TCMS 2014

professional learning

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

Based on the Georgia Literacy Plan Needs Assessment, 45% of teachers believe that we are providing Tier 2 instruction via interventionists. Protocol is established, however, the need for effective implementation of the protocol and continued training of interventionist and communication of protocol is necessary.

Currently in place:

- An established Tier 2 protocol to meet the needs of the students identified in the strategic and intensive groups
 - a. Based on initial screening and the summer data review, students are placed in intervention groups (comprehension, vocabulary/spelling, fluency, writing) based on a standard protocol approach
 - b. Parents are informed (via the student profile sheet) and participate in the decision making regarding the intervention placement
 - c. Intervention groups may take place in class and during homeroom periods (This is an area of weakness)
 - d. Once students have been placed in groups, progress will be monitored on a minimum bimonthly basis (This is an area of weakness)
 - e. Decisions (instructional and placement) will be made after six to eight data points or at the end of the established intervention period
 - f. Student performance on subsequent universal screening tests will determine if student has made it back to grade level expectation
 - g. After reviewing the screening data, students will either stay in Tier II, go back to Tier I, or be moved into Tier III
- Provide funding for interventionists (school psychologist, grade-level data teams, administrators) who will participate in professional learning on the following: (**The How, p. 45**) (**The Why, p. 140**)
 - a. Using appropriate supplemental and intervention materials (currently the RTI specialist is training the school RTI teams)
 - b. Diagnosing reading difficulties
 - c. Using direct, explicit instructional strategies to address instructional needs
 - d. Charting data
 - e. Graphing progress
 - f. Differentiating instruction
- Provide specific times for collaborative discussion and planning between content-area Tier I teachers and interventionists that are built into the school calendar (**The How, p. 45**)
- Teachers participate in professional learning to ensure school-wide understanding of assessment data (e.g. Easy CBM) and expected levels of student mastery during the school year. (**The How, p. 46**)
- Effectiveness of interventions is ensured by the following: (**The How, p. 46**)
 - a. Providing blocks of time in the daily schedule for intervention (utilize homeroom time, BEE Smart tutoring during bus loads, etc.)
 - b. Providing adequate space in places conducive to learning

School Literacy Plan-TCMS 2014

Continued growth:

As stated, the above protocol is currently in place. However, many teachers feel we are less than effective. There is a need for clarification of Tier 2 protocol, implementation of both the protocol and interventions, and progress monitoring. Therefore, continued discussion and professional learning must be offered. A focus on the following points from above will be targeted:

- Clarify the protocol: structure of the data teams, examples of intervention administration, progress monitoring
- Provide additional blocks of time in the daily schedule for intervention
- Once students have been placed in groups, progress will be monitored on a minimum bimonthly basis
- Decisions (instructional and placement) will be made after six to eight data points or at the end of the established intervention period
- Student performance on subsequent universal screening tests will determine if student has made it back to grade level expectation
- Provide specific times for collaborative discussion and planning between content-area Tier I teachers and interventionists that are built into the school calendar (**The How, p. 45**)
- Providing competent, well-trained teachers and interventionists
- Use technology to differentiate learning within content areas (provide practice opportunities to strengthen areas of weakness, use glossary option on e-books to provide definitions of unknown words, etc.)

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

Based on the Georgia Literacy Plan Needs Assessment, 67% of TCMS teachers believe that requirements for Tier 3 have been implemented.

Currently in place:

- Established Tier 3 protocol to meet the needs of the students in the intensive group
 - a. The RTI team (classroom teachers) identifies students who do not make progress in Tier 2 who clearly are in need of specialized, intensive instruction.
 - b. The team uses a problem-solving approach to identify the most appropriate intervention for each student.
 - c. Students are placed with a highly-specialized instructor who will provide daily quality intensive instruction (during exploratory time) and progress monitor on a frequent basis.
 - d. Parents are invited and encouraged to attend RTI/SST meeting to help problem solve and set realistic goals and interventions.
 - e. Students are monitored closely and after six to eight data points, the RTI team and instructor discuss progress (or lack of) and necessary changes are made based on the data.
 - f. Students are screened again to see if they are closing the gap and meeting grade-level expectations.(**The How, p. 46**)
- Grade Level Data teams (the targeted student's instructors) meet to:
 - a. Discuss students in T3 who fail to respond to intervention. (**The What, p. 12**)
 - b. Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.
 - c. Monitor the student data (both teacher-level and school-level) to ensure that students are moving towards grade level expectations and that students' needs are being met.

School Literacy Plan-TCMS 2014

- d. Analyze data, looking to see if interventions are positively impacting student achievement and if the targeted interventions are having the desired results.
- e. Verify implementation of proven interventions.
- f. Ensure that interventionists have followed Tier 3 intervention protocol prior to referral to SST.

(The How, p. 46)

- Discuss students progress based on daily interventions
- Interventions will be delivered 1:1 – 1:3 during a protected time daily by a trained interventionist **(The How, p. 46)**

Continued growth (Moving forward):

- Provide professional learning on the problem-solving approach to identify the most appropriate intervention for each student.
- Provide professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.
- Discuss avenues to provide more interventions 1:1-1:3 during a protected time daily by a trained interventionist **(The How, p. 46)**

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

Based on the Georgia Literacy Plan Needs Assessment, less than half of the teachers believe that with regards to Tier 4 instruction, we are at the fully operational level. We will continue to do the following:

- ensure least restrictive environment (LRE) **(The How, p. 47)** Two of the four teams on each grade level have certified inclusion teachers which allows students to be placed in the LRE and still receive additional support. Each grade level also has a full staff of special education resource teachers and a staff for self-contained.
- assign a case manager to every student with an IEP **(The How, p. 47)**
- ensure specialized instruction with inclusion and resource teachers **(The How, p. 47)**
- implement research-based interventions **(The Why, p. 123)**

Continued growth (Moving forward):

- provide professional learning for classroom teachers and inclusion teachers on the co-teaching model of instruction

School Literacy Plan-TCMS 2014

Building Block 6. Improved Instruction through Professional Learning

Why is it important?

Greenwald et al. (1996) is cited in the **Why** document (p. 141) as stating, “Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement.” This is why teachers need ongoing, relevant professional learning (**The Why, p. 142**).

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

Based on the Georgia Literacy Plan Needs Assessment, only 21% (fully operational) and 12% (operational) of teachers believe that pre-service education prepares new teachers in literacy instruction.

