

# School Profile

Created Friday, November 21, 2014

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## Page 1

### School Information

System Name:	Johnson County
School or Center Name:	Johnson County Middle
System ID	683
School ID	0101

### Level of School

Middle (6-8)

### Principal

Name:	Gary Price
Position:	Principal
Phone:	(478) 864-2222
Email:	gary_price@johnson.k12.ga.us

### School contact information

(the persons with rights to work on the application)

Name:	Rebecca Thomas
Position:	Superintendent
Phone:	(478) 864-3302
Email:	rebecca_thomas@gmail.com

### Grades represented in the building

example pre-k to 6

6-8

### Number of Teachers in School

14

### FTE Enrollment

287

# Grant Assurances

Created Wednesday, December 03, 2014

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## Page 1

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

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

- 
- Yes
- 

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

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

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

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

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

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

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

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

- 
- Yes
-

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

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

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

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

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
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# Preliminary Application Requirements

Created Friday, November 21, 2014

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## Page 1

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

[SRCL General Information Packet-Cohort 4](#)

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

- 
- Yes
- 

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

[SRCL Scoring Rubric-Cohort 4](#)

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

- 
- Yes
- 

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

[SRCL Required Assessments Chart](#)

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

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• I Agree

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## **Georgia Department of Education Conflict of Interest and Disclosure Policy**

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### b. Employee Relationships

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



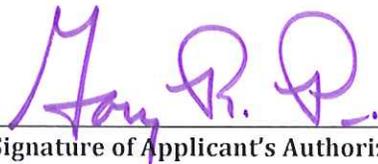
\_\_\_\_\_  
Signature of Fiscal Agency Head (official sub-grant recipient)

Rebecca Thomas, Superintendent

\_\_\_\_\_  
Typed Name of Fiscal Agency Head and Position Title

12/3/14

\_\_\_\_\_  
Date



\_\_\_\_\_  
Signature of Applicant's Authorized Agency Head (required)

Gary Price, JCMS Principal

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

12/3/14

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Rebecca Thomas

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

Address: P.O. Box 110, 150 Lee St.

City: Wrightsville, GA Zip: 31096

Telephone: (478) 864-3302 Fax: (478) 864-4053

E-mail: rebecca-thomas@johnson.k12.ga.us

Rebecca Thomas

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

Rebecca Thomas

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

11/21/14

Date (required)

## Johnson County Schools District Narrative

The mission of the Johnson County School System is to prepare students to meet or exceed standards in order to graduate on time and pursue post-secondary and career options. This mission is hampered by the socioeconomic conditions in which our students live. According to the 2010 Georgia County Guide, over one-third of children live in impoverished homes, and almost half of the county's African-American children do so as well. Of the 9,550 residents of Johnson County, over one-fourth are living in poverty, and almost 1 out of every 3 of our children ages 0-17 and more than 1 out of every 2 female-headed households with children under age 18 are living below the poverty level. In 2007, 16 of the 62 live births (25.8%) were to unwed teen mothers. More than 1 out of every 3 county residents age 25 or older did not graduate from high school. Nearly one-third of our county's residents receive Medicaid, compared to the state's rate of 21.4%. Seventy-six percent of students in Johnson County Schools are eligible for free/reduced lunch.

All schools in the Johnson County School System are Title I schools, enabling us to maintain relatively small classes and focus on students who struggle. While both the elementary and middle schools have demonstrated success with targeted assistance in areas of weakness (Reading First at the elementary school and state direction at the middle school), the high school continues to struggle, and we must not assume that the other two will continue to perform as well with the conversion to CCGPS and other mandates. It is our belief that an increased focus on literacy instruction will impact student performance in all subject areas and increase our graduation rate by allowing students to experience success in school.

The percentage of students classified as special needs has decreased, but 12% of the system population is still classified as SWD. In all grades, the SWD population consistently scores lower than other subgroups on standardized tests, indicating a need for increased literacy instruction. The majority of SWD are now transitioning through the middle/ high school.

### System Percentage of Students with Disabilities (SWD)

	Total Number of SWD	Total Percentage of SWD	Percentage of Total School Enrollment
Pre-K & Head Start	7	6%	12%
Johnson County Elementary	53	11%	11%
Johnson County Middle	39	14%	14%
Johnson County High	43	13%	13%

Other priorities include: (1) Increasing the literacy skills so students are ready for college or career upon graduation; (2) Increasing the literacy skills of teachers so they can better assist our students who struggle with reading; (3) Developing a system-wide literacy plan, including components for all grade levels and collaborative decision-making; (4) Fully implementing the CCGPS and vertical alignment of curriculum and materials used; (5) Increasing the level of active engagement of all students and ensuring that all students are reading and being rigorously instructed using appropriately leveled materials and technology; (6) Enhancing technology available to teachers, students, and parents, and using new technology to engage students; (7) Maximizing the effectiveness of the new technology through professional learning; and, (8) Providing up-to-date and accurate print materials for teachers, students, and parents.

