

**GEORGIA DEPARTMENT OF EDUCATION**  
**Striving Readers Comprehensive Literacy**  
**Program**  
**LEA Grant Application**  
**System Cover Sheet.**

<b>Please return to:</b> Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344		<b>DOE Use Only</b> <b>Date and Time Received:</b>	<b>DOE Use Only:</b> <b>Received By:</b>
<b>Name of Applicant:</b> Brantley County School District			<b>Project Number:</b> (DOE Assigned)
<b>Total Grant Request:</b>  \$ 2, 011, 604		<b>System Contact Information:</b>	
		<b>Name:</b> Greg Jacobs, Ed.D.	<b>Position:</b> Assistant Superintendent
<b>Number of schools</b>		<b>Phone:</b> 912-462-6176	<b>Fax:</b> 912-462-6731
<b>in system:</b> 7	<b>applying:</b> 7		
<b>Congressional District:</b> 1st		<b>Email:</b> greg.jacobs@brantley.k12.ga.us	

**Sub-grant Status**

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

<input checked="" type="checkbox"/>	School District	Community-based Organization or other Not-for-Profit Organization
<input type="checkbox"/>	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

**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: Dr. Greg Jacobs

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

Address: 272 School Circle

City: Nahunta Zip: 31553

Telephone: ( 912 ) 462-6176 Fax: ( 912 ) 462-6731

E-mail:  
greg.jacobs@brantley.k12.ga.us

\_\_\_\_\_  
**Signature of Fiscal Agency Head (required)**

Dr. Drew Sauls  
**Typed Name of Fiscal Agency Head (required)**

Superintendent  
**Typed Position Title of Fiscal Agency Head (required)**

12/14/2011  
**Date (required)**

# GEORGIA DEPARTMENT OF EDUCATION

## Striving Readers Comprehensive Literacy Grant

### School and Center Cover Sheet

<b>DOE Use Only</b> Date and Time Received:		<b>DOE Use Only:</b> Received By:		<b>DOE Use Only:</b> Project Number	
<b>School Name:</b> Brantley County Middle School				<b>Total Grant Request:</b> \$303,580	
<b>System:</b> Brantley		<b>School Contact Information:</b>			
		<b>Name:</b> Angela Haney		<b>Position:</b> Principal	
<b>Number of Students:</b>		<b>Phone Number:</b> (912)462-7092		<b>Fax Number:</b> (912)462-6785	
553		<b>Email Address:</b>			
<b>Number of Teachers:</b>					
38					
<b>Free/Reduced Lunch %:</b>	61.08%				
<b>Principal's Name:</b> Angela Haney				<b>Other Reform Efforts in School:</b>	
				<b>Principal's Signature:</b>	

## LEA Narrative

### Current Priorities

Educating students in the 21<sup>st</sup> century offers unique challenges for educators in the United States. The Great Recession has cast a great shadow across most school systems in the United States due to drastic budget reductions that have resulted in limited resources for teachers and students. Expectations for performance are high for students and teachers, and accountability measures are in place to gauge the attainment of the expectations set forth by local, state, and federal governments. Accountability measures are not new to the American educational system, but the measures definitely draw more attention in today's information age. One important challenge facing educators is the pressure to graduate all students with the skills and abilities to be successful in the 21<sup>st</sup> century workforce. The skills and abilities required to be competitive in today's workforce no longer simply include the 3R's, Reading, wRiting, and aRithmetic. Literacy skills are more comprehensive as skills such as listening, communicating, viewing, researching, interpreting, and presenting are now required to meet literacy standards. Mathematics requires reasoning and problem-solving skills to be successful. Add to that the necessary technology skills and knowledge that is required of 21<sup>st</sup> century workers, and the American educational system has a daunting task of preparing students for jobs that will use technologies not yet developed.

The Brantley County School District's number one priority is to prepare its students to be successful in the 21<sup>st</sup> century workforce by providing students with a variety of learning experiences that allow them to acquire the essential skills and knowledge of 21<sup>st</sup> century workers. In order to meet this goal, the school district has identified five focus areas to meet the goal of graduating all students

prepared for the 21<sup>st</sup> century workforce. These five areas are as follows: High-quality instructional practices including differentiated instruction, authentic assessment, and higher-order thinking skills; Reading instruction and support for students of all ability levels; Writing instruction, opportunities, and support in all academic areas for students of all ability levels; Mathematics instruction and support that promotes problem-solving and reasoning skills for students of all ability levels; and Opportunities for all students to develop 21<sup>st</sup> century technology skills.

The focus areas are intended to provide a framework for the development of specific priorities that address needs aligned to the overall goal of preparing Brantley County graduates to be successful in the 21<sup>st</sup> century workforce. Current specific priorities that are aligned with the five focus areas are included in the following table.

Specific Priority	Need	Students
Intensive Writing Program	<ul style="list-style-type: none"> <li>• Consistent terminology and techniques for writing.</li> <li>• Variety of instructional and support resources including technology.</li> <li>• Males performing lower on state writing assessments.</li> </ul>	All students K-12
Engaging students in reading at all ability levels using multiple resources (Books, periodicals, online text, e-text).	<ul style="list-style-type: none"> <li>• Providing students of all ability levels in reading (Struggling to Advanced) engaging reading resources to motivate and increase fluency and comprehension skills using a variety of resources including technology.</li> </ul>	All students K-12
High-quality Professional Learning for Teachers in <ul style="list-style-type: none"> <li>• Writing</li> <li>• Higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Writing techniques for ELA and content teachers.</li> <li>• Higher order thinking skills instructional tasks</li> </ul>	All teachers in grades Pre-K - 12

skills <ul style="list-style-type: none"> <li>• Technology applications</li> </ul>	and student activities. <ul style="list-style-type: none"> <li>• Utilization of existing technology to enhance instruction and student learning.</li> </ul>	
Successfully implement the Common Core Georgia Performance Standards (CCGPS). <ul style="list-style-type: none"> <li>• Align curriculum documents to CCGPS, course maps, unit plans, etc.</li> <li>• Align assessments to CCGPS including unit exams, performance tasks, formative assessments, and benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• ELA and Math</li> <li>• Reading and Writing for History, Science, and Technical Subjects</li> </ul>	All students K-12  All students 6-12

**Management Structure**

The Striving Readers grant implementation will be managed through the office of the Assistant Superintendent of Instruction, Dr. Greg Jacobs. At the district level, Dr. Jacobs will coordinate grant implementation with the district financial department, technology department, and the individual schools. The Assistant Superintendent of Finance, Mr. Read Carter, heads the district financial department. He will oversee the requesting and allocating of grant funds, purchasing resources, and auditing the grant. Mr. Carter is also the Federal Programs coordinator and will advise on federal programs regulations. Dr. Jacobs who is the district professional learning coordinator and curriculum director will coordinate the following: planning professional learning activities funded through the grant, issuing professional learning units to staff, aligning instructional and technology resources with grant priorities, and aligning grant initiatives with CCGPS rollout. The Brantley County School District technology director, Alan Morgan, reports to Dr. Jacobs; therefore, all technology needs will be

coordinated by Dr. Jacobs. The following table identifies the specific tasks and individuals needed to successfully implement the Striving Readers grant at the district level.

Department	Financial Department	Technology Department	Professional Learning	Curriculum and Instruction
District Department Head	Mr. Read Carter	Mr. Alan Morgan	Dr. Greg Jacobs	Dr. Greg Jacobs
Tasks	Request and allocate grant funds.	Recommending technology resources based on school needs.	Planning / coordinating professional learning activities for Striving Readers initiatives.	Ensuring Striving Reader initiatives align with district priorities and areas of focus.
	Issuance of purchase orders and maintenance of financial records, including items received.	Requesting purchase of needed technology.	Issuing Professional Learning Units to staff for participating in Striving Readers activities.	Coordinating the alignment of curriculum documents and assessments with the CCGPS.
	Auditing grant.	Labeling and tracking technology equipment purchased through grant.		Monitoring the implementation of the Striving Readers grant initiatives.
		Supporting and maintaining technology purchased through grant.		Evaluating the effectiveness of the Striving Readers grant initiatives.

At the school level, the school principal will be responsible for the overall management of the grant. Along with the school principal, the school media specialist, and the school literacy team will play important roles in identifying school needs, recommending solutions to meet the needs of the school, and ensuring the proper implementation of the Striving Readers grant initiatives. The following table provides a summary of the tasks and person(s) responsible for executing the tasks at the school level.

Person(s) Responsible	School Principal	School Media Specialist	School Literacy Team
Tasks	Overall Management of Striving Readers grant at the school level.	Assist the principal in purchasing and processing new materials for the Striving Reader initiatives.	Align the literacy needs of the school with the Striving Readers initiative.
	Requesting purchase orders for resources needed as defined in the Striving Readers grant.	Receive training in new technology programs and assist teachers in the integration of new technology in lessons.	Recommend materials/ services needed to implement school literacy plan and Striving Readers initiative.
	Documenting the receipt of purchased materials or services and communicating to the Accounts Payable office at the Brantley County Board of Education.	Select materials aligned with Striving Readers goals for the media center.	Support the implementation of strategies and materials addressed in the Striving Readers grant.
	Ensuring that staff members participate in Professional Learning Activities provided by the Striving Readers grant.	Assist with CCGPS implementation.	Support the implementation of the CCGPS.
	Ensure that the Striving Readers grant initiatives are carried out in the	Encourage and facilitate reading throughout the school to support the Striving Readers	Conduct formative and summative evaluation of the strategies and materials used in the

	school.	initiatives and CCGPS rollout.	Striving Readers grant.
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To ensure that the Striving Readers project is successfully implemented, constant communication of Striving Readers goals and objectives, implementation progress, and formative and summative evaluations of grant initiatives will be on the agenda for district and school professional learning community meetings. The district leadership professional learning community is composed of Superintendent Dr. Drew Sauls, Dr. Jacobs, Mr. Carter, Mrs. Tumlin, the district special education director, and all school principals. The district leaders meet twice a month. The school professional learning communities meet at least once a month.

**Past Instructional Initiatives**

Over the past several years, the Brantley County School District has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21<sup>st</sup> century workforce. Included in the table that follows are the major instructional initiatives that have been initiated in the district. There are many other instructional initiatives at the district level and school level that have been implemented over the past few years, but space limits the discussion to the major initiatives that support the district’s capacity and the schools’ capacities to initiate and implement major instructional projects. The following table identifies the instructional initiative, a brief description of the initiative, and a timeline of the initiatives.

Instructional Initiative	Description of Initiative	Timeline
Implementation of highly effective instructional practices (Learning-Focused School/ Best Practices/ Standards-Based Practices) into classroom	The work of Robert Marzano and Max Thompson in identifying highly effective instructional practices led to professional learning and implementation of such practices in classrooms throughout the United	Learning-Focused Schools Training began in 1999.  Best Practices Training - Ongoing

instruction.	States, Georgia, and Brantley County.	
Rollout of Georgia Performance Standards (GPS).	The expectations for student learning were defined by the GPS that necessitated training for all teachers.	Began in 2004-05 – Ongoing.
Development and implementation of curriculum documents aligned to the GPS including course maps, content maps, skills and knowledge maps.	A common set of standards for Georgia students necessitated the district aligning the GPS into common curriculum documents for our teachers.	Began in 2004-05 - Ongoing
Development and implementation of common formative and summative assessments aligned to the GPS including Unit Exams, Formative Assessments, Performance Tasks, and Benchmarks.	Teachers from across the district meet continuously to review assessments and modify as needed based on student needs. There are common formative and summative assessments for all contents in all grade levels.	Began in 2004-05 - Ongoing
Development and implementation of Response To Interventions (RTI) procedures and practices.	Policies, procedures, and practices were developed and aligned to meet the needs of students who struggle. Professional learning in the use of various interventions (Wilson Reading/ Foundations) and progress monitoring software (GRASP) was offered.	Began 2007-08 - Ongoing
Implementation of School Professional Learning Communities	The professional learning communities established in schools offer the teachers an opportunity to focus on specific instructional needs in the school.	Began 2007-08 - Ongoing

## **Literacy Curriculum**

The current literacy curricula in Brantley County are grounded in the Georgia Performance Standards. Teachers in each grade level developed unit plans aligned to the GPS in Reading, Language Arts, Mathematics, Science, and Social Studies. Teachers currently use unit plans that were developed using a Learning-Focused unit model. Instructional activities and assessments contained within each unit plan are also aligned with the GPS. Reading/ Language Arts teachers incorporate various other curriculum materials to support instruction through the unit plans. Teachers in grades K-3 use SRA's *Imagine It* reading series and grades 4-5 use McGraw Hill's *Treasures* reading series.