Currently in place:

- Ensure that mentoring teachers (part of the New Teacher Academy) are fully trained in providing instruction in disciplinary literacy (**The How, p. 48**) Our current focus of training is content literacy. All content teachers are being trained.
- Collaborate with teacher preparation programs to ensure diverse pedagogy is included in teacher preparation curriculum (**The How, p. 48**) Our district meets with higher education institutes (i.e. Thomas University) to discuss the preparation of new teachers. Also, mentor teachers provide necessary insight, recommendations and feedback of higher learning programs.
- Partner with Thomas University in order to improve their educator preparation program and ensure that the best teacher candidates are placed within the system’s schools. Require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy (**The How, p. 48**)
- Continue to encourage “professional talk” among staff and provide time for discussions (**The How, p. 48**)
- Encourage all teachers to share information learned at professional learning sessions (during monthly department meetings and weekly emails) (**The How, p. 49**)

Continued growth (Moving forward):

- Continue the New Teacher Academy with a support for the integration of disciplinary literacy (**The How, p. 48**)
- Expose student teachers to a variety of current research-based initiatives (**The How, p. 48**). Train the mentor teachers and ensure expectations.
- Ensure that student teachers understand the importance of integrating literacy instruction in the content areas (**The How, p. 48**)

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

Based on the Georgia Literacy Plan Needs Assessment, 52% of teachers believe that all administrative and instructional personnel participate in professional learning on all aspects of literacy instruction, including disciplinary literacy in the content areas.

Currently in place:

- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations (**The How, p. 48-49**)
- Monitor teachers’ instruction through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning (i.e. Teacher Keys and the Literacy Observation Instrument) (**The How, p. 49**)
- Refresher courses will be taught by administrators and department chairs during New Teacher

School Literacy Plan-TCMS 2014

Orientation ensuring that new personnel receive vital professional learning from previous years (school procedures, school initiatives, etc.). Included this year was professional learning on RTI and close reading. (**The How, p. 48**)

- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access (use library website) for professional growth (**The How, p. 49**). The school media specialist will also add to the professional collection within the library.
- Share resources with the community via social media and regular school communications (**The How, p. 49**)

Continued growth (Moving forward):

- Include on the school calendar protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, write units, examine student work, and reflect on practice (**The How, p. 48**)
- Revisit professional learning options to utilize experts within the school to develop and support colleagues (**The How, p. 48**)
- Provide professional learning to strengthen Tier 1 instruction in the 5 elements of literacy.
- Use data from Literacy Observation Instrument to inform the District Professional Learning Calendar

Analysis of Student and Teacher Data-TCMS 2014

Based on the CRCT data below, strengths and weaknesses have been identified. According to the CRCT, the overall student population of TCMS is strong in reading comprehension with the percentage of students in each grade level meeting or exceeding the standards at 95% or above. Our weakest area (when compared to the state average of 95% meeting or exceeding) is seventh grade reading. When compared to the overall student population of the school, the subgroup with the greatest weakness in all tested areas is the students with disabilities subgroup.

2014 School-wide CRCT Student Data

	Reading/ELA –Did Not Meet	Reading/ELA —Met	Reading/ELA —Exceeded
All Students	4.9% Rdg 8.8% ELA	61.1% Rdg 61.6% ELA	34.0% Rdg 29.6% ELA
Economically Disadvantaged	4.9% Rdg 9.3% ELA	61.6% Rdg 61.1% ELA	33.5% Rdg 29.6% ELA
Students with Disabilities	16.1% Rdg 22.0% ELA	69.8% Rdg 67.2% ELA	14.1% Rdg 10.8% ELA
African- American	7.3% Rdg 11.9% ELA	73.6% Rdg 68.5% ELA	19.1% Rdg 19.6% ELA

Analysis of Student and Teacher Data-TCMS 2014

2014 CRCT Data by Grade Level

	Reading— Met or Exceeded	ELA—Met or Exceeded
5 th Grade	96%	96%
6 th Grade	96%	89%
7 th Grade	92%	89%
8 th Grade	97%	92%

When analyzing the CRCT content-area scores, the results show that a large percentage of students are struggling to read the content material. With regards to all students, only 80% met or exceeded the standards on the math, science, and social studies tests, as compared to 92% or above meeting or exceeding the standards on the reading tests. A more in-depth analysis shows that the “black” and “students with disabilities” populations are significantly weaker.

2014 Math, Science, and Social Studies CRCT Data by Subgroup

Subgroup	DNM Math	DNM Science	DNM Social Studies
All students (Grades 5-8)	20%	20%	19%
Black	31%	33%	29%
Hispanic	21%	19%	16%
White	14%	12%	13%
SWD	42%	48%	43%

Analysis of Student and Teacher Data-TCMS 2014

According to the EasyCBM universal screener, all areas of reading are critical. As seen on the table below, approximately 50% off all three tested areas are “some” to “high risk.” The lowest “at risk” areas are 7th and 8th grade fluency with a total of 40% at “some” or “high risk”.

Some of this lack of success may be due to the avenue of testing. Each student takes the reading and vocabulary tests on the computer. The screen must be scrolled numerous times to find support for answering comprehension questions. Added technology to provide computer literacy and comfort may contribute to greater success of the EasyCBM.

Fall 2014 EasyCBM (Universal Screener) Results by Grade (in %)

	Reading Fluency— Some/High Risk	Vocabulary— Some/High Risk	Comprehension— Some/High Risk
5 th	38/16	45/10	36/13
6 th	35/6	42/12	44/16
7 th	34/6	35/16	40/25
8 th	34/6	40/13	40/16

One significant discrepancy between the CRCT and EasyCBM data is the spectrum of “meet or exceeds” reading scores. While 96% of the students in 5th grade, for example, met or exceeded the reading CRCT, only 40% of these same students (as sixth graders) were above some risk on the comprehension section Easy CBM. This pattern is followed in all four grade levels.

Based on the EasyCBM and the content scores of the CRCT, it is clear that although the scores on the CRCT reading are impressive, the students clearly are having grave difficulty comprehending. They are not utilizing close reading skills nor do they have the stamina to complete the test.