Because our school system is small, most employees have several job responsibilities. Our Central Office staff is comprised of the Superintendent, a Director of Curriculum/Professional Learning/Title I, a Special Education Director, a Director of Technology/Facilities/Maintenance/Transportation, a bookkeeper, a transportation secretary, and a receptionist. The middle and high schools share an administrative team of one principal and two assistant principals. The elementary school administrative team is comprised of a principal and an assistant principal. The high school has one academic coach, the middle school has one coach and the elementary school has two. Our Family Connection Coordinator also serves as co-applicant with the 21<sup>st</sup> Century CCLC program director and must attend and initiate services for many grants. The superintendent works closely with the system administrative team, which is comprised of the building principals and all

program directors. The team works to ensure that all initiatives are based on the system and school improvement plans and are working smoothly.

Instructional initiatives have focused on improving student achievement and implementation of the GPS. The elementary school received a Reading First grant to focus on reading improvement. The professional learning provided through this grant was beneficial for students in grades K-3, but additional assistance is needed for all other grade levels. The elementary and middle school began benchmark testing students three times per year using the Georgia Online Assessment System (OAS). Data is analyzed to determine students in need of additional support, gaps in curriculum, and overall areas of strength and weakness. The middle school also began using the state-provided Framework Tests that measure student achievement over specific units. This data is used for flexible grouping of students for intervention or enrichment. All three schools have worked on implementing the use of formative assessments to form flexible learning groups, increasing rigor in the curriculum, and implementing the GPS and CCGPS.

The system level literacy team is developing a plan to encompass students from birth through 12<sup>th</sup> grade, with a goal of aligning literacy expectations from Birth through grade 12 to ensure academic and instructional consistency for all students.

Our elementary school is in need of more social studies, science, and math materials to support literacy and fully implement reading and writing in these areas. The teaching of grammar through writing is needed at all levels, as indicated by writing scores. Updated classroom libraries are needed and teachers need time to study materials using assessments such as the Text Complexity Rubric provided by the state to ensure that materials meet the criteria established by the CCGPS. Updated technology such as Interactive SMART Boards and accompanying response systems to enhance engagement and formative assessments would be beneficial as well. Our middle and high schools have many of the same needs as the elementary school plus additional needs in the area of ELA that are less prevalent at the elementary level. These are indicated in the school narratives.

The assessment plans at both schools align with the State Literacy Assessment model found in the “What” document. These plans are detailed in the school SRCL grant applications. In order to ensure our system is providing ongoing formative and summative assessment to inform instructional decisions regarding the need for and intensity of interventions, and to evaluate the effectiveness of instruction, our schools use the following types of assessment. Screening is done three times per year on all students at the elementary level. The middle and high schools will implement screeners after training from SRCL. Formative and summative assessments are part of the instruction in all subjects.

As stated above, the primary need for a Striving Reader Project is improvement of instruction at the high school level. Secondary to this is the need to supplement the instruction in elementary and middle school in order to sustain the improvement system-wide and effectively implement the CCGPS. Professional learning afforded us by SRCL funding will have a positive impact on implementation success by allowing us to tweak and improve our Literacy Plan. Updated technology and appropriate materials will ensure success for all students by increasing student engagement. We want to continue our growth through these difficult economic times, and the SRCL will enable us to provide our students with vital literacy skills.

## Management Plan & Key Personnel

As illustrated in the chart below, our system administrative team is compact, and responsibilities are shared among a small number of individuals, which lends itself to teamwork. All personnel listed below are experienced with grant funding and understand the goals and objectives and the grant implementation plan, since they have been instrumental in planning sessions, reviewing needs assessment results, and planning for implementation. The superintendent will be the overall SRCL Coordinator. Building principals are expected to be heavily involved with the project, but the Site-Level Coordinators will oversee the day-to day operations of the project.