## **Literacy Assessments**

Schools in the Brantley County School District assess students' literacy skills and knowledge using a variety of assessments. All students in the district take the required state assessments applicable to their grade level: CRCT (3-8); EOCT (9-12); GHSGT; Writing assessments in grades 3, 5, 8, and 11; and GKIDS for kindergartners. Students in 1<sup>st</sup> and 2<sup>nd</sup> grades were given the released Online Assessment System (OAS) tests for Reading, English Language Arts and Math as an end-of-year summative assessment. High School sophomores also take the PSAT, and students take the SAT or ACT as required for admission into postsecondary institutions. Seniors at Brantley County High School also complete the Work Ready assessment that assesses important literacy skills for 21<sup>st</sup> century workers in reading for information and locating information. On the opposite end of the spectrum, Pre-K teachers assess students throughout the year with a Development Checklist by Pearson. The checklist provides a formative assessment of the students' literacy skills in listening, speaking, reading, and writing. These assessments provide students, teachers, and parents with important information regarding a student's mastery of the GPS, Lexile level, and progress toward admission requirements to post-secondary

institutions. However, our teachers use many other assessments to gather more information regarding our students' performance toward state and national literacy standards.

Our district feels that it is essential that our teachers identify students' weaknesses and strengths prior to the end of year assessments. Therefore, our teachers have developed and use a variety of formative assessments that are aligned to the GPS Reading and ELA standards. Teachers use unit assessments including tests, quizzes, writing activities, performance tasks, and district-wide, common benchmark assessments to assess students' progress in literacy. The assessments vary in format from multiple-choice items to authentic writing response tasks. With the implementation of RTI in the district, teachers also use tests for fluency and comprehension using the GRASP universal screening assessment and progress monitoring assessments.

### **Need for a Striving Reader Project**

In order to determine the need for the Striving Readers grant, data from a variety of sources was gathered and analyzed. The following areas were assessed to determine need: student achievement in Reading/ Writing, demographic and socio-economic data, professional learning, and school literacy resources including materials and technology. The tools for assessing the aforementioned areas included analysis of standardized tests including subgroup data, student information data as reported through FTE, 2010 Census data, professional learning state report, professional learning surveys, teacher literacy resource surveys, and Pre-K director and teacher interviews. The needs assessment results from the schools were compiled to provide a general view of literacy needs in the district, and then each school identified targets for the Striving Readers grant based on their individual needs assessments and alignment with the district priorities. The results of each individual school are provided in the school

section of the grant application. The district needs assessment results are provided in the following tables. Based on the various needs assessments, the following needs are identified at the district level:

- Intensive Writing program K-12
- Professional Learning for teachers Birth to 12: (1). Literacy instruction, with an emphasis on writing instruction (2). Technology skills for operating hardware and software to support instruction.
- Literacy resources for students of all ability levels, including novels, leveled readers, and technology (software and hardware) to support and to engage students in writing and reading.

School	Enrollment and AYP Status	% Free / Reduced	# DNM Reading CRCT 3 <sup>rd</sup> Grade	% DNM CRCT 3 <sup>rd</sup> Grade	# DNM Reading CRCT 5 <sup>th</sup> Grade	% DNM CRCT 5 <sup>th</sup> Grade	# DNM Reading CRCT 8 <sup>th</sup> Grade	% DNM CRCT 8 <sup>th</sup> Grade
Waynesville Primary School (PreK-3)	433 - Met	77.14%	6	6%	-	-	-	-
Atkinson Elementary School(4-6)	291 - Met	82.47%	-	-	1	1%	-	-
Nahunta Primary School (PreK-3)	452- Met	67.48%	4	4%	-	-	-	-

Nahunta Elementary School(4-6)	285 - Met	68.07%	-	-	4	4%	-	-
Hoboken Elementary School (PreK-6)	620 - Met	58.71%	3	3%	2	3%	-	-
Brantley County Middle School(7-8)	555 - Met	61.08%	-	-	-	-	0	0%
			Graduation Rate		HS Grad in county: age 25+	HS in county: age 25+	BS or higher, % of adults 25+ county	BS or higher, % of adults 25+ state
Brantley County High School (9-12)	927 – NI-2	56.96%	68.3%		75.2%	82.9%	6.0%	27.1%

State Test	Grade Level	Student Subgroups and Gap					
		% DNM Economically Disadvantaged	% DNM Not Economically Disadvantage	Gap	% DNM Students with Disabilities	% DNM Students without Disabilities	Gap
CRCT-Reading	3	3	2	-1	6	2	-4
	4	15	2	-13	39	7	-32
	5	2	1	-1	15	1	-14
	6	5	1	-4	30	1	-29

	7	4	5	+1	22	3	-19
	8	1	0	-1	7	0	-7
EOCT Literature	9	20	6	-14	55	11	-44
	11	17	7	-10	57	9	-48
GHS GT - ELA	11	21	4	-17	57	8	-49
Writing	5	Not available	Not available	-	75	18	-57
	8	15	16	+1	50	11	-39
	11	8	12	+4	46	8	-38

Language Arts instructors and content instructors (Pre-K – 12) completed a survey to identify the current state of literacy resources in the district. Teachers in the district also completed a professional learning survey to assess participation in professional learning. The results from the literacy resources surveys and the professional learning survey are summarized below:

- 61.4% of ELA teachers surveyed indicate they do not have an adequate supply of current literacy resources.
- 66.3% of ELA teachers and 82.4% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for struggling writers.
- 88.1% of ELA teachers and 89% of Content teachers surveyed indicate they do not have technology to support struggling writers.
- 52.5% of ELA teachers and 63.7% of Content teachers surveyed indicate they do not have sufficient research-based literacy resources for challenged readers.
- 81.2% of ELA teachers and 76.9% of Content teachers surveyed indicate they do not have technology to support challenged readers.

- 69.3% of ELA teachers and 59.3% of Content teachers surveyed indicate they do not have sufficient resources for high achievers/ gifted students.
- 48.1% of ELA teachers and 46.2% of Content teachers surveyed indicate that the media center does not have current literacy resources to support students of all ability levels.
- Only 29% of 213 teachers submitting survey responses attended professional learning outside of the school district in 2010-11.
- Of 213 teachers submitting professional learning surveys, two teachers participated in Literacy specific training outside of the school district: Adolescent reading and Reading First training.

An interview of the district's Pre-K director indicated the following needs for children birth-4:

- Themed books for the classroom
- Literacy bags to send home with children to encourage reading at home
- Student computers for literacy activities
- Digital classroom technology such as classroom projectors and interactive boards to engage students in literacy activities
- Professional development for teachers to bridge literacy efforts with private pre-k centers, public pre-k centers, and Head Start

The selection for schools to participate in the Striving Readers Project was based on the school principal and school leadership team decision to participate in the grant. Each school reviewed the Striving Readers Project RFA and discussed the opportunities that the grant could provide the school to enhance the literacy program within the school. All schools met the absolute priority of serving students who attend schools with a high concentration of poor students and all schools identified areas of concern in literacy that require support through a project such as the Striving Readers grant.

### Experience of Applicant

	Project Title	Funded Amount	Is there audit?	Audit results
Brantley County School District	FY06 Title IID, Wireless Initiative	\$75 000	Annual state audit.	No findings regarding the use of grant funds.
	FY07 Title IID, Instructional Technology Enhanced Environment (ITEE)	\$96 250	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Title IID, Teachers, Teamwork, and Technology (T3)	\$93 592	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Governor's Office of Highway Safety	\$135 700	Annual state audit.	No findings regarding the use of grant funds.

### Description of Funded Initiatives

The initiatives that were funded through the Title II-D grants were intended to provide students and teachers access to technology in the classroom. The FY06 Title II-D, Wireless Initiative, grant focused on the 21<sup>st</sup> Century classroom and allowed the district to implement a 21<sup>st</sup> Century classroom model in an 8<sup>th</sup> grade math classroom at Brantley County Middle School. The FY07 Title II-D, Instructional Technology Enhanced Environment (ITEE), grant provided technology and training for science teachers at Brantley County High School in the integration of technology into classroom instruction. Teachers received classroom projection systems, classroom response systems, laptops, and training in the integration of such technology in the classroom. The FY08 Title IID, Teachers, Teamwork, and Technology (T3), grant was very similar to the FY07 grant in that it focused on the integration of

technology in the classroom, but this time the mathematics teachers at Brantley County High School benefited from the grant. Math teachers received technology equipment and training as well. The FY08 Governor's Office of Highway Safety Driver Training School grant allowed Brantley County High School to offer Driver's Education courses at Brantley County High School using simulators and cars purchased with the grant. The technology components purchased from these grants will be used to support literacy in the content classrooms, especially the implementation of an intensive K-12 writing program. Science and math teachers in the high school will also be able to support students of all ability levels in reading using the technology made available through previous grants.

### **Description of Non-Funded Initiatives**

The Brantley County School District has supported several initiatives in schools that parallel the grant-funded initiatives described above. Through the use of various Title funds and local funds, classrooms throughout the district in grades 4-8 and English Language Arts and Social Studies classrooms at Brantley County High School have been outfitted with digital classroom technology that includes classroom projection systems and interactive slates. Modern computer labs have also been installed in the schools for instruction and assessment of students with all ability levels. The special education department has also purchased a significant amount of technology such as computer pods for classrooms serving special education students. Schools have purchased computer pods for some classrooms to allow students access to technology in the classroom. The district purchased GRASP, the online RTI assessment tool for monitoring students' progress in Literacy and Math. The technology in the classrooms and computer labs will be used to support the implementation of an intensive K-12 writing program and other literacy resources that require technology. There are still technology needs, especially in the primary grades for classroom teachers to be able to support literacy through technology.

**Description of LEA Capacity**

The Brantley County School District has coordinated resources on numerous occasions when necessary to successfully implement a program or activity. Coordination of resources begins with people. Whenever a collaborative effort is required, principals and directors work together to direct resources in their control toward achieving the task at hand. The financial department at the Brantley County Board of Education is experienced in requesting and allocating grant funds, purchasing resources, and recording transactions. The Professional Learning Coordinator has planned and implemented large-scale trainings for teachers, and the technology department is adept at installing and supporting technology purchased through various funding sources. The aforementioned initiatives made possible through the competitive grants or use of district funds were all successfully implemented with the same structure and personnel that are currently in place.

**Resources**

	Title I Allocation	Budgeted Title I Funds			Title II Allocation
		Salaries/ Benefits	Supplies	Subs	
<b>LEA TOTAL</b>	\$820 153				\$134 486
Hoboken Elementary School	\$166 815	\$160 434.31	\$4 381	\$2 000	
Nahunta Primary School	\$124 749	\$124 540.65	\$208	-	
Nahunta Elementary School	\$93 687	\$82 028	\$9 659	\$2 000	

Waynesville Primary School	\$141 783	\$138 353	\$1 430	\$2 000	
Atkinson Elementary School	\$103 707	\$99 233.89	\$2 473	\$2 000	\$42 527.78 for salaries/benefits
Brantley County Middle School	\$175 149	\$169 803.15	\$2 346	\$3 000	\$98 058.22 for salaries/benefits

### **LEA Use of Title I Resources**

Brantley County School district's Title I allocation is primarily used to pay salaries and benefits for teachers or paraprofessionals in order to reduce class size. For FY12, \$774 392.21 of the \$820 153 allocation is used for class size reduction in the district's six Title I schools. The remaining allocation is used for supplies and substitutes at each of the Title I schools.

### **LEA Use of Title II Resources**

The Brantley County School district also uses Title II funds for class size reduction in two Title I schools, Brantley County Middle School and Atkinson Elementary School. Salaries and benefits for teachers totaling \$132 486 account for the majority of the \$134 486 allocation of Title II funds. The remaining \$2 000 amount is budgeted for professional learning to ensure highly qualified instructors.