Analysis of Student and Teacher Data-TCMS 2014

Regarding the fifth and eighth grade state writing assessments, both grade levels scored significantly below the state level of proficiency on the 2014 test. Only 61% of fifth graders met/exceeded the standard, compared to 80% statewide. Only 68% of eighth graders met/exceeded the standard, compared to 80% statewide.

Based on the formative and summative assessment data above it is an imperative goal of TCMS to integrate literacy comprehension strategies and skill instruction (including vocabulary and writing) in the content areas. Teachers also need to increase understanding of how to utilize formative and summative assessments (data analysis) and select and implement interventions aligned with student need. The use of technology (multiple modes of text) to increase motivation and to develop 21st-century skills must also be a focus.

Teacher Retention

Between the 2012-2013 and 2013-2014 school years, there was an 87% teacher retention rate at TCMS. Fourteen teachers left TCMS after the 2012-2013 school year; of those fourteen, five retired and six transferred within the district.

At TCMS, the teaching force includes the following:

- 88% white, 11% black, 2% Hispanic
- 81% female and 19% male
- 52% faculty members with advanced degrees
- 9 new teachers (6 of which have between three and twenty years of experience)
- 73% of teachers have between three and twenty years of experience
- 22% of teachers have more than twenty years of experience
- 104 (100%) highly qualified staff members

Analysis of Student and Teacher Data-TCMS 2014

- 29 Special Ed. certified

Teachers participate in various learning communities within the school. Each teacher is part of a school-wide department (language arts, math, exploratory classes, etc.), a grade-level content area department, and a cross-curricular grade level department. School-wide departments meet the third Monday of each month, and each of the grade-level communities (content area and cross-curricular) meet at least once per week (Wednesdays and Thursdays) during common planning time. However, this planning has not been protected and is often interrupted.

Professional learning is on-going during these meetings. One focus of discussion is the use of technology in the classroom. Additional items discussed include CCGPS, best practices, units, review of data, and various forms of formative/summative assessment (including benchmarks). In addition to professional dialogue, redelivery by colleagues and webinars are two of the venues through which teachers receive professional learning during these meetings.

With the implementation of Georgia Milestones, teachers are receiving release time to collaboratively develop and revise common assessments. The district has hired a consultant to assist in vertical alignment, understanding of the Common Core, and developing units and assessments.

Additional focus of professional development for staff includes the training of technology.

During the whole grade level meetings, a new technology idea or a continuation of a previous technology topic is presented.

Analysis of Student and Teacher Data-TCMS 2014

Summer Professional Learning

Professional Learning Program	Time/Days	Staff Participation
School Improvement Plan	2 days	Leadership Teams
R.T.I Training	2 days	50% 5 th -6 th Teachers
Close Reading Strategies	1 day	50% S.S. Teachers

School Year Professional Learning

Professional Learning Program	Time/Days	Staff Participation
5th Grade Unit 1 Planning	1 day	100% 5 th grade teachers
Technology Instruction in the Classroom	Planning Periods (once per month)	100% of teachers
Unit Writing	Planning Periods	100% 6 th , 7 th , 8 th Science Teachers
Unit Writing	Planning Periods	100% 5 th -8 th Math Teachers
Interactive Notebook Training (w/consultant)	½ day	100% 5 th -8 th Math Teachers
SLDS and TRS Training (w/consultant)	Two planning periods total	100% all teachers
Techno Expo (Technology and Instructional Strategies)	½ Day	100% all teachers
Formative and Summative Assessment Team—ELA (w/consultant)	5 days	One ELA teacher per grade
Formative and Summative Assessment Team—Math (w/consultant)	5 days	One math teacher per grade

Analysis of Student and Teacher Data-TCMS 2014

Writer's Workshop (w/consultant)	3 days	Instructional coordinator, two ELA teachers, one science teacher, one SS teacher
Vertical Science alignment	1 day	One non-MERIT science teacher per grade
Vertical Science alignment	1 day	One MERIT science teacher per grade
Lexile Training (w/consultant)	1 day	Instructional coordinator, media specialist, one ELA teacher
R.T.I. Training	3 planning periods	100% 7 th -8 th Teachers
Analysis of Student Work; Anchor papers and Rubrics (w/consultant)	1 planning period	5 th – 8 th ELA Teachers
"CLOSE" Reading Student Samples and Constructed Response Samples	Two planning periods	5 th -8 th All content teachers

Project Plan-TCMS 2014

TCMS is committed to improving literacy among our students in reading and in all content areas. We are currently in the third year of implementing a reading-in-the-content-area class for all grade levels. Content-area books have been purchased, schedules have been adjusted, and a literacy consultant and instructional coordinator have been utilized for professional development. However, we still have a long way to go before full implementation of effective literacy strategies is in place.

List of Project Goals Related to Identified Needs and Objectives that Relate to Implementing the Identified Goals as Referenced by Research-Based Practices in the “What” and “Why” Documents

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

While a content-area reading class has been implemented for students, content-area teachers require professional learning in integrating reading comprehension strategies and skills in their content areas. The **Why** document states that the “Common Core Georgia Performance Standards require students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion” (p. 50). Additionally, students will need to analyze a variety of texts from historical, artistic, or literary periods and from various cultures and genres (**The Why, p. 50**).

Objectives:

1. Provide teacher training in explicit literacy strategies (comprehension, vocabulary, and writing) that support core and content reading (**The What, p. 6**)
2. Provide school-wide access to 21st-century technology resources (**The What, p. 8**)

Project Plan-TCMS 2014

Goal: Increase teacher understanding of how to select and implement interventions aligned to student needs

Assessments are currently in place to identify student needs. However, teachers have difficulty in implementing literacy interventions across all academic areas. “To be effective, literacy instruction must be embedded in the regular curriculum and address the differences in their ability to read, write, and communicate orally as strengths, not as deficits” (**The Why, p. 52**).

We currently use Title I funding to support math and reading intervention, but we will need more professional development and funding for updated interventions for a broader range of students.

Objectives:

1. Provide professional learning in intervention techniques which allow teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information (**The What, p. 12**)
2. Purposefully communicate best practices/redeliver professional learning among faculty members (**The How, p. 22**)
3. Assist content area teachers in embedding strategies into their instruction which allow them “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007, as cited in **The Why, p. 124**)
4. Strengthen Tier 1 instruction and professional learning in differentiation.