### System Management Plan and Key Personnel SRLC Grant

	<b>Individual Responsible</b>	<b>Supervisor</b>
<b>System Coordinator</b>	Superintendent Rebecca Thomas	NA
<b>Purchasing</b>	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Patrice Tanner System Bookkeeper
<b>Site-Level Coordinators</b>	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Elementary: Charles Howard, Principal  Middle/High: Gary Price, Principal
<b>Professional Learning Coordinator</b>	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	System: Tecia McKay Director of Curriculum/Professional Learning
<b>Technology Coordinator</b>	Elementary, Middle, & High: Charlie Lindsey Director of Technology, Facilities, & Transportation	All: Rebecca Thomas Superintendent
<b>Assessment Coordinator</b>	Elementary: Beth Martin, Asst. Principal Middle/High: Elaine Merritt, Asst. Principal	Elementary: Charles Howard, Principal  Middle/High: Gary Price, Principal

The system coordinator will meet weekly with the site-level coordinators (and include the technology coordinator when appropriate) to discuss and plan for purchases, professional learning, and assessment to ensure that all schools have a uniform process for implementation. Site and system coordinators will update the District Curriculum Team and get input from them at regular monthly meetings. The system coordinator will take responsibility for ensuring that all requirements of the grant are communicated to the schools and that all are in compliance. The system and site coordinators will conduct walkthroughs, review PO's, review assessment information, and conduct any other inspection necessary to ensure that the goals of the grant are carried out with fidelity.

### **Development of the Budget and Performance Plans**

Each stakeholder in the grant will have input into the development of the budget and performance plans through participation in regular meetings, reading progress reports through email, conducting walkthroughs and reviewing walkthrough data to monitor progress of students, and following the sign-off process for purchasing.

### **Evidence of Ongoing Meetings with Grant Recipients:**

Two meetings were held with the literacy team from each school (Johnson County High, Middle, and Elementary) to discuss the possibility of applying for the grant and to work on the grant application itself. At each school the leadership team (one teacher per grade, instructional coaches, administration, and counselor) doubles as the Literacy Team. The team meets monthly to focus on curriculum and instructional issues, and the SR grant will be reviewed at these meetings.

**Johnson County Schools  
Experience of the Applicant**

**Table Describing other Initiatives with which the LEA has been Involved:**

	<b>Project Title</b>	<b>Funding Received</b>	<b>Is there an audit?</b>	<b>Audit results</b>
<b>LEA</b>				
	Family Connection FY04 – FY14	\$ 473,750	Yes	Clear
	Community Based Abstinence Education (CBAE) FY04 – FY10	\$ 353,663	Yes	Clear
	Children & Youth Coordinating Council FY04 – FY07	\$ 218,416	Yes	Clear
	Mental Health Developmental Disabilities and Addictive Diseases FY04 – FY11	\$ 293,947	Yes	Clear
	Federal Mentor Grant FY09 – FY10	\$ 40,023	Yes	Clear
	Drug Free Communities FY08 – FY 12	\$ 48,263	Yes	Clear
	21 <sup>st</sup> Century Grant FY05 – FY09 & FY12 – FY13	\$1,488,552	Yes	Clear
	Safe Schools Healthy Students Initiative FY09 – FY14	\$1,151,577	Yes	Clear
<b>Schools</b>				
Johnson County Elementary School	Reading First FY04-FY10	\$1,804,782	Yes	Clear

**Description of the LEA's capacity to coordinate resources in the past:**

Because of the small size and the poverty level of the school district, Johnson County Schools have always had to coordinate resources and personnel carefully. With only three administrators in the central office, all have to oversee multiple programs. This obviously leads to close coordination and understanding of how various programs work together. For example, Title 1 and Title III work together

each year to sponsor family night activities. They share the agenda and provide workshops to meet the needs of all parents and to meet their guidelines for parental involvement. Materials and other resources are shared among programs as regulations allow. Johnson County has several key instructional personnel who are split funded as well.

**Description of the sustainability of past initiatives implemented by the LEA:**

The Johnson County Board of Education values the benefits of the various initiatives that have been implemented in the system. Grant funding has allowed the system to provide students with assistance that would have been impossible if only state and local funding were available. Therefore, the system makes every possible effort to ensure that various initiatives are sustained past the grant funding period. For example, after the Reading First Grant ended, the need for sustaining the position of literacy coach was so great that a major reorganization of personnel was implemented at JCES in order to be able to continue funding this position. Once a great benefit from a grant program is identified, system personnel are committed to finding ways to continue with the initiative past the grant period.

**Description of initiatives the LEA has implemented internally with no outside funding support:**

Because of the small size and the poverty level of the school district, Johnson County has very few initiatives that have been funded without support. However, the district has been able to update technology in some areas. A few years ago, a major personnel shift was implemented in order to make it possible to fund an additional instructional coach. Administration was committed to having this additional coach and had to work with existing staff and the community to ensure that all stakeholders realized that the changes were necessary to improve instruction.