### **Title I and Title II Resources at Each School**

As mentioned in the previous paragraphs, Title I and Title allocations are primarily used to pay the salaries and benefits of teachers and paraprofessionals for class size reduction in the

Title I schools in the district. A small proportion of the Title I allocation to each school is budgeted for supplies and substitutes. Two thousand dollars of the district’s Title II allocation is designated for professional learning to support the requirements of a highly qualified instructor.

**Potential Value Added with Striving Readers Funds**

Striving Readers funds will allow schools to provide current literacy resources including technology and professional development to teachers to support the development of students’ literacy skills. The resources and training funded through the Striving Readers grant will allow teachers to meet the literacy needs of all students regardless of their ability levels. A significant gap exists in the literacy skills of the economically disadvantaged students in our district and the non-economically disadvantaged students as well as students with disabilities and students without disabilities. Striving Readers funds will also be used to support the CCGPS implementation. This is very important since there is a greater emphasis on literacy skills in non-ELA content areas. Technical subject teachers in grades 6-12 will definitely require training and support resources in order to effectively implement the requirements of the CCGPS.

**Management Plan and Key Personnel**

	Individual Responsible	Supervisor
Purchasing	Mrs. Cindy Morgan	Mr. Read Carter
Site-Level Coordinators	School Principal	Dr. Greg Jacobs
Professional Learning Coordinator	Dr. Greg Jacobs	Dr. Drew Sauls
Technology Coordinator	Mr. Alan Morgan	Dr. Greg Jacobs
Assessment Coordinator	Mr. Read Carter	Dr. Drew Sauls

## **Sustainability Plan**

### **Plan for Sharing Lessons within the LEA**

Professional learning communities are an integral part of each school in the Brantley County School District. Sharing ideas and documents regarding curriculum, instruction, and assessment is the foundation of the professional learning communities in our district. Teachers have an ongoing forum for sharing within their school both horizontally and vertically. Our district also provides teachers multiple opportunities during the school year to meet with common grade level and content teachers from other schools in the district. Teachers typically meet at the beginning of the school year, in the middle of the school year, and at the end of the school year. The purpose is to align curriculum documents to ensure a common curriculum for the district based on the GPS and share best practices in assessment and instruction. We find these opportunities beneficial for all of our teachers, but especially for teachers new to our district. A web of collaboration and support is woven for all teachers to cling to for affirmation and confirmation.

### **Plan for extending assessment practices beyond the funding period**

The Brantley County School District is committed to extending not only assessment practices but also all practices or activities that are made possible through the Striving Readers grant. As will all programs or practices in the district, Striving Reader assessments must meet the following criteria for extending their use in the district: align with the GPS (CCGPS); align with district initiatives; measure what they are intended to measure; provide teachers, students, and parents with data that is helpful in addressing students' literacy needs; and be efficiently managed and used by teachers and staff. If annual evaluations of the Striving Readers' assessments meet each of these criteria, then the district will

continue to support the assessment practices through funding and training. The annual evaluations will include teacher, student, and parent surveys; teacher interviews; and analysis of assessment data.

#### **Plan for extending professional learning practices beyond the funding period**

Professional learning activities that are essential to successful maintenance of the Striving Readers grant initiatives will be available beyond the funding period of the grant. Professional learning funds will be allocated for ongoing support for grant initiatives as well as initial training for new faculty and staff. The professional learning communities within each school and across the district will also be used to support teachers as they continue to use effective literacy strategies and programs beyond the funding period of the grant. Professional learning needs assessments will be completed in the spring of each school year with items addressing the need for training in grant initiatives. Activities will also be planned for new teachers to introduce them to the literacy strategies and programs, and these activities will begin during new teacher orientation and continue throughout the year.

#### **Plan for sustaining technology**

Technology purchased through the Striving Readers grant will be sustained through the local school district efforts. The technology staff in the Brantley County School district will maintain technology equipment purchased through the grant and district funds will be used to repair or replace equipment as needed. Software fees or site licenses purchased through the grant will be sustained through the use of funds generated through the individual schools. Just as in any program or activity, technology equipment and software will be evaluated on an annual basis to ensure effectiveness and efficiency.

## **Budget Summary**

Striving Readers funding will allow schools in the Brantley County School district the opportunity to address several literacy needs that were identified through the multiple needs assessments conducted within the district. Current literacy resources are needed to meet the needs of children Birth to grade 12 who possess varying ability levels in reading and writing. Resources needed include an intensive K-12 writing program, technology to assess student ability levels in literacy and engage students in activities and programs that increase student achievement in literacy, and supplemental reading materials. Professional development is also required to train all teachers in literacy instruction and assessment. Teachers in the Brantley County School district as well as early providers will be afforded the opportunities to participate in specific literacy training to meet the needs of their students. Funds from the Striving Readers grant will be used to successfully implement an intensive K-12 writing program including professional development for teachers Birth – 12; purchase supplementary literacy resources for teachers; purchase technology to support literacy instruction and assessment; and purchase software solutions to student learning. Specific resources and costs are provided in the school application.

## School/Center Application

### School Narrative

#### History

Brantley County Middle School (BCMS), founded 1993, is the only middle school in rural Brantley County located in Southeast Georgia. The school is located in Nahunta, Georgia and has a history of educating students from several small towns within Brantley County as well as admitting students from nearby Charlton, Ware, Pierce, and Glynn counties. From 1993 to 2003, BCMS housed grades six through eight and then shifted to only seventh and eighth in 2003 when overcrowding became an issue.

#### Organizational Structure

Brantley County Middle School currently educates 553 seventh and eighth grade students in a variety of core curriculum/career courses. The school is situated in a county of just over 18,000 people, only 6% of whom have a Bachelor's degree or higher, with a high 25.9% population growth rate in the last ten years. The student population is made up of primarily white students from economically disadvantaged, rural homes; 61.08% of the kids at BCMS are eligible for free and reduced lunch. This Title I Distinguished School consists of three administrators (1 principal, 2 part time Asst. Principals/Tachers), one media specialist, one counselor, one nurse, two office staff, three custodians, 38 teachers and five paraprofessionals. BCMS faculty and staff design courses to meet the needs of special education, remedial, and high achieving learners. The individualized curriculum foci emphasize interest and mastery ability at different points in the learning process. The building contains three core content classroom halls and one connections hall as well as smaller half-classrooms for the purpose of special

education and Response to Intervention (RtI) small group pull-out. As a middle school concept, the school maintains six separate student teams with one seventh and one eighth on each of the three halls.

### Literacy Improvements/Achievements

Brantley County Middle School's summative Criterion-Referenced Competency Test (CRCT) passing percentages in reading/ELA and on the Georgia Eighth Grade Writing Assessment continue to improve with the consistent and pervasive use of formative assessments that guide instruction and learning to mastery of the GPS/CCGPS. A ten-year system/school emphasis of best practices (Learning-Focused Schools initiatives, Standards-Based Classroom Vertical Planning, and Differentiation Training) has guided the middle school's professional learning (PL) community practices toward better recognition of needs and development of prescriptive programs/strategies for the following issues:

1. Struggling learners needs in content literacy and mathematical concepts

*Current Strategies:*

- RtI four tier system,
- REP scheduling,
- Deficit-based study skills individual and small group tutoring

2. Emotional and academic transition stages from elementary to middle and middle to high school for content reading/communication/composition success

*Current Strategies:*

- Multiple orientation sessions for 6<sup>th</sup> and 8<sup>th</sup> graders graduating to the next school level,
- Mentor Faculty and Community programs/workshops, and

- Parent Involvement initiatives;
  - Teacher communication of RtI/special needs data, including student performance records from Pre-K and beyond, provides students with successful academic and college/career transitions
3. Student engagement and targeted literacy instruction for all levels of learners in all content areas

*Current Strategies:*

- Real-world problem solving involving community businesses and government agencies, and
- Individualized/differentiated teaching practices that present varied interest, learning style, and level of understanding when adjusting the pace and content of lessons

School Improvement Leadership Team

The school improvement leadership team is comprised of the principal and two part-time assistant principals, one counselor, six faculty-elected team leaders, the school's special education coordinator, a CTAE representative, a paraprofessional representative, and parent representatives, as well as student representatives from elected student council and National Junior Honor Society groups. Requests for school improvement objectives are decided upon each month by this committee and its extended members (parents, students). All decisions regarding school goals, mission, funding opportunities, and general welfare of the school family are presented to this group.

*Leadership Team Core Members:*

- Angela Haney, Principal
- Lora Harvard, Assistant Principal and ELA Teacher (Parent of 7<sup>th</sup> grader)
- Christopher Harris, Assistant Principal and SS Teacher
- Ruby Ann Sawyer, CTAE Representative (Business Teacher)
- Kenya Clark, Counselor (Parent of 8<sup>th</sup> grader)
- Debra Steed, Yellow Hall 8<sup>th</sup> Team Representative (Math Teacher)
- Biff Lee, Yellow Hall 7<sup>th</sup> Team Representative (Math Teacher)
- Gina Middleton, Blue Hall 8<sup>th</sup> Team Representative (SS Teacher)
- Grace MacMillan, Blue Hall 7<sup>th</sup> Team Representative (SS Teacher)
- Danielle Lentz/Gina Thornton, Green Hall 8<sup>th</sup> Representatives (Sci/ELA Teachers)
- Lois Hendrix, Green Hall 7<sup>th</sup> Representative (Science Teacher)
- Sherrie Jacobs, SpEd/RTI Coordinator and Math Inclusion Teacher

### Past Instructional Initiatives

Brantley County Schools and Brantley County Middle School specifically dedicate their educational goals to improving the community. BCMS's mission is to be "Simply the Best" at producing high-achieving, lifelong learners and responsible citizens. The goal of this school is to have all stakeholders accept personal responsibility and accountability in meeting/exceeding school, system, state, and federal expectations. BCMS leaders and leadership team understand the world is changing for adolescent learners. These students will be expected to exit high school with a diploma and the ability to adapt learning in the geographically expanding and ever-changing career platform. Therefore, teachers continue to request professional learning opportunities that focus on literacy and technology college and career readiness. The list of initiatives below follow the system's goals of Best Practices, Standards-

Based teaching and learning as a means of engaging all learners and retaining students toward the target of graduation. It also expands this target, encompassing specific middle school plans and workshops to address adolescent needs specific to this school level (i.e. retained students at risk of dropping out, truancy due to lack of motivation or family support, emotional issues during school level transitions, etc.).

*Some Ongoing Instructional Initiatives:*

- For Dropout Prevention: Second Chance Academic Center (Alternative Credit Recovery Classroom Setting and Grade Level Recovery Program targeting at-risk students who are not currently in their original graduating class); Ruby Payne “Hidden Rules of Class” Information Sessions; Graduating Special Education Students presentations
- For Content Programs: AR/S.T.A.R. Training; Six Traits Writing Training and Vertical Planning; Learning-Focused Writing Strategies/Carla Horry; Math Literacy Training; Co-Teaching Training/SpEd Graduation Goal Workshops
- For Best Practices in Teaching: Learning-Focused/Best Practices Training; Technology Training (Google Docs, Excel, Webpage Design, Moodle Classrooms, etc.); Gifted Certification; Differentiation I and II; GPS Unit Roll Out/CCGPS Training
- For Professional Learning Communities: Vertical Planning Content Focus Work Sessions; School improvement team/Better Seeking Teams; Georgia Leadership Institute for School Improvement – School Improvement Goals; GLISI Modules: Data Analysis, Mission/Vision/Goal, Analyzing Causes, Developing an Action Plan; Teacher Academies/Leadership Development Programs

### Current Instructional Priorities

1. Improved contextual reading and writing skills for graduating 21<sup>st</sup> Century learners (college and career readiness)
2. Increasing academic and social success for at risk and struggling learners through research-based interventions and individualized goals
3. Establish higher-order performance curriculum for gifted and high-achieving learners
4. Encourage students to identify their career paths and interests in order to have a better understanding of how academic content applies to their future goals; to use these interests to drive differentiated curriculum and foci in the classroom environment

### Family and Community Involvement

Brantley County Middle School works closely with all stakeholders to provide a motivating, individualized education students can apply to real-world interests. This school year, BCMS is building a new, parent-led Boosters organization to increase parent involvement and family/faculty events after school (family flag football with faculty, family curriculum nights, etc.). Brantley County Middle uses multiple methods of communication including automated phone calls, newspaper articles, e-mail, texting, traditional notes, and face-to-face meetings to encourage community and parent participation in events as well as involvement in academics. While the rural setting and lack of industry limits funds for the school, the community support and encouragement for the students and faculty of BCMS remains strong. The most recent community-led initiative for the school was the outdoor classroom built for our students by parent and community volunteers with the help of a Lowe's grant for supplies. This large shelter acts as both a community meeting place and a place for teachers to expand their classroom experiences beyond the four walls of the school building.