Goal: Develop a plan to utilize assessments more effectively to achieve instructional goals

Again, common formative and summative assessments which mirror the Georgia Milestones are in place, but results of assessments are not currently driving all instruction. According the **Why** document (**p. 133**), “Teachers utilize common formative assessment results and an analysis of

Project Plan-TCMS 2014

student work to guide and adjust instruction.” While TCMS is strong in administering assessments, we are weak in the areas of analysis of data and adjusting instruction (purposeful assessments).

Objectives:

1. Train teachers to use the decision-making protocol to identify student instructional needs
(**The How, p. 39**)
2. Schedule protected collaborative planning time for data meetings where student work samples will be shared and analyzed in order to inform instruction (**The How, pp. 38-39**)
3. Plan lessons, re-teaching and intervention activities that target areas of need (**The How, p. 38**)
4. Continue to create common formative and summative assessments that mirror the new Georgia Milestones format

Goal: Increase teacher and student access to multiple modes of text via technology

According to the **Why** document (**p. 51**), it is necessary “To prepare all students for increased academic achievement in a technological society.” Therefore, the plan for TCMS must include 21st-century skills that include “digital-age literacy, inventive thinking, effective communication, and high productivity.” Some technology has been implemented (SMART Boards, a few e-readers in the library, document cameras in math classrooms), but more is needed to truly immerse students and teachers in various modes of text.

Objectives:

1. Expand technology and professional development/training to enhance the curriculum, engage and motivate students (including those in various Tiers of the RTI model), and increase rigor in attainment of literacy skills needed by 21st-century learner (**The What, p. 6**)

Project Plan-TCMS 2014

2. Incorporate technology such as tablet use and document cameras into instruction to “enhance adolescent literacy by fostering student engagement” (**The Why, p. 63**)

The success of the goals and objectives will be measured by the results on the CRCT and the universal screener, as well as the results of formative assessments, documentation from professional learning and team meetings, student and staff surveys, and administrator observation of technology use.

Goals to be Funded with Other Sources

Revenue sources (such as school funds, Title I, Title II, Title VI-B, and SPLOST monies) available to TCMS are already being used to fund other literacy initiatives (subscriptions to classroom periodicals, renewals of electronic programs, purchase of content-area novels, etc.). These initiatives are used to help meet the goal of increasing content-area literacy, and will continue after implementation of the grant.

School Schedules

Fifth Grade Schedule

7:30-8:00	Homeroom
8:00-8:50	Reading
8:50-9:50	Academic Block 1
9:50-10:45	Academic Block 2
10:45-11:15	Lunch
11:20-12:10	Exploratory/Tier 3 Instruction
12:15-1:35	Academic Block 3 (includes break)
1:35-2:50	Academic Block 4
2:55-3:30	Dismissal/BEE Smart Tutoring (Tier 2)

The fifth grade schedule allows for two-teacher teams that integrate literacy into the content areas. One member of the team teaches language arts and social studies, and the other teaches math and science. Both teachers use literacy strategies throughout the academic block.

Project Plan-TCMS 2014

Sixth Grade Schedule*

7:30-8:00	Homeroom
8:00-8:40	Exploratory 1/Tier 3 Instruction
8:40-9:20	Exploratory 2/Tier 3 Instruction
9:20-10:20	Academic 1
10:20-11:20	Academic 2
11:20-12:20	Academic 3
12:20-12:35	Reading in the Content Area/Academic 4 (MERIT Team)
12:35-1:05	Lunch
1:05-1:50	Reading in the Content Area/Academic 4 (MERIT Team)
1:50-2:50	Academic 5
2:50-3:30	Dismissal/BEE Smart Tutoring (Tier 2)

*Break is distributed among one subject per day

Seventh Grade Schedule

7:30-8:00	Homeroom
8:00-8:58	Reading in the Content Area/Academic 1 (MERIT Team)
8:58-9:56	Academic 2
10:00-10:40	Exploratory 1/ Tier 3 Instruction
10:40-11:20	Exploratory 2/Tier 3 Instruction
11:20-11:50	Lunch
11:50-12:48	Academic 3
12:48-1:46	Academic 4
1:46-1:56	Break
1:56-2:55	Academic 5
2:55-3:30	Dismissal/BEE Smart Tutoring (Tier 2)

Eighth Grade Schedule

7:30-8:00	Homeroom
8:00-8:58	Academic 1
8:58-9:56	Reading in the Content Area/Academic 2 (MERIT Team)
9:56-10:06	Break
10:06-11:04	Academic 3
11:04-12:00	Academic 4
12:00-12:30	Lunch
12:30-1:30	Academic 5
1:30-2:10	Exploratory 1/Tier 3 Instruction
2:10-2:50	Exploratory 2/Tier 3 Instruction
2:50-3:30	Dismissal/BEE Smart Tutoring (Tier 2)

Project Plan-TCMS 2014

RTI Model

Tier 1

If fewer than 80% of students are successful in any area:

- provide research-based intervention strategies and/or materials for differentiated instruction in reading fluency and comprehension, vocabulary acquisition and use, and writing
- participation of teachers in ongoing professional learning (online, conferences, or other venues) on the following:
 - a. Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (**The What, p. 11**).
 - b. Georgia Department of Education (GaDOE) resources for RTI, universal screening (e. g., EasyCBM, etc.) (**The What, p. 11**).

Tier 2

To meet the needs of the students identified in the strategic and intensive groups:

- provide additional blocks of time in the daily schedule for intervention (**The What, p. 12**)
- provide research-based intervention strategies and/or materials for intensive classroom instruction in reading fluency and comprehension, vocabulary acquisition and use, and writing, along with well-trained interventionists (**The What, p. 12**)
- participation of teachers in ongoing professional learning (via online sources or other venues) on the following (**The What, p. 12**):
 - a. Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (**The What, p. 11**).
 - b. Progress monitoring

Project Plan-TCMS 2014

Tier 3

To meet the needs of the students in the intensive group:

- provide research-based intervention strategies and/or materials for intensive instruction in reading fluency and comprehension, vocabulary acquisition and use, and writing
- provide a highly-specialized instructor who will provide daily quality intensive instruction (during exploratory time) and progress monitor on a frequent basis. (**The What, p. 12**)
- Discuss avenues to provide more interventions 1:1-1:3 during a protected time daily by a trained interventionist (**The What, p. 12**)

Tier 4

To meet the needs of the students who have been targeted to participate in specialized programs:

- continue to ensure that students are placed in the least restrictive environment throughout the day's schedule (**The What, p. 12**)
- ensure strict alignment with delivery of CCGPS, even in separate settings (**The How, p. 47**)

Assessment Data Analysis Plan-TCMS 2014

Current Assessments and Data Analysis Protocol

TCMS has an assessment and data analysis plan that utilizes formative and summative data through “universal screening, progress monitoring, and diagnostic assessment” (**The Why, p. 99**).