## **Johnson County Middle School School Narrative**

### **School History**

Johnson County Middle School is a small school in a rural area. Johnson County lost most of its employers when factories closed a few years ago, leaving over one-fourth of our students living at or below the poverty line. According to the most recent census, there are 9,550 residents in Johnson County. Of these, almost a third of children ages 0-17 and more than half of female-headed households with children under 18 are living in poverty. More than one-third of our county's residents (39.7%) are African American. Our county's per capita income continues to be lower than the national average, and Johnson County ranks 154<sup>th</sup> out of 159 Georgia counties (2010 Georgia County Guide). Almost 40% of residents ages 25 and older did not graduate from high school, and nearly one-third (31.1%) of our county's residents receive Medicaid, compared to the state's rate of 21.4%; and 18.2% receive Food Stamp assistance (127<sup>th</sup> out of 159 counties).

### **Administrative and Teacher Leadership Team**

The Administrative Team of Johnson County Middle School is comprised of a Principal and two full time Assistant Principals. Johnson County Middle School and Johnson County High School are housed in the same building, though they function as two different schools, and the administrative team has responsibility for both schools. The Administrative Team has worked diligently to develop shared leadership through the use of both a middle and a high school Cabinet. This team is comprised of teachers who have rich backgrounds in education and who represent each grade level and subject area, the Guidance Counselor, the principal, both assistant principals, and a representative of Oconee RESA. These members assist with the

development, implementation, and monitoring of the school improvement plan and other initiatives, and they work to ensure that there is a constant flow of information between administration and teachers and vice versa.

### **Past Instructional Initiatives**

Johnson County Middle School has been involved in a number of instructional initiatives over the past decade, but consistent and pervasive implementation of these has been difficult to attain. Johnson County Middle has experienced turnover in administration for the past few years, and this has compounded the difficulty. Fortunately, for the first time in several years, we have the same administrative team this year as last year. Changes in the state curriculum and the move from traditional to standards-based instruction have also caused difficulty. Many initiatives that have begun are still in progress, others have not been carried to fruition.

Under the leadership of the state director, our faculty implemented differentiated instruction, intensive remediation programs, and a modified instructional schedule allowing more time for English/Language Arts and mathematics. Thinking Maps training was required and expectations were established for their use. The teachers also mapped the curriculum and implemented co-teaching in ELA and mathematics. A culture for continuous, focused monitoring of instruction has been developed and implemented, including frequent classroom observations and feedback by administrative staff.

### **Current Instructional Initiatives**

Johnson County Middle School uses the Implementation Resource Guide and the School Keys as resources when planning improvement initiatives. The Design Team analyzes data to determine areas for improvement and develops the School Improvement Plan (SIP). The SIP is

reviewed by each department multiple times and finalized only when all staff members have provided feedback.

Teachers need continued assistance with implementation of the standards-based classroom and the expectations of the CCGPS. An instructional coach was added back to the faculty two years ago after several years without one. This has helped tremendously with professional learning needs of the faculty.

Consistent implementation of the Instructional Framework in order to provide systematic, explicit instruction in all content areas is a need. There is additional work to be done in this area.

Rigor of instruction and assessment based on the Depth of Knowledge Scale and Bloom's Taxonomy is an ongoing focus. Teachers ask higher order thinking skill questions on every assessment and use a rubric for evaluation. Written commentary is provided. Teachers also consistently use the rubric for grading the MGWA/8<sup>th</sup> Grade Writing Test, which we assume will also help us with the writing component of the Georgia Milestones Assessment.

Thinking Maps have been implemented in daily instruction. Students use these for note-taking, as a way to map thoughts for writing papers and essays, and for summarization and classification. "Taking it off the map" (writing) is an important component of this.

To promote student engagement and utilize effective assessment practices, all JCMS faculty have also studied *Seven Strategies of Assessment for Learning* by Jan Chappuis as a supplement work done over the past two years. Instructors used literature circles in order to model this strategy for reading in their classrooms.

Teachers have provided intervention for students through individual tutoring before and after school, during Connections classes, and during lunch breaks. Students can receive assistance with classroom assignments and additional instruction in areas of need. Awareness

walks are a vital component of the monitoring process at JCMS. Classroom visits and feedback from administrators occur daily. Next steps for improvement are given.

### **Professional Learning Needs**

The three foci of our job-embedded professional learning this year are: (1) writing across the curriculum; (2) active engagement; and (3) using formative assessments to differentiate instruction.

Students are expected to write daily in every class, and teachers have expressed a need for more training on using writing across the curriculum, especially in the area of mathematics. Writing test data supports this. Teachers continue to study the Five-Step Protocol and the processes involved and their benefits to students, including providing a way to measure growth against expectations.

Our co-teaching pairs have received extensive training