## Professional Learning Needs Summary

Brantley County Middle School conducts multiple surveys throughout the year requesting opinion and interests in the areas of professional learning, student achievement, and overall school climate. The most recent surveys identify target areas for continual training such as technology integration, differentiation, professional learning communities, and effective teaching strategies. However, teachers also requested professional learning in some previously unaddressed areas such as...

- statistical analysis,
- small group instruction and intervention programs,
- different approaches to help with the diverse needs of special education and 504 plan students in the regular classroom,
- creating meaningful and engaging performance-based projects
- creating a culture of learning and self-motivated inquiry

While the professional learning curriculum areas above relate directly to our general school instructional goals and priorities, specific literacy training requests were...

- reading training across-the-curriculum
- realistic, curriculum/content-based writing

A majority of Brantley Middle School's faculty and staff requested that these multiple need areas be addressed in a combination of both online sessions and in-person sessions after school.

## **Need for a Striving Readers Project**

Within the past five years, the percentage of students who met requirements on the Georgia Eighth Grade Writing Assessment (EGWA) as well as on reading and ELA CRCT has steadily increased for special education and for economically disadvantaged subgroups; the school does not have a significant number of minority students to create any ethnicity subgroups. The key to BCMS' continued success in literacy skills, however, lies in two distinct need areas:

1. The students' ability to retain information for college entrance assessments and career-training college course assessments, and
2. The students' ability to apply ELA and reading skills to increasingly difficult literacy standards in science, social studies, and math

At present, the middle school students, while increasing on state-based testing measures, fall behind the state and national scores for all SAT Verbal and Writing assessment trend data as well as content End-of-Course assessment data (EOCT) for most social studies and science courses.

In order to move rural, Brantley County students beyond 20<sup>th</sup> century expectations of local (and often decreasing) job choices, BCMS educators must create an awareness of the ever-flattening world of international communication and fast-paced knowledge/skill application (Friedman, 2007). BCMS educators and leaders must introduce stakeholders to fresh possibilities and new literacy (communication, technology, composition/reading) criteria critical to student survival in this borderless career world. The birth to graduation connections among community educational institutions already exist in the county's seven public schools and Brantley's Head Start, Babies Can't Wait, and Pre-School/Pre-K free programs. All of these agencies help further the essential paradigm shift from the traditional education pathway to a more world-connected curriculum. Willingness and communication of opportunities, however, can go only so far in creating highly literate and skilled 21<sup>st</sup> century citizens from

Brantley County, Georgia. While critical changes and systemic enhancement of course curriculum continue to help struggling learners, usable resources in schools continue to age and become obsolete.

Brantley County Middle School is beginning to lose some of its edge due to a lack of funding for technology and ready-made, content-based literacy resources available to all stakeholders. Secondary web curriculum supplements offer updates to outdated texts and software, but these web-based hunts often take precious time away from teachers. Instead, educators need to concentrate on assessing and adjusting readily available resources for individual learning needs. High interest, non-fiction topics engage the entire spectrum of learners – at-risk and struggling readers/writers, mid-level mediocrity hold-outs, and high achieving but unchallenged students. When kids envision using academic content and skills in their choice of careers, learning becomes an exploratory process rather than an abstract requirement for passing to the next grade.

High interest, individualized programs (such as Pearson's Scholastic Reading Inventory with Lexile levels) help students gain a competitive edge in communication, technology and reading/composition skills for high school and beyond. The need for a pre-designed, research-based 21<sup>st</sup> century curriculum (such as Pearson's Expert21 and tiered literacy support programs) is key in moving past our current plateau of educational literacy practices. In order for these programs to be successfully implemented, teachers must continue to support the evolution of product-based assessments and real-world connectivity of subjects. Again, though, BCMS falls short with its antiquated technology capabilities and lack of accessibility to career-related literacy sources. Some stakeholder suggestions for improvements through the Striving Readers grant include the following:

- Library books in accessible forms like e-readers for sight-impaired students,
- Audible selections and technology for special needs learners,

- Interest inventory/Lexile level guidance to content media and curriculum for all students (including the at-risk and the high achieving but unfocused/unmotivated learner), and
- additional support programs such as My Access! which assists with composition conferencing to help facilitate a greater amount of feedback in less time

### **School Literacy Team**

#### **School Literacy Team Members**

- Angela Haney, Principal
- Lora Harvard, Assistant Principal
- Dale Hendrix, Media Specialist
- Debra Deems, ELA Teacher 7<sup>th</sup>
- Gina Thornton, ELA Teacher 8<sup>th</sup>
- Robert Harris, ELA SpEd Inclusion 7<sup>th</sup> and 8<sup>th</sup>

#### **Literacy Team Structure, Stakeholder Involvement, and Initiatives**

The BCMS Literacy Team's goals are to improve...

- technical and literary composition skills across all contents,
- content reading comprehension skills (including social studies, science, math language of the standards and SAT vocabulary enrichment),
- career-based communication skills, and

- technological literacy for the 21<sup>st</sup> century workforce requirements

The literacy initiatives and subsequent goals for this team include three improvement paths for Brantley County Middle School:

1. addressing struggling and at-risk student literacy needs with individualized/small group interventions,
2. addressing all learners' motivation and understanding of how their academic literacy skills in all contents affect their future college and career readiness, and
3. addressing needs of high achievers who learned to compensate but have gaps in phonetic recognition or comprehension at the middle school contextual reading and technical writing level.

Current available resources for struggling readers are outdated and/or are missing essential pieces from kits shared among various teachers for five or more years. One such program provided three years ago through special education funding is the Voyager Passport Reading Program. Teachers, students, and parents in RtI and special education have expressed their satisfaction with this research-based program and the included reading skill strategies; however, due to insufficient funds all of the program pieces are not available (interactive web tools), and the single small group kit is shared among six instructors.

The literacy team seeks a high-interest and leveled, research-based program that emphasizes contextual reading, communication, and composition, leading to college assessment and career skill readiness. The team also hopes to purchase a small quantity of technology such as e-readers and audible book devices that will not only help our sight-impaired and struggling readers, but also motivate students to read more interest-related, challenging texts. These devices have the added benefit of introducing new technology and skills to our economically disadvantaged students who otherwise would not have access to these media. The school currently has no formal interest and Lexile

inventories but has reviewed the state recommended Scholastic Reading Inventory technology and feels this would meet the needs of struggling students unmotivated by traditional Accelerated Reader (AR) formats.

Stakeholder input regarding solutions and ideas is considered and reviewed in a formal literacy team meeting each month. Action research steps, similar to Georgia Leadership Institute for School Improvement (GLISI) modules, identify and establish solutions for potential and current issues. These procedures also indicate those responsible for completing tasks in a timely and effective manner. An example of this method currently working within the school is the concept of content-based mock writing prompts and scheduling of mock writing days. Plan details and status updates are shared monthly with all stakeholders through meeting agenda items (Parent Boosters, Team, and Faculty Meetings).

### **Literacy Team Schedule and Meeting Minutes**

The literacy team and additional ELA teacher stakeholders meet throughout the year for vertical curriculum planning, student achievement data analysis and subsequent adjustments to curriculum based on informal (demonstrated abilities) and formal (shared benchmarks, unit tests/quizzes, projects) student data.

#### Agendas:

Date: Thursday, September 15, 2011

Agenda Summary Points:

- Discussion of literacy issues, brainstorming problems, discussion with extended ELA – (Notes from discussion: struggling and non-readers/writers – implement tutoring in FLEX time and during connections study focus classes with ELA and with SpEd teachers; use Paragraphs of the Week and GRASP to identify weaker students)
- Unit Plans/Lessons – Flashback to Learning-Focused and Best Practices Planning (Activators/Summarizers; Differentiation, Technology, Pacing for Leveled Learning)
- Units/Lessons – Cover crucial literacy skills for contextual, higher-order reading; detail-supported /vocabulary rich composition/communication of ideas; student-led technology
  - Writing, vocabulary development (SAT included), grammar analysis for individual/small group conferencing (at least 1x month); writing process – proofing/peer editing; reading fluency/comprehension skills; extend and refine

Date: Tuesday, October 11, 2011 (Extended Literacy Team Faculty)

Agenda Summary Points:

- Targeted Issue/Brainstorming – FLEX Time Curriculum for greater effectiveness
- Changes in FLEX and study focus connections effective? (Notes from discussion: Students include more vocabulary and ideas but still need better details and structure – will pass on information to intervention time teachers for revision of current lessons)

Date: Thursday, November 17, 2011

Agenda Summary Points:

- Discussion of literacy issues, brainstorming problems, discussion with extended ELA (Notes from discussion: students burning out with writing – okay to keep Paragraph of the Week in FLEX and mock essays but have students use these in a writers workshop format during ELA to learn editing and revision process rather than starting a new topic/essay each week; teachers need more effective and timely means of conferencing with students – My Access!)
- FLEX Time Team Action Solutions Discussion (Development timeline until 3<sup>rd</sup> 9 Weeks)
- Georgia Young Authors, Mock Writing Topics, Paragraph of the Week Ideas for FLEX time across-the-curriculum; Spelling Bee; SAT – require use in assignments for daily practice;
- Differentiation Practices Revisited – teaching/learning is mastery not coverage; classes should not be doing the same thing at the same time; delay assessments or give them again when student has mastered concept (computer quizzes great with this because of self-pacing)
- Writing and Grammar: learned through reading genres – make them accountable (student error analysis with rubric before the paper is handed in and student corrections after graded)
- Reading Program/Classroom Strategies – struggling readers need to be addressed in content classes as well – teachers request reading fluency/comprehension strategies for all content
- Writing Projects for Real World - Memorable Lesson/Teacher or Educator (send to teacher)
- Deems & Thornton meet with Mrs. Haney at 2:00 regarding Striving Reader grant brainstorm

### **Analysis and Identification of Student and Teacher Data/Student Achievement Needs**

#### **Curriculum Needs**

While BCMS continues to improve scores on middle school standardized state ELA assessments, further analysis shows definite needs in the SpEd subgroup and in remembering these content literacy skills in

high school. For example, yearly progress monitoring of reading fluency and comprehension skills as well as percentage of exceeds on CRCT and EGWA all demonstrate a deficiency in particular literacy-learning areas. In addition, there appears to be an issue with data retention in contextual literacy and higher-order writing as students continue their academic career in high school. Brantley County High School's SAT verbal and writing scores, certain EOCT content area scores, and the graduation rate for students all demonstrate need for more rigorous and higher-order literacy skills (contextual reading, writing, and communication). The following tables show BCMS's CRCT, EGWA, and Georgia RESA Assessment of Student Progress (GRASP – a benchmarking and progress monitoring tool) student achievement data. Brantley County High School's SAT, EOCT, and graduation rate data are included to emphasize additional content knowledge/skill retention deficiencies from middle to high school. Particular areas of need for literacy development are highlighted.

**BCMS CRCT Reading/ELA – AYP data, spring 2011**

Percentage of AYP Students at Each Performance Level by Subgroup

	All	White	Black	SWD	ED
Students in AYP Grade Levels	606	579	11	76	371
FAY Students with Test Scores	512	489	10	54	331
Basic/Does Not Meet	2.9%	3.1%	0%	13.9%*	3.3%
Proficient/Meets	62.6%	62.3%	65%	75.9%	68.0%
Advanced/Exceeds	34.5%	34.7%	35.0%	10.2%	26.7%
Meets + Exceeds	97.1%	100%	96.9%	86.1%	96.7%

\*While still too high, this year's decrease in SWD DNM due to CRCT-M implementation.