EasyCBM

The EasyCBM is a universal screener that is administered to all students three times a year (fall, winter, spring) and measures student achievement in reading fluency, comprehension and vocabulary usage. The reading fluency portion is administered by all faculty during a “blitz” where teachers use planning time to visit another grade level and test students one-on-one; the comprehension and vocabulary portions are administered by classroom language arts teachers (both regular and special education) via computers within the classroom (vocabulary portion) or computer lab (comprehension portion). Data is presented to parents via student profile sheets attached to progress reports or report cards following each screening date and is used by classroom teachers to identify students within the high risk and some risk categories to differentiate instruction and implement interventions in the classroom.

CRCT

The CRCT is a standards-based summative assessment which is administered by certified personnel to all students in the spring during the statewide testing window. The test measures student mastery of grade-level CCGPS (reading, language arts, math, science, social studies). Lexile scores are also provided by the CRCT. Data is used by the leadership team and classroom teachers to identify students who did not meet expectations the previous year in each subject area. This data can be used to place students in flexible intervention groups in subsequent years. The data is also used by the leadership team to determine areas of strengths and weaknesses of the instructional program (which are incorporated into the school improvement plan) and is then shared with classroom teachers and used to revise instructional practices. The data is presented to parents via student profile sheets attached to the final report card and to the community via the school website. This year, the CRCT will be replaced by the new Georgia Milestones state assessment.

Assessment Data Analysis Plan-TCMS 2014

ITBS

The ITBS is a nationally standardized norm-referenced test which is administered by certified personnel to sixth grade students in the fall and provides an in-depth measure of important educational objectives; it also yields reliable and comprehensive information about the development of students' skills and their ability to think critically. Data is used primarily for placement in gifted services and is presented to parents via score reports within the second report card. The data team uses ITBS results to plan professional learning activities directed to strengthen instruction.

Benchmarks

Benchmarks are school-level, standards-based assessments developed and administered by classroom teachers to all students in each academic area at the end of the first three nine week periods. These assessments measure student mastery of standards taught in each content area within the nine weeks. Data is used to identify and monitor students who have not mastered grade-level standards and to determine necessary instructional changes (including beginning the RTI process or moving students in or out of tiered instruction groups). Data is presented to parents electronically via Parent Portal. The data team analyzes the results and plans professional learning to strengthen instruction (thereby using the assessments in a formative manner, as well).

Student Learning Objective Assessments

Students in non-tested subjects (at TCMS, these include exploratory/CTAE and Spanish I and II classes) must take a content-specific, grade-level appropriate assessment aligned to both the curriculum standards and specified student learning objectives. The main objective of these assessments is to improve student learning within the classroom. These assessments recognize and measure student success and teachers' impact on student learning.

Assessment Data Analysis Plan-TCMS 2014

STAR Reading

Fifth grade students take the computerized STAR Reading test times a year (fall, winter, spring) and use the grade equivalent (GE) score and zone of proximal development (ZPD) range to determine student reading level and to assign appropriate texts.

ACCESS for ELs

ACCESS for ELs (administered by ESOL teachers once a year) is a three-part large-scale test that addresses the English language development standards. Data is used to describe the spectrum of a learner's progression through the six levels of English language proficiency.

Results allow development of specific learning plans to target needed skills.

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency	Administered By
*EasyCBM (*possibly discontinued after implementation of SRI)	Screening and Progress Monitoring	Reading fluency, reading comprehension, vocabulary, math	Three times per year/PM as needed	Classroom teachers
ITBS	National comparison of skills	ELA, Reading, Spelling, Math, Science, Social Studies	Once annually for sixth grade students	Certified personnel
Benchmarks	Measure mastery of standards	ELA, Reading, Math, Science, Social Studies	Three times per year (at the end of the first three nine weeks grading periods)	Classroom teachers
Student Learning Objective Assessments	Measure mastery of standards	Exploratory/CTAE, Spanish I, Spanish II	At the end of each course	Classroom teachers
STAR Reading	Determine reading level	Reading comprehension	Three times per year (fall, winter, spring) to fifth graders	Classroom teachers

Assessment Data Analysis Plan-TCMS 2014

ACCESS for ELs	Screening	Language	Once annually	ESOL teacher
CRCT (will become Georgia Milestones in spring 2015)	Outcome	ELA, Reading, Math, Science, Social Studies	Once annually	Certified personnel

When *comparing the current assessment protocol with the SRCL assessment plan*, it was determined that TCMS's assessment plan contains the CRCT, as does the SRCL assessment plan. This assessment measures student outcomes. There is a gap between the two plans as TCMS (fifth-eighth grades) uses EasyCBM and does not currently use the Scholastic Reading Inventory (SRI). This assessment will be a screener and allow for progress monitoring and provide outcome information. The 5-8 grade configurations of TCMS will necessitate having to use SRI. EasyCBM could or may be discontinued after implementing the SRCL assessment plan.

New Assessments

The Scholastic Reading Inventory (SRI) for grades five-eight will be implemented during the language arts class three times a year by classroom teachers. To protect instructional time, the use of the new screeners will replace the current screeners (see chart below).

Assessment	Purpose	Skills	Frequency	Administered By
Scholastic Reading Inventory (SRI)	Screening and Progress Monitoring	Comprehension, vocabulary	Three times per year/PM as needed	Classroom teachers

Professional Learning Needs

Staff members responsible for administering the new assessments and implementing instructional changes based on results of those assessments will need professional learning. This will include:

Assessment Data Analysis Plan-TCMS 2014

- administration of the test
- interpreting the results
- using data to determine instructional needs or changes

Data Analysis Plan

The data from all assessments will be used to determine strengths and weaknesses within the areas of reading fluency, comprehension, and vocabulary acquisition and use. Teachers will meet weekly in grade-level content areas for data-driven planning sessions in order to choose the best instructional practices based on the data. During these meetings, teachers will also analyze student performance trends and adjust and/or differentiate instruction based on that analysis. The literacy team will meet quarterly to review the data and make suggestions for instructional changes for the upcoming year.