**BCMS CRCT Reading/ELA Trend Data – AYP data, spring 2009 and spring 2010**

Percentage of AYP Students at Each Performance Level by Subgroup

	All		White		Black		SWD		ED	
	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009
AYP Grades	579	571	554	553	12	20	69	83	294	322
FAY	427	431	410	406	11	15	36	51	227	246
Basic/Does Not Meet	7.1%	7.3%	7.4%	7.5%	0%	6.7%	40.3%	34.3%	8.4%	8.7%
Proficient/Meets	62.3%	68.0%	61.2%	67.5%	81.8%	80.0%	54.2%	62.7%	66.3%	72.8%
Advanced/Exceeds	30.6%	24.7%	31.3%	25.0%	18.2%	13.3%	5.6%	2.9%	25.3%	18.5%
Meets + Exceeds	92.9%	92.7%	92.6%	92.5%	100%	93.3%	59.7%	65.7%	91.6%	91.3%

**BCMS Eighth Grade Writing Assessment (EGWA) data, spring 2011**

Percentage of Students at Each Performance Level By Subgroups

	All	White	Black	SWD	ED
8 <sup>th</sup> Grade Students Tested	259	249	6	26	163
Basic/Does Not Meet	15%	16%	Too Few	50%	15%
Proficient/Meets	80%	79%	Too Few	50%	80%
Advanced/Exceeds	5%	6%	Too Few	0%	6%
Meets + Exceeds	85%	85%	Too Few	50%	86%

**Eighth Grade Writing Assessment (EGWA) Trend Data for BCMS, spring 2010 and 2009**

Percentage of Students at Each Performance Level By Subgroups

	All		White		Black		SWD		ED	
	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009
8 <sup>th</sup> Tested	244	260	234	240	TF	11	23	31	135	147
Basic/Does Not Meet	19%	23%	19%	23%	TF	9%	35%	48%	21%	22%
Proficient/Meets	75%	72%	75%	70%	TF	91%	65%	48%	73%	76%
Advanced/Exceeds	6%	6%	6%	6%	TF	0%	0%	3%	5%	3%
Meets + Exceeds	81%	78%	81%	76%	TF	91%	65%	51%	78%	79%

**Georgia RESA Assessment of Student Progress (GRASP) Data for BCMS, 2011**

Percentage of Students At or Above Grade-Level Cut Score by Grade

	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Benchmark Reading Fluency	38.9%*	42.1%*
Benchmark Reading Comprehension	65.7%**	57.4%**

\*Fluency (phonemic awareness and application issues with middle school contextual reading)

\*\*Comprehension (contextual vocabulary and applied writing/text analysis skills)

**Georgia High School EOCT, spring 2011**

Percentage of Students Passing By Subgroups

EOCT	All	White	Black	SWD	ED
9 <sup>th</sup> Grade Literature/Composition	85%	86%	Too Few	45%	80%

American Literature/Composition	88%	89%	90%	43%	82%
Biology (Contextual LiteracySci)	73%	73%	Too Few	50%	71%
U.S. History (Contextual Literacy SS)	49%	51%	25%	24%	43%
Physical Science (Contextual LiteracySci)	90%	90%	91%	85%	83%
Economics/Business (Contextual Literacy SS)	53%	52%	Too Few	17%	45%

Percentages highlighted show dramatic content area decreases in mastery - middle to high school

### Brantley County High School 2010 SAT Scores and Graduation Rates State Comparison

(Note: 2011 information was not publically available for the school or state at this time)

	BCHS 2010	GA 2010
SAT Critical Reading/Verbal	468	484
SAT Writing	440	471
2009 Student Percentage	67.9%	80.8%
2010 Student Percentage	71.3%	78.9%
2011 Student Percentage	68.3%	79.5%

### Technology Needs

#### Usable Technology at BCMS as of December 2011:

- 24 Desktop Computers in content classrooms, 32 in CTAE classrooms (29 in the business classroom), and 4 in self-contained special education classrooms
- 1 updated computer lab with 24 Desktop Pods (recycled from high school)
- 1 Server, 13 Host PCs and 39 Clients Served by the Host PCs

- Other technology donated by Department of Defense, Federal Law Enforcement Training Centers, and local businesses is not included since it is considered outmoded by state regulations and fails to run modern programming; it is used daily (when working properly) as a source of Internet searches, AR testing stations, and basic Microsoft applications
- Technology grants have also moved classrooms into the 21<sup>st</sup> century with LCD projectors, and SpEd funds have supplied math classrooms with audio and visual aids

Technology Needs to Retain Academic Progress and College/Career Readiness:

- Interactive boards for classrooms to enhance LCD capabilities
- Writing program software to improve conference procedures and timeliness of feedback
- E-readers and audio technology sources for RtI identified unmotivated and/or struggling readers (e-texts, e-books, and audio books)
- Access to Scholastic Reading Inventory for transition from AR to Lexile Leveled reading practices and interest suggestions
- Access to an additional computer lab to improve work-ready skills including keyboarding and webpage design/communication skills; this lab would also serve as a central classroom for career/interest inventories such as SRI nonfiction reading suggestions and GACollege411 for the Bridge activities transitioning students into CTAE pathways

**Teacher Data: Professional Learning Participation and Highly Qualified Status**

Last year 100% of our teachers participated in professional learning communities for school improvement and vertical planning via scheduled content focus days. All math, ELA, and inclusion

teachers worked with RESA to vary co-teaching models. Introduction and initial planning of common core standards via webinars and RESA workshops were also implemented. Beyond these key initiatives, faculty also chose to participate in book studies, classroom management, technology instruction, gifted certification, and best educational practices training. Ongoing training in student achievement data analysis for curriculum adjustments helped teachers differentiate learning according to styles and mastery. Other professional learning included degree and certification programs, master teacher workshops, and courses to maintain a highly qualified status. As of December 2010, all teachers on the BCMS campus were highly qualified (HQ). The school hired two HQ teachers in the fall of 2011 to replace two retiring educators.

## **Needs Assessment**

Brantley County Middle School's needs assessment process involves both informal communication of ideas as well as formal open-ended surveys. Literacy and Better Seeking Teams including teachers, parents, and community members use these data in action-plan root cause analysis and brainstorming. Teams target issues of struggling and unmotivated readers/writers, limited resources for technology, and 21<sup>st</sup> century career/college preparation. This year's literacy team in particular researched need areas via survey and student achievement formative/summative data. Ideas for improvement were discussed; contextual literacy plans were implemented based on stakeholder feedback and RESA/GADOE research-based strategy recommendations. Initiatives this year include contextual reading skill practice across all subjects, content-based mock writing as well as intensive reading and composition conferencing. Additional requests include training in a systemwide writing plans such as Step Up to Writing, incorporating Six Traits foundations as well as a structure for presenting different genre writing processes. Training in leveled reading, basic fluency/comprehension, and application activities for college/career preparation was also tied to writing initiatives.

## **Areas of Concern**

Currently Brantley County receives the least amount of funding per student than any other county in the state of Georgia. Students coming from the county's pre-school, primary, and elementary feeder programs are increasing skills in reading and writing due to jump start literacy programs and emphasis on writing in content areas. However, higher-order contextual reading and technical writing literacy are continued problems when students arrive at the middle school level. While BCMS teachers continue to use assessments to gauge student learning needs and determine interventions for struggling and gifted learners, the faculty also requests further training in transitioning strategies and CCGPS

alignment. Attempting progress in college and career readiness is futile in many instances when technology and support materials for RtI and special needs groups (including gifted and inclusion classes) are outdated and unusable.

### **Root Cause Analysis**

**Stakeholders Involved:** Literacy/leadership teams including parents, teachers, and staff

**Targeted Populations:** Struggling and unmotivated students at-risk for dropping out before graduation due to contextual and technology literacy needs; Students deficient in higher-order reading, writing, technology, and communication skills for college/career preparedness

**Issue 1:** Students' ability to retain higher-order skills and information beyond middle school for college entrance assessments and career-training college course assessments

- Issue 1 Brainstorming 5 Whys: lack of emphasis and student accountability in higher-order literacy skills (technology, vocabulary, clear and detailed support for arguments, challenging yet interesting reading choices linked to career interests)
- Issue 1 Actionable Cause: no formal system for career interest development across-the curriculum and lack of defined student accountability measures for applying interests to academic content and work-ready product activities; some teachers fail to offer real-world connections for abstract concepts and do not differentiate content offerings based on interests

**Issue 2:** Students' ability to apply ELA and reading and composition skills to increasingly difficult literacy standards in science, social studies, and math content areas

- Issue 2 Brainstorming 5 Whys: gaps in phonetic awareness and reading skills; lack of accountability for self-error analysis and closer reading to outline argument points; lack of motivation due to inability to connect with subject content
- Issue 2 Actionable Cause: training needed for all teachers in basic reading and writing instruction for text fluency and comprehension analysis; extend use of GRASP to identify incoming at-risk students for reading REP academy; clear expectations and accountability for teachers to connect content to real-world activities and career (Bridge) inventories

**Data Verification:** Stakeholder survey responses, standardized progress monitoring and summative assessment results, lesson plans/observations/teacher-leader discussions

**Fishbone Analysis:** Standardized test scores (CRCT, EOCT, SAT) drop dramatically from middle to high school even with foundations in similar content testing standards; Categorical links: 1.) Bridge initiative career/interest inventories and application to content, 2.) Real-world connections to curriculum, 3.) Differentiation in the classroom based on interests and needs

**Additional Research/Data Needed:** Qualitative interview data and categorization of responses from teachers and students regarding what connections must happen for better motivation, retention, and application of knowledge beyond BCMS

**Additional Resources Needed:** Continued differentiation training (reminders), access to additional computer lab for Bridge GACollege411 projects and training to incorporate the program into curriculum, portable e-readers/audio devices for continued learning opportunities and motivation beyond outdated

texts available, additional reading and audible texts for contextual understanding practice, and a writing program structure and training for teachers

#### **Action Plan for Issues 1 & 2:**

1. Literacy team meets, identifies issues/probable causes according to brainstormed data;
2. Literacy team branches off with each identifiable issue leading research for Better Seeking Teams (BST) throughout the school;
3. BST (extended literacy team) identifies researched-based programs/strategies, and experience-based ideas for actionable solutions based on current resources;
4. BST creates a list of need items to present in literacy team meeting;
5. Literacy defines plausible actions and funding resources and presents the issue, brainstorming, and research to the leadership team for budget approval (Does it match the mission and further the goals of the school?); BST gives periodic progress updates

#### **Project Goals and Objectives**

##### **Goals to Be Funded By Striving Reader Funds:**

##### The BCMS Literacy Team's S.M.A.R.T. Goals

- Current Composition Literacy Aim: To show at least a 2% increase each year on the EGWA passing percentages for special education students as well as a 2% increase each year for all students' exceeds percentages

- Long-term Composition Literacy Aim: To show at least a 2% increase each year on future SAT writing assessment scores beginning with the class of 2016 (current 8<sup>th</sup> grade class)
- Current Contextual Reading Literacy Aim: To show an 11.1% GRASP reading fluency benchmark increase (to 50% fluency) and a 9.3% reading comprehension benchmark increase (to 75% comprehension) for current 7<sup>th</sup> graders by the end of their 8<sup>th</sup> grade year
- Long-term Contextual Reading Literacy Aim: To demonstrate contextual reading skills retention from middle to high school through an increase of at least 2% each year on all social studies and on the Biology EOCTs; 2% increase on the SAT verbal scores; and an increase of 6.7% for graduation rates (to 75%) for all students beginning with the class of 2016 (current 8<sup>th</sup> grade class).
- Current College and Career Readiness Literacy Aim: To build access to more nonfiction high-interest and career-based literacy through an increase in 21<sup>st</sup> century technology resources (e-readers, audible book systems, SRI, and additional computer lab access)
- Current Literacy Skill Improvement Aims: To increase awareness of literacy skill strategies through a five-year training cycle for all stakeholders including parent leaders, teachers/paraprofessionals as well as leadership training in a Lexile-based inventory program, college and career readiness curriculum aligned with the Common Core standards, and activities for interactive student-led motivational technology

Literacy Improvement objectives include...

1. addressing all levels of learners struggling with content reading fluency and comprehension gaps at the middle school contextual reading and technical writing level (interest inventories, college and career connections, access to additional lab technology for keyboarding and composition skills)
2. addressing all learners' motivation and guiding recognition of how their academic literacy skills affect future college and career readiness (Lexile program with interest inventory, updated and real-world content connections, e-readers/audible equipment and new e-books/e-text sources according to interests within the curriculum)

### **Scientific, Evidence-based Literacy Plan**

#### **Plan for Striving Reader Grant Funding**

##### School Instructional Schedule

Brantley County Middle School's master schedule for 2011-2012 has a 7-hour instructional day with 1 hour content courses, 45-minute connections/CTAE offerings, and two additional targeted content literacy improvement FLEX periods. FLEX scheduling at the beginning and ending periods of the school day offers opportunities for incorporating RtI tier 3 and 4 assistance, REP instruction, and individualized assistance for struggling learners. In order to add time to content courses for literacy skill instruction, this FLEX time may shift in the 2012-2013 schedule to one of the spots in the connections class block of time. This change offers extra minutes for specific content literacy instruction using programs such as Expert21; this curriculum aligns CCGPS and College/Career Readiness for more effective use of learning time.

## Tiered Interventions:

### *Response to Intervention Process and Tier Procedures for Brantley County Middle School:*

- I. General student differentiation, co-teaching models; If teachers identify an at-risk student due to motivation or knowledge/skill issues, they are placed on a Tier 1 “Watch Kid” list
- II. FLEX periods’ remedial instruction; support math and reading/writing literacy classes; small group tutoring by teachers and paraprofessionals, pull-outs, and targeted student mentoring with frequent parent updates; If a student falls behind in content skills and gives other indicators of being at-risk (lack of motivation, background gaps, behavior issues), team teachers recommend the student for RTI tier 2 and begin documentation of classroom development, intervention strategy results, and progress monitoring data 1x a month
- III. Intensive individualized instruction by certified teachers through Study Skills classes and further targeting of specific deficient domain/skill areas with continued parent communication; Students failing to show significant academic gains after at least 4 progress monitoring periods are recommended for tier 3 and begin individualized daily assistance and diagnostic tests for possible deeper learning disabilities
- IV. Special education modifications; Weekly communication and documentation between SpEd and regular education teachers involved in the students’ academic classes

## Tier Plan Incorporating Striving Readers Comprehensive Grant Resources and Training

### *Tier 1 All Learners Differentiation Strategies:*

Brantley County Middle School will designate space for a second computer lab (28 desktops and 1 printer), providing access for an interactive leveled, Lexile-based reading program such as the Scholastic Reading Inventory. This new inventory will address all learning levels from struggling and unmotivated students to unchallenged gifted students. These contextual readings will include primarily nonfiction works for various subject areas and will offer career exploration through the Bridge initiative. Grant funds will provide an effective and more up-to-date research-based program aligned with CCGPS, such as Scholastic's Expert21. This type of program aids students in further connecting technology and literacy skills to college and career preparation. Additional lab resources will provide technology preparation for future academic and employment needs via a web-based typing program.

*Tier 2 Small Group Intervention Programs, Tier 3 Intensive Tutoring, Tier 4 Special Education:* In order to expose at-risk and economically disadvantaged students to modern career technology, e-readers and audio technology for texts will be provided. The media center will check out these supplemental resources to identified struggling readers and special education visual and auditory challenged learners. BCMS will also institute a composition feedback resource such as My Access!online where struggling writers may receive more timely feedback in grammar skills, idea building, and style recognition. These students, especially dyslexic and those LD in writing, will also benefit from additional computer lab access to type notes and assessment responses.

#### Conflicts with Other Efforts

No philosophy, time commitments, or resource conflicts exist. Strategies aid current initiatives.

### **Strategies and Materials Including Technology to Support the Literacy Plan**

## **Current Classroom/Site Based Resources**

Technology: outmoded computer technology stations/pods, Study Island/US Test Prep/OAS access for CRCT practice, LCD projectors (math classrooms also have document cameras and auditory microphone support devices from SpEd inclusion funds); the 553 students share one computer lab and limited numbers of auditory "Play Aways," which are portable audio book players with only one book loaded on each device

Media Center Resources: Brantley County Middle School media center contains approximately 11,500 books, of which 46% are fiction and approximately 54% are nonfiction, reference, professional or biography. The average age of the media collection is 1994. The school has about 10,700 Accelerated Reader tests available, however, many of these are for primary books left from prior years when sixth grade was situated on the campus. BCMS also has a small selection of Play-Aways with one book per audio device. Due to lack of funds, the school no longer subscribes to professional education organizations or general periodicals. The media center currently has no e-books and many of the 11,500 library books are now outdated.

Shared Resources: Various incomplete SRA Math and Reading kits (some based on QCCs), 1 Voyager Passport Reading program kit (no web program access), small-group classrooms, and one full computer lab for 553 students; the media center has twelve outdated, stationary laptops (keyboards no longer functioning on several) for individual student or small group use (primarily used for research, skill practice, or AR)

## **Support Activities...**

	<b>General Classroom Practices</b>	<b>Literacy Intervention Programs</b>
<b>Current Resources</b>	<ul style="list-style-type: none"> <li>○ Differentiation</li> <li>○ Tier 1 “Watch Kids” Status</li> <li>○ Mock writing and Paragraph of the Week (POWs) practice with peer conferencing and revision instruction across all contents</li> <li>○ AR/SSR content, conferencing</li> <li>○ Six Traits Process Instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ <u>Remedial</u>: REP literacy; Supplemental content reading/writing; intensive tutoring – writing process</li> <li>○ <u>Preventative</u>: OnlineTest Prep; Progress monitoring/benchmark GRASP testing</li> </ul>
<b>Additional Resources Needed for Continued Student Success and Interventions</b>	<ul style="list-style-type: none"> <li>○ Destiny Media Program CC Standard and Lexile add-on</li> <li>○ Professional learning/subs: Ongoing training for new programs and for contextual reading/writing; new CCGPS/College and Career Readiness alignments</li> <li>○ Access to additional computers through additional lab area</li> <li>○ E-readers and audible devices for struggling and unmotivated learners and/or students without access to career technology</li> <li>○ E-books/Audio books</li> </ul>	<ul style="list-style-type: none"> <li>○ Scholastic Reading Inventory program to motivate students of all levels to read challenging texts and relate technical/non-fiction elements to their college/career interests in content areas</li> <li>○ My Access!user accounts for individualized, timely feedback (current high school intervention)</li> <li>○ Step-Up-to-Writing Program – composition/writing process at all levels (feeder schools using this or similar program)</li> </ul>

**Project Procedures and Support**

**Sample 2012-2013 Instructional Schedule for Tier 2 – 4 Intervention Program**

(One hall with separate 7<sup>th</sup> and 8<sup>th</sup> grade level Inclusion classes)

<b>7:45</b>	HR/Mentor Meetings and RtI Tutoring
<b>8:00</b>	Academic 1 <sup>st</sup> Period: Math – Co-Teaching Inclusion Models
<b>9:00</b>	Math Academy: Remediation and Acceleration/Career and College Application
<b>9:30</b>	Academic 2 <sup>nd</sup> Period: ELA – Co-Teaching Inclusion Models
<b>10:30</b>	Literacy Skills for College and Career (Reading SRI and Composition with Technology)
<b>11:00</b>	Lunch
<b>11:30</b>	Academic 3 <sup>rd</sup> Period: Science – Para Support (Co-Teaching Models Used)

<b>12:25</b>	Science Exploration Labs – Contextual literacy and real-world performance application
<b>12:55</b>	Connections Opportunity/Content related career and college exploration sessions/RtI
<b>1:35</b>	Academic 4 <sup>th</sup> Period: SS – Para Support (Co-Teaching Models Used)
<b>2:30</b>	Applied Social Studies performance workshops (budgeting, voting, debating, etc.)
<b>3:00</b>	HR/Car Rider Release/Mentor Meetings and RtI After-School Tutoring Opportunities

**Professional Learning Content and Strategies Identified on the Basis of Documented Needs**

<b>PL Training in the Past Year</b>	<b>Hours</b>	<b>% of Staff Attended</b>
<u>Special Education Training for All Teachers:</u>		
○ Graduating SpEd Workshop/Redelivery	2	100%
○ Co-Teaching Modules (Math/ELA/SpEd)	6	46%
<u>Math Focus Training:</u>		
○ Math in the Fast Lane (Math/SpEd)	10	26%
<u>General Training:</u>		
○ E-Pad Training/Lesson Creation		
○ Best Practices/Differentiation (Review/Initial Training)		
○ Technology Workshops (Microsoft Excel, Webpage...)	3	100%
○ RtI Process Training for Middle School schedule		
○ Content Focus Vertical Planning	(2/10)	(100%/21%)
	10	52%
	2	100%
	25	100%

Note: For a complete list of additional professional learning requests from the needs assessment see “Professional Learning Needs Summary” on page 27 or aggregated data in appendix.

### Assessment/Data Analysis Plan

Assessment	Purpose	Skills	Frequency
GRASP Benchmark	Snapshot of grade level progress for all students; May inform RtI (grade-level content tested)	Comprehension and Fluency in Math and Reading	3x a year
GRASP Progress Monitoring	Snapshot of struggling students' progress (ability level content tested)	(Depends upon deficit area)	1x a month tier 2 RtI 2x a month tier 3 RtI
Teacher Benchmarks	Informal snapshot of content standards mastery	GPS – moving to CC	4 ½ weeks open-ended response; 9 weeks multiple choice/varied answer choices
Computer-based CRCT practice programs	Identify and adjust individual assignments to deficit area practice	GPS – moving to CC	Ongoing
Observations and Documentation of Progress	Inform RtI data and adjust instruction based on mastery pace and interests	Basic content skills/knowledge	Ongoing
Stakeholder Surveys	Feedback for Adjustments	N/A	3-4x a year
CRCT Summative Analysis and EGWA Summative Analysis	One piece of summative evidence for yearly progress and continued deficit areas for promotion/retention	GPS – moving to CC	Ongoing analysis with other indicators throughout year
Mock Writing/POWs Formative Data Analysis	Conferencing data for improvement of writing skills	Composition Skills in content areas and genres	Monthly/Weekly
(Data Analysis with high school EOCT and SAT)	Determine student retention of content from middle to high school	GPS – moving to CC; higher-order skills	Ongoing

### Assessment of Research-Based Training and Gaps

Research indicates that ongoing assessment analysis, as a snapshot of overall academic progress, gives teachers accurate portrayals of mastery and need areas. Teachers use this information for instructional adjustments and interventions. However, adjusting and individualizing work, based on continuous data points, overwhelms teachers due to lack of time or personnel resources needed to cover content.

### **Budget Summary**

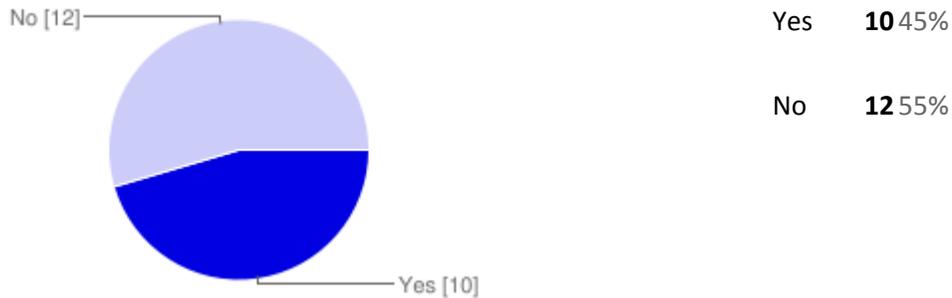
In order to continue increasing literacy and college/career readiness as well as improve retention learning into high school, Brantley Middle must train on and then incorporate updated programs and access to modern technology. Text suggestions based on interest and level, e-readers, audible devices, as well as an onlinewriting feedback program, all encourage lifelong college and career literacy skills and practice for mastery and retention of skills. Access to additional, updated technology and modern contextual reading in a variety of learning formats also aids in keeping students motivated and applying themselves to more challenging content and higher-order skills. In order to bring in these programs, BCMS will require approximately \$304,000 total for the full five year implementation plan (please see budget table in appendix for breakdown of program, technology, and training quotes from companies and technology administrator).