Presentation of Data to Parents and Stakeholders

Data is presented to parents and stakeholders in numerous ways: via quarterly student profile sheets, parent conferences, CRCT/ITBS reports, Parent Portal (electronic gradebook). It is reviewed annually by the leadership/school improvement team and used to design a plan for improvement and professional learning. This data is presented to the faculty at the beginning of the year faculty meeting and is shared via power point presentations on the school and district websites. The system wide data is presented to the Board of Education in the fall of each year and made public via news outlets and websites.

Resources Needed to Implement the Literacy Plan (Including Those that Foster Student Engagement)

- Technology devices for student use in literacy instruction across the curriculum
 - Tablets
 - E-books
- Technology devices for teacher use in literacy instruction, data analysis, etc.
 - Tablets
 - Document cameras
 - E-books
- Funding for consultants in literacy instruction and technology training
- Hardware and software to support literacy
 - Charging carts
 - Tablet apps
 - Tablet streaming box
 - Tablet keyboard cases
 - Additional technology support
 - Technology accessories

Resources-TCMS 2014

- Updating infrastructure to support additional technology (adding access points throughout the school to support the additional bandwidth requirements)
- Additional class sets of more complex texts (novels, anthologies, textbooks) for all content areas per Common Core requirements
- Addition of more complex texts (literary and informational) to teacher libraries
- Common Core GPS-aligned texts (CRCT practice, etc.)
- Intervention resources (both print and electronic)
- Content area vocabulary resources
- Pre-SAT vocabulary resources
- Intensive reading program for fifth grade
- Scholastic Reading Inventory (SRI) for all grades
- Materials to Increase Student Engagement
 - Addition of high-interest texts to school library (at a variety of Lexile levels for use in tiered instruction)
 - High-interest periodicals (all content areas)
 - Document cameras
 - Tablets
 - E-readers/E-books

Resources-TCMS 2014

Activities that Support Literacy Intervention Programs

- Professional learning on how to explicitly teach reading and writing in all content areas
- Reliable assessment instruments for screening (i.e. SRI) to identify students' specific needs.
- Tiered interventions based on formative and summative assessments.

Shared Resources

- Class sets of novels (1 title per content area, 4 titles per Language classes)
- SRA Kits (four per grade level)
- 7 Computer labs with 32 computers in each lab
- Library/Media Center

Library Resources

- 10,688 Nonfiction texts
- 10,851 Fiction texts
- Two Electronic books
- 40 Class sets of novels
- Reference materials
- 20 Overhead projectors

Resources-TCMS 2014

- One ELMO machine (document camera) to be shared among all teachers
- 200 Videos
- 198 DVD's
- 30 Periodical subscriptions
- Ten desktop computers
- Four laptop computers
- Teacher resource section (includes books, videos, etc.)

Activities that Support Classroom Practices

- Standards-Based instruction
- Learning Focused classrooms
- Individualized/Differentiated instruction
- Graphic Organizers
- Close reading/annotating
- Writing about reading (including constructed response)
- Previewing texts (activating prior knowledge)
- self-questioning
- read aloud-think aloud

Resources-TCMS 2014

- visualizing
- making connections between text and self
- summarizing
- evaluating
- progress monitoring

Additional Strategies Needed to Support Student Success

- Teaching explicit reading in all content areas
- Vocabulary acquisition strategies
- Interventions for students not meeting requirements
- Teaching writing across the curriculum
- Common literacy language among faculty (such as the seven habits of an effective readers as listed in the “**Why**” document)

Current Classroom Resources

- Class sets of more complex texts (novels, anthologies, textbooks) for all content areas per Common Core requirements
- Textbooks for content-areas (note: few content areas at each grade level have current textbooks)
- Content-area extended texts

Resources-TCMS 2014

- Periodicals
- Teacher-supplied classroom libraries
- CRCT practice books
- SMART Board and ceiling-mounted projector (103 total)
- One to five student desktop computers
- One teacher desktop computer
- One printer
- Voice amplification system

To meet student needs and to increase reading comprehension and vocabulary acquisition, funding would be used foremost for professional learning. Content-area teachers who are responsible for CCGPS literacy standards will participate in professional learning as documented in the Professional Learning Strategies Identified on the Basis of Documented Needs portion of this document. Secondly, SRI will be purchased with SRCL funds as stated on the Assessment Chart for SRCL Grant. Next, monies will be used to purchase materials to increase student engagement (e.g. document cameras, tablets, high interest texts, etc.). Non-SRCL resources will continue to provide funding for classroom periodicals and an online essay scoring system.

Proposed technology purchases will support RTI (interventions), student engagement, instructional practices and writing through the following:

Resources-TCMS 2014

- Document cameras
 - immediate use of student writing (exemplars) for modeling of best writing techniques (genre-specific skills, content-specific skills, editing skills, revision strategies, etc.)
 - guided practice/modeling of completing constructed response items
 - immediate use of assessment to drive instruction (looking at student work while students are working and immediately using the students' work to focus on a skill that students may be struggling with)

- Tablets
 - increase student use of technology within the learning process to promote engagement and relevance (**The What, pg. 11**) by providing additional tablets
 - production, publishing, and communication/presentation of writing across the curriculum and other technology-based projects such as research (meeting Common Core standards)
 - allow for interaction and collaboration with others through the use of digital sources (meeting Common Core standards)
 - used in conjunction with classroom SMART Boards (teachers can sync tablets to SMART Boards and use apps available on the tablet)
 - download apps to be used with students in all classes (regular and special education) and during scheduled intervention times

Resources-TCMS 2014

- document student work (using camera feature) to post work on website
- creation of videos and other multimedia presentations
- use as an e-reader

Professional Learning Plan-TCMS 2014

Professional Learning Activities of Past Year, Number of Hours of Professional Learning, and Percentage of Staff Attending.