## Appendix A

### NEEDS ASSESSMENT SURVEYS

#### Professional Learning Needs Survey Results: All Teachers

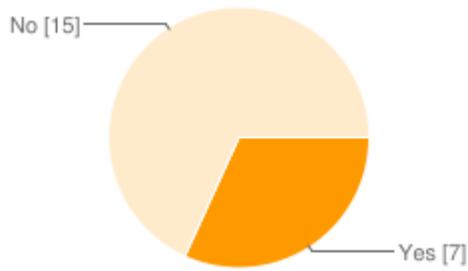
Have you participated in any professional learning outside of Brantley County Middle School in the last year?



If you answered yes, what kind of professional learning was it?

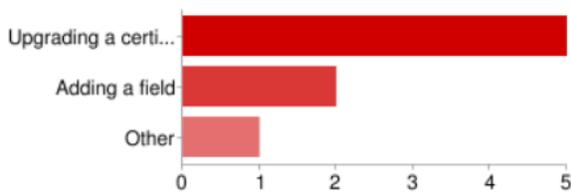
- Agriculture Education Professional Learning Classes
- Teacher Academy & Gifted Education
- SPED
- RESA training including Gifted
- PAGE Teacher Academy
- Best Practices Conference; Conferences, Teacher Study Groups, Workshops
- Instructor for BLS/CPR
- Special Education Mentoring Academy, Tina Anderson Training on how to write an IEP

Have you participated in any type of continuing education in the last year?



Yes	7	32%
No	15	68%

**If you answered yes to continuing education in the last year, what kind of continuing education was it?**



Upgrading a certificate (masters, specialist, doctorate)	5	71%
Adding a field	2	29%
Other	1	14%

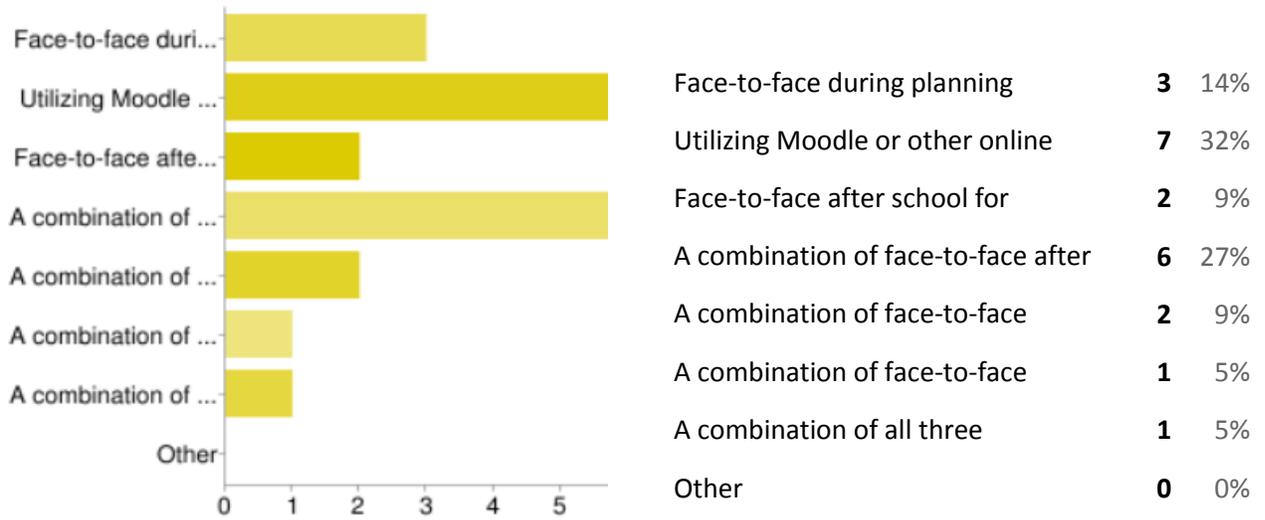
People may select more than one checkbox, so percentages may add up to more than 100%.

**What type of professional learning do you feel would be MOST beneficial to the faculty of Brantley County Middle School?**

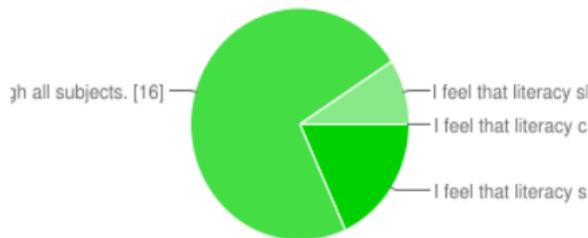
- Technology Integration, Effective Teaching Strategies, Disciplinary Action
- Differentiation
- Teaching strategies
- Statistical analysis, design and analysis of statistical databases
- Small group instruction
- Helping students with learning disabilities
- Professional learning communities
- Many different types of need
- Technology (4 people replied with this PL type); utilizing technology; integrating tech
- Reading training across the curriculum
- Creating meaningful and engaging work projects
- A collaborative study built on mutual trust to cultivate a true learning community that produces a culture of inquiry constructed from a combination of in-service training and online research
- Teen intervention programs, self-esteem classes for students

- Using online programs such as Study Island or USA Test Prep to increase student learning
- Formative assessment
- Realistic curriculum based writing

**How would you prefer to have professional learning delivered?**



**As far as literacy instruction is concerned, please select the answer that best describes your opinion.**

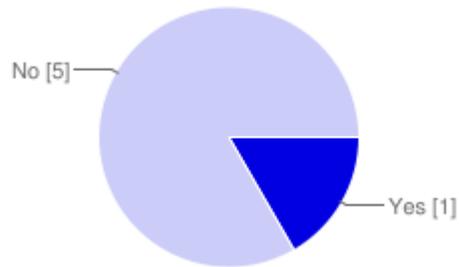


I feel that literacy should be taught through literature classes only.	4	18%
I feel that literacy should be taught through all subjects.	16	73%
I feel that literacy should be taught through all subjects, but I am not certain I have the resources to teach it myself.	2	9%

I feel that literacy cannot be taught. You either have it or you do not.

**Professional Learning Needs Survey Results: ELA Teachers**

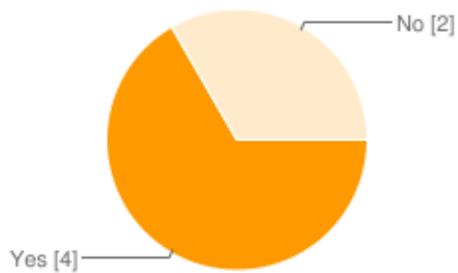
**As an ELA teacher, do you have access to an adequate supply of current literacy resources?**



Yes **1** 17%

No **5** 83%

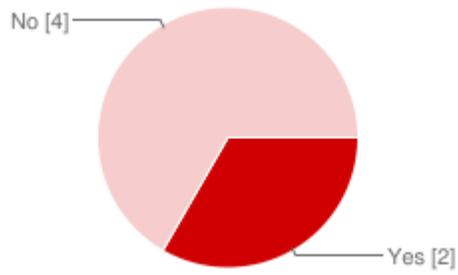
**As an ELA teacher, do you have access to leveled readers?**



Yes **4** 67%

No **2** 33%

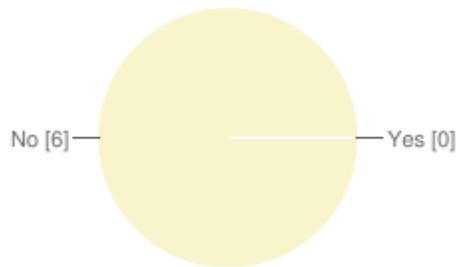
**As an ELA teacher, do you have access to an adequate supply of short stories/ novels?**



Yes **2** 33%

No **4** 67%

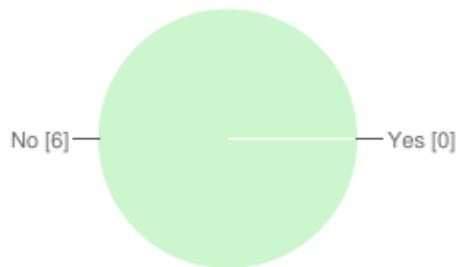
**As an ELA teacher, do you have access to a research-based program for struggling writers?**



Yes **0** 0%

No **6** 100%

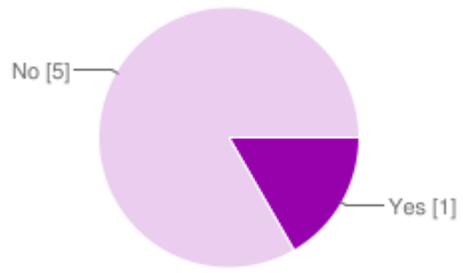
**As an ELA teacher, do you have access to instructional technology applications for struggling writers?**



Yes **0** 0%

No **6** 100%

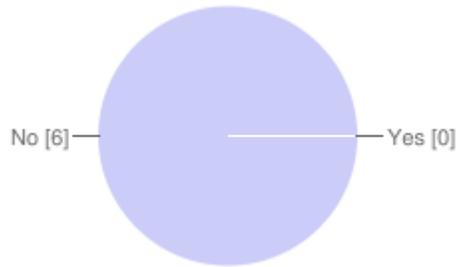
**As an ELA teacher, do you have access to a research-based program for challenged readers?**



Yes **1** 17%

No **5** 83%

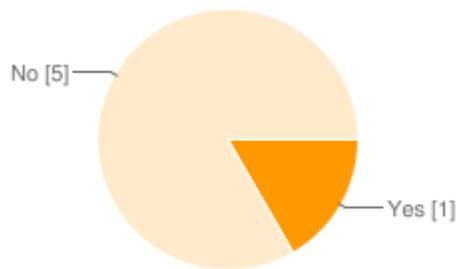
**As an ELA teacher, do you have access to instructional technology applications for challenged readers?**



Yes **0** 0%

No **6** 100%

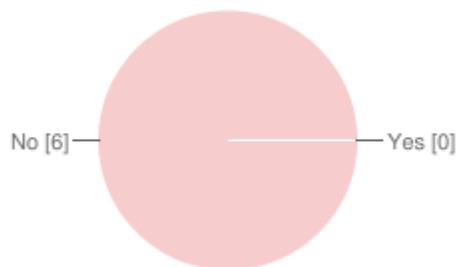
**As an ELA teacher, do you have access to an adequate book room?**



Yes **1** 17%

No **5** 83%

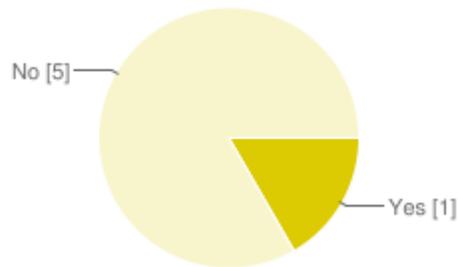
**As an ELA teacher, do you have access to adequate resources for high achievers/gifted students?**



Yes **0** 0%

No **6** 100%

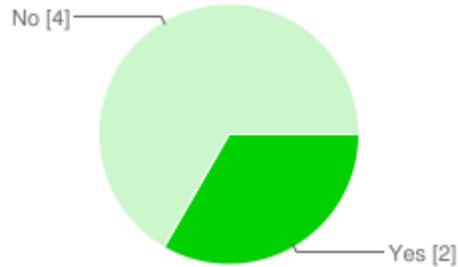
**As an ELA teacher, do you have access to an adequate supply of current supplemental literacy resources such as Coach Books, etc..?**



Yes 1 17%

No 5 83%

**Does the media center have current resources to support literacy instruction for all ability levels?**



Yes 2 33%

No 4 67%

**If money were not an issue, what resources would help you more effectively increase students' literacy?**

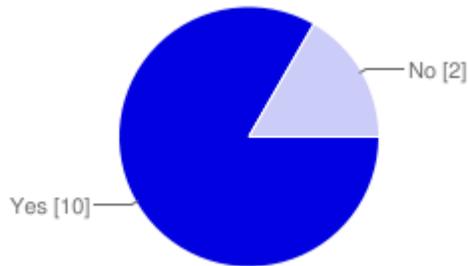
- The modern world is becoming dependent on more than just the basic reading and writing. We are turning into a world based on technology and constantly upgrading to something new and better. In our school, the money issues hold us back from keeping up with today's technology. If money were not an issue, we could have more efficient computers/laptops for research use, and the students could even have access to school email accounts with Google Docs and other beneficial writing programs. The students' literacy could be improved in reading and writing with more access to research-based programs such as Study Island, USA Test Prep, and more. We could have iPads and eBooks instead of textbooks to eliminate the fee of new books repeatedly. By not having up-to-date technology in our school, not only are the students missing out on better resources, we are creating an ignorance towards the modern and future technologies that they will come across.

- Reading classes should be brought back to the middle school so I would use extra money to employ reading teachers for all levels. We are currently stressing more improvement on writing skills. This reduces the time that we spend on reading skills. \*More leveled novels so that small groups could be formed. \*Some computer tutorials to help students progress through their difficulty in reading. Not a teacher replacement, but as a supplement. \*A literacy coach - but someone that has knowledge of students with difficulties; someone to help the teachers with learning and implementing the best strategies to help readers; someone to help pull small groups, book clubs, etc. \*A trainer to come in and give staff development in the area of literacy (especially for our poor population - someone who understands poor country kids that rarely, if ever travel).
- 1) Literacy Coach, 2) Book Clubs, 3) Collaborative teacher training with a proven resource such as "Reading Instruction that Works" by Michael Pressley. \*Website - Bibliography of resources for struggling writers \*<http://www.balancedreading.com/Feldman.pdf>. \* Wilson Reading System - Barbara Wilson, (508) 865 - 5699, [www.Wilsonlanguage.com](http://www.Wilsonlanguage.com) "A complete package, taking students from sounds to text, very systematic and explicit in design, excellent training available as well. Based on Orton-Gillingham multi-sensory teaching methods, good data to support its use - including college age students. Very popular on the East Coast, Barbara Wilson is a former speech and language specialist who has pulled together a comprehensive remedial reading program for student struggling. \*[kfeldman@scoe.org](mailto:kfeldman@scoe.org) Feldman's Biased Bibliography of Resources of Older Struggling Readers' \* Read Naturally - (800) 788-4085, [readnat@aol.com](mailto:readnat@aol.com) , [www.readnaturally.com](http://www.readnaturally.com) CD ROM version designed and validated by long time Title One teacher and reading specialist Candyce Ihnot, Read Naturally is a fluency development program that is garnering rave reviews across the country. It uses 3 research based strategies to build fluency: teacher modeling, repeated readings, progress monitoring in a simple yet effective format that kids love. Sold by the unit from .8 to 7.0 grade/reading levels each with pre-recorded CD to go with the reading selections.
- Resources (magazines, novels, biographies, etc) to supplement Georgia Studies curriculum; resources to match a theme (Holocaust, Civil War, etc); available technology to teach real-world writing (blogging, web-page designs, etc.)

**Professional Learning Content Literacy Needs Survey Results:**

**Science, Social Studies, Math, and Inclusion Teachers**

**In your classroom, do you use any additional resources to support or promote literacy such as trade books, technology (presentation tools/ research tools)?**



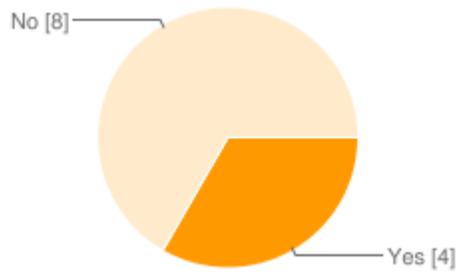
Yes      **10** 83%

No        **2** 17%

**If #1 is yes, then what do you use?**

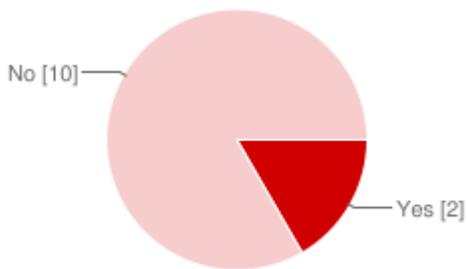
- Trade Books, internet resources, united streaming, research sites
- Research. Videos, PowerPoints via LCD projector.
- I use books that I have bought over the years that can be related to life science. I have my students do several research projects throughout the year. We just finished one on the 6 land biomes.
- We write in math. Also, all students write every Wednesday.
- I use PowerPoints, short videos, computer research, interactive computer programs, USA Test Prep
- LCD projector (2 people responded with this answer)
- Online resources
- PowerPoint, Microsoft Word
- Science Magazine, PowerPoint, Data Collection and Graphing Software

**Do you have access to a research-based program for struggling writers?**



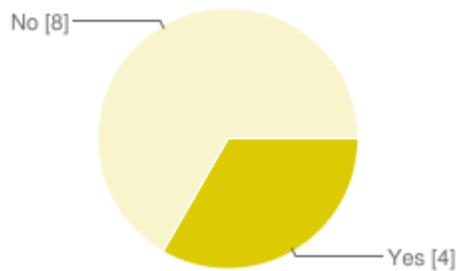
Yes	<b>4</b>	33%
No	<b>8</b>	67%

**Do you have access to instructional technology applications for struggling writers?**



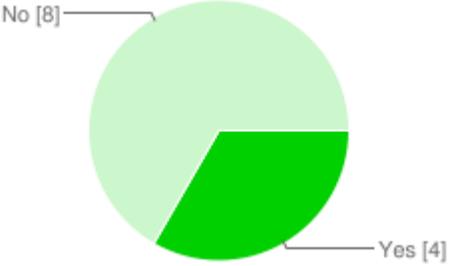
Yes	<b>2</b>	17%
No	<b>10</b>	83%

**Do you have access to a research-based program for challenged readers?**



Yes	<b>4</b>	33%
No	<b>8</b>	67%

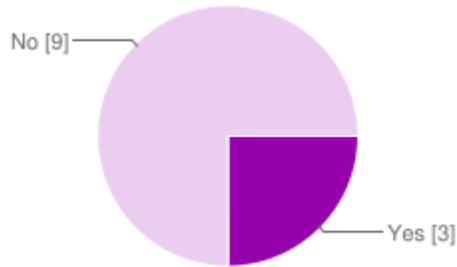
**Do you have access to instructional technology applications for challenged readers?**



Yes 4 33%

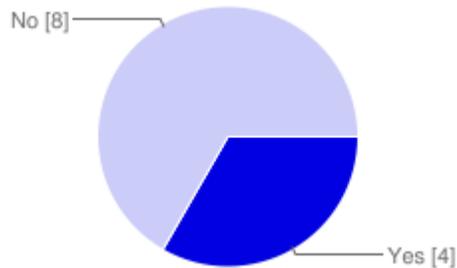
No 8 67%

**Do you have access to adequate resources for high achievers/gifted students?**



Yes	3	25%
No	9	75%

**Does the media center have current resources to support literacy instruction for all ability levels?**



Yes	4	33%
No	8	67%

**If money were not an issue, what resources would help you more effectively increase students' literacy in your content area?**

- Large-print text, and audio books.
- Personnel to teach the basics of elementary reading in a very small group setting.
- I would purchase texts and resources for EVERY student versus only a class set that cannot be utilized outside of the classroom.
- I would use the money to employ more reading teachers at lower level grades so that when 7 grade students reached me - they would be able to read and comprehend. Technology does not help them, if someone has to read the information to them that is on the computer.
- Access of every student to a computer. Textbooks are obsolete the day they are printed. In order to function in the 21<sup>st</sup> century, students must be proficient in research and how to find information. Without the proper materials, students cannot be taught to perform the

tasks that will be necessary to complete the job. Actual facts and job training are mute. Jobs are changing and students must be taught to adapt and learn how to CHANGE mindset in midstream. Our job as educators is not so much to teach the facts but to teach students to be literate in reading, writing, math, and HOW to gain the knowledge for every other subject or job. Therefore, I think we need computer technology – hardware and software for all of the students, books on Kindle.... We still need some print, but our society is NOT using that. We need to move with the times. If we want actual student engagement, we must keep up with at least the 20<sup>th</sup> century.

- Reading sources that can relate to the interests of the students would be helpful.
- High interest reading materials for all instructional levels – ranging from 1<sup>st</sup> and 2<sup>nd</sup> grade readers all the way to 5<sup>th</sup> grade readers.
- Smart Board
- More computers
- More computers that actually work
- Fully functional science lab with an extra class for labs only to include science writing and data collection

## **Appendix B**

### **PLAN FOR STRIVING READER COMPREHENSIVE LITERACY GRANT**

#### **School Instructional Schedule**

Brantley County Middle School's master schedule for 2011-2012 has a 7 hour instructional day with 1 hour content courses, 45 minute connections/ CTAE offerings, and two additional targeted content literacy improvement FLEX periods . FLEX scheduling at the beginning and ending periods of the school day offer opportunities for incorporating RtI tier 3 and 4 assistance, REP instruction, and individualized assistance for struggling learners. In order to add time to content courses for literacy skill instruction, this FLEX time may shift in the 2012-2013 schedule to one of the spots in the connections class block of time. This change offers extra minutes for specific content literacy instruction using programs such as Expert21; this curriculum aligns CCGPS and College/Career Readiness for more effective use of learning time.

#### **Tiered Intervention Literacy Plan Melding Current and Requested Resources**

*Tier 1 All Learners Differentiation Strategies:* Brantley County Middle School will designate space for a second computer lab (28 desktops and 1 printer), providing access for an interactive leveled, Lexile-based reading program such as the Scholastic Reading Inventory. This new inventory will address all learning levels from struggling and unmotivated students to gifted students who are not challenging themselves. These contextual readings will include primarily nonfiction works for various subject areas and will offer career exploration through the Bridge initiative. Grant funds will provide an effective and more up-to-date research-based program aligned with CCGPS, such as Scholastic's Expert21. This type of program aids students in further connecting technology and literacy skills to college and career

preparation. Additional lab resources will provide technology preparation for future academic and employment needs via a web-based typing program.

*Tier 2 Small Group Intervention Programs, Tier 3 Intensive Tutoring, Tier 4 Special Education:* In order to expose at-risk and economically disadvantaged students to 21<sup>st</sup> century career technology, e-readers and audio technology for e-books will be provided. The media center will check out these supplemental resources to identified struggling readers and special education visual and auditory challenged learners. BCMS will also institute a composition feedback resource such as My Access! online where struggling writers may receive more timely feedback in grammar skills, idea building, and style recognition. These students, especially dyslexic and learning disabled with writing deficits, will also benefit from additional and access to a computer lab to type notes and assessment responses.

**Appendix C**

**BUDGET TABLE**

<b>Georgia Striving Reader Subgrant</b>	
<b>Budget Breakdown and Narrative</b>	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	
611 - Technology Supplies	
612 - Computer Software	\$86,598
615 - Expendable Equipment	\$2,800
616 - Expendable Computer Equipment	\$6,500
641 - Textbooks	\$100
642 - Books and Periodicals	
Function Code 1000 - Instruction Narrative: \$1500 for 35 My Access! or similar online writing feedback program/training; \$1,000 for Step-Up-to-Writing Kits or similar program/training; \$250,000 quoted from Expert21 Kits (texts and online resources) and training from Scholastic – 5 years of support/training/online resources (or similar program); \$34,9800 quoted from Scholastic Reading Inventory program recommended by state – feeder program for system schools in shift from GPS/AR to CCGPS/Lexiles	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	

520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative:	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	\$3,000
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	\$2,800
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	\$200,282
580 - Travel	
610 - Supplies	
810 - Registration Fees for Workshops	
Function Code 2210 - Improvement of Instructional Services Narrative: \$250,000 quoted from Expert21 from Scholastic – includes 5 years of in-person support/training/online resources (or similar program); \$200,282 designated for training in all programs	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	

642 - Books and Periodicals	\$1500
Function Code 2220 - Educational Media Services Narrative: E-books and Audio Book downloads	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	
880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
<b>Total Budget for Year 1</b>	\$303,580 -