Summer Professional Learning

Professional Learning Program	Time/Days	Staff Participation
School Improvement Plan	2 days (May 29-30, 2014)	Leadership Team
R.T.I Training	1 day (July 25, 2014)	50% 5 th -6 th Teachers
ELA Summer Academy	2 days (June 23-24, 2014)	One 6 th grade ELA teacher
Close Reading Strategies (Redelivery from ELA Summer Academy)	2 half days (July 22-23, 2014)	50% S.S. Teachers; all new teachers
ESOL Professional Development Workshop	1 day (July 23, 2014)	12 teachers (those working with an ESOL student in the fall)

School Year Professional Learning

Professional Learning Program	Time/Days	Staff Participation
Technology Instruction in the Classroom	Planning Periods (once per month)	100% of teachers
Unit Writing	Planning Periods (weekly)	100% 6 th , 7 th , 8 th Science Teachers
Unit Writing	Planning Periods (weekly)	100% 5 th -8 th Math Teachers
“CLOSE” Reading Student Samples and Constructed Response Samples	Two planning periods (August 13 and 20, 2014)	5 th -8 th All content teachers
Analysis of Student Work; Anchor papers and Rubrics (w/consultant)	1 planning period (August 21, 2014)	5 th – 8 th ELA Teachers

Professional Learning Plan-TCMS 2014

Writer's Workshop (w/consultant)	3 days (August 27, October 15-16, 2014)	Instructional coordinator, two ELA teachers, one science teacher, one SS teacher
R.T.I. Training	3 planning periods (September 23-25, 2014)	100% 7 th -8 th Teachers
Formative and Summative Assessment Team (FAST)—ELA (w/consultant)	5 days (October 1, 24, December 5, January 22, February 12)	One ELA teacher per grade
Formative and Summative Assessment Team (FAST)—Math (w/consultant)	5 days (October 1, 27, January 23, February 12)	One math teacher per grade
Redelivery of FAST information (Milestones updates, formative assessments, etc.)	1 planning period (October 22)	100% of ELA and math teachers
Vertical Science alignment	1 day (October 23, 2014)	One non-MERIT science teacher per grade
Interactive Notebook Training (w/ RESA consultant)	½ day (October 27)	100% 5 th -8 th Math Teachers
Vertical Science alignment	1 day (October 31, 2014)	One MERIT science teacher per grade
Lexile Training (w/consultant)	1 day (November 11, 2014)	Instructional coordinator, media specialist, one ELA teacher
SLDS and TRS Training (w/consultant)	Two planning periods total (November 13 and 20, 2014)	100% all teachers
Techno Expo (Technology and Instructional Strategies)	½ Day (January 5, 2015)	100% all teachers

Professional Learning Plan-TCMS 2014

List of On-Going Professional Development during Weekly Meetings

- Literacy in the Content Area: All content-area teachers are involved in professional development regarding best practices for implementing literacy instruction within the content area class.
- Unit Writing: All content-area teachers are involved in the continuous unit writing and revising process and attend professional development on implementing CCGPS into instructional units
- Technology in the classroom: new technology use is being presented by peers and administrators.
- Updates on Georgia Milestones assessments (release of new information, changes to procedures, etc.)
- Assessment analysis (both formative and summative assessments)

List of On-Going Professional Development for Selected Teachers

- Gifted Cohort: 4 representatives from TCMS, divided among the grade levels, were chosen to train year-long and receive gifted certification.
- Formative and Summative (Assessment) Team (FAST): one ELA and one math teacher per grade level serves on this team which selects and evaluates assessments of learning; the members of this team serve as experts in the role of redelivering assessment information to the rest of the grade-level department

Professional Learning Plan-TCMS 2014

Programmatic Professional Learning Needs Identified in the Needs Assessment

After reviewing the data from the needs assessment and analyzing the root causes, TCMS determined several areas of need with regards to professional development (see table below).

These professional learning opportunities will strengthen literacy instruction across content areas and engage students (through the use of technology).

Goal/Objectives Based on Research	Professional Development
<p>Integrate literacy comprehension strategies and skill instruction in content areas</p> <p>Provide teacher training in explicit literacy strategies that support core and content reading (The What, p. 6)</p>	<p>Literacy in the Content Areas</p>
<p>Increase teacher understanding of how to select and implement interventions aligned to student needs</p> <p>Provide professional learning in intervention techniques which allow teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information (The What, p. 12)</p>	<p>Effective Intervention Techniques Based on Student Need</p>
<p>Increase teacher understanding of how to select and implement interventions aligned to student needs</p> <p>Assist content area teachers in embedding strategies which into their instruction which allow them “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007, as cited in The Why, p. 124)</p>	<p>Literacy in the Content Areas</p>
<p>Develop a plan to utilize assessments more effectively to achieve instructional goals</p> <p>Train teachers to use the decision-making protocol to identify student instructional needs (The How, p. 39)</p>	<p>Analysis and Use of Data/ Effective Intervention Techniques</p>
<p>Increase teacher and student access to multiple modes of text via technology</p> <p>Expand technology and professional development/training to enhance the curriculum, engage and motivate students, and increase rigor in attainment of literacy skills needed by 21st-century learner (The What, p. 6)</p>	<p>Technology Training (Implementation of technology in all classrooms)</p>

Professional Learning Plan-TCMS 2014

Increase teacher and student access to multiple modes of text via technology Incorporate technology into instruction which can “enhance adolescent literacy by fostering student engagement” (The Why, p. 63)	Technology Training (Implementation of technology in all classrooms)
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On the staff literacy survey (used in the needs assessment), staff members were asked to identify best practices in literacy instruction in which they believed they needed more professional development. Those responses are listed below.

- Using reading and writing strategies to enhance learning in all classes (63.2%)
- Using various components of technology (44.6%)
- Vocabulary acquisition and use (42.1%)
- Using diverse texts (39.3%)
- Ongoing formative assessment (37.5%)
- Fluency (33.3%)
- Systematic and explicit instruction (26.8%)

Based on the same survey, teachers at Thomas County Middle School prefer both face-to-face and online methods of delivery for professional learning. When asked what delivery method they preferred, either face-to-face professional learning or a mixture of both delivery methods, 53.4% of staff chose a mixture of the two methods of delivery.

Professional Learning Plan-TCMS 2014

Effectiveness

The effectiveness of professional learning will be measured in the following ways:

- completion of teacher surveys following professional learning sessions
- implementation of strategies and best practices into lesson and unit plans
- results of formal and informal observations (providing evidence of the knowledge and use of professional development)
- analysis of formative assessments following instruction that has been modified based on professional learning

Sustainability Plan-TCMS 2014

Sustainability of the SRCL grant will be top priority. District-level leaders will work with school-level literacy leaders to ensure that the necessary resources, training, and materials are available to fully implement the Georgia Literacy Plan at TCMS.

To extend the assessment protocol beyond the grant period the following will be continued:

- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments
- Use technology to share student progress with families in an easily interpreted format.
- Provide assessment measures that can help identify high achieving learners as well as assessments to influence instructional decisions regarding RTI
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing progress)
- Record scheduled training sessions to train/retrain staff who administer assessments to maintain use of standardized procedures and accurate data recording.
- Acknowledge staff's efforts to improve use of assessment data to inform instruction.
- Make data-driven budget decisions aligned with literacy priority
- Use technology for communicating data to district literacy leadership.
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals.
- Evaluate the effectiveness of programs/policies

Sustainability Plan-TCMS 2014

- Redefine school improvement goals
- Adjust curriculum alignment to eliminate gaps
- Ensure students are appropriately placed in specific programs
- Share/analyze student work samples as a way to inform instruction during collaborative planning
- Utilize online options for collaboration among teachers within and across schools on lesson planning
- Record online collaboration sessions for those who could not attend at the designated time
- Use school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement
- Continue to build collaborative data meetings into the monthly calendar
- Use online options to continue to train new members of the meetings in the expectations and functions of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient

We will utilize the parent/community coordinator *to develop community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment.*

Supporters will be well-publicized via the community newspaper, school website and social media page.

Sustainability Plan-TCMS 2014

To maintain technology SPLOST, Title VI, Title I, and Title IC monies are and will continue to be used. *To maintain site licenses*, Title monies will be used. *Supplemental print materials* can be purchased with Title I funds. *Other print materials* will continue to come from school budgets.

To ensure new teachers receive relevant professional learning, they will be expected to attend the monthly “New Teacher Academy” sessions where training is designed to assist teachers new to the profession and/or new to the school. Sessions are developed based on teacher need. Topic areas mandated include assessment and other protocols specific to the school. Each new teacher will also be assigned a mentor teacher from his/her grade level and subject area.

To maintain ongoing professional learning practice

- weekly protected collaboration time will be set aside
- topics based on the needs assessment will be scheduled on the yearly calendar and conducted on furlough days, during release time, or summer
- pertinent staff observe classrooms where best practices are already in place
- school based experts share knowledge during grade level and content area meetings
- record online collaboration sessions to be viewed by those who could not attend training at designed times
- use online training
- videotaping and peer-to-peer coaching

Sustainability Plan-TCMS 2014

- encourage use of the professional library
- encourage teachers to participate in online professional communities
- continue to analyze the training to determine the impact of teaching strategies

Lessons learned through the SRCL project will be shared with other schools via presentations to administrative staff and/or school improvement teams and to teachers new to the LEA via the New Teacher Academy.

Budget Summary-TCMS 2014

Professional Learning Activities

In determining the budget for the Striving Readers grant, three main areas were taken into consideration: professional learning, technology, and other resources needed (texts, interventions resources, etc.) in order to implement the plan. Due to the implementation of the CCGPS literacy standards into content-area classes, content-area teachers need professional learning in literacy instruction, research-based strategies, and assessment (data) analysis. Teachers across the disciplines also need continued training on tiered levels of instruction (implementation of interventions). With the new technology the Striving Readers grant will bring, teachers will need professional learning on how to use the technology and how to successfully implement the use of the technology within the classroom. Some training can be in-house (redelivered by faculty members), but some will require the use of a consultant.

Title of Training	Unit Price	Units Needed	Total Price
Literacy instruction in the content areas (three days per content area for each grade level – total 48 consultant days) 4 grade levels x 4 content areas x 3 days = 48 consultant days.	30/hour (summer or furlough days)	80 x 3 eight-hour days (1920 Hours)	57, 600
Research based strategies and use of rubrics and other assessments to improve literacy instruction	30/hour (summer or furlough days)	80 x 1 eight-hour day	19, 200
Literacy instruction for all students: instructional strategies (including writing), seven habits of effective readers, differentiated instructional options	30/hour (summer or furlough days)	80 x 1 eight-hour day	19, 200
Tier 1, 2, and 3 instruction, selection of interventions, documentation	30/hour (summer or furlough days)	80 x 1 eight-hour day	19, 200

Budget Summary-TCMS 2014

Use of Technology in the Classroom (tablets, document cameras, etc.)	30/hour (summer or furlough days)	105 x 3 eight- hours day (2520 Hours)	75,600
Consultant Fees	80 per hour	52 eight- hour days = 416 hours	33,280

Resources Needed to Implement the Literacy Plan and Increase Student Engagement

In order to meet the assessment plan of the SRCL, the SRI program must be purchased.

Extended, engaging texts that fit the CCGPS description of “complex” are needed, along with CCGPS test-prep materials to help students become familiar with the new format of CCGPS test questions.

New technology will allow teachers to integrate the technology mandated by the CCGPS into instruction and to engage students. Students will be able to respond via blogs, wikis, etc. using tablets. Document cameras will allow teachers to use student work as immediate examples of exemplars without having to first make a transparency or class set of copies. One cart of 30 tablets will be shared among each team (two to five members). Additional carts and tablets will remain in the library for check-out.

Title of Resource	Unit Price	Units Needed	Total Price
SRI (Program Software 200 licenses) x 5 years	15,000	1	15,000
SRI (Expansion Plan 50 licenses) x 5 years	2,500	32	80,000
SRI Produce Support Plan x 5 years	1,125	1	1,125
Document Cameras	400	85	34,000
Tablet (Teachers)	600	105	63,000
Tablet Streaming Box	100	105	10,500
Tablet Apps	50 per tablet	705	35,250

Budget Summary-TCMS 2014

Tablets (Students)	400	30/class x 20 classes = 600	240,000
Tablet Charging Station (charges 30 tablets)	600	20	12,000
Tablet Keyboard Cases	140	600	62,400
Technology Support	100	705	70,500
Technology Accessories	5,000	1	5,000
Infrastructure Update	500	30	15,000
E-Books	10 per book	5 books x 600 Tablets = 3000	30,000
High-Interest Texts	15	200	3,000
Addition of more complex texts	15.00	200	3,000
Intervention resources (print and electronic)	1,500	8 classes	12,000
Intensive reading program for fifth grade	2,000 per class	7 classes	14,000

Totals		
Professional Learning		\$224,080
Screeners		\$96,125
Resources		\$609,650
Grand Total		\$929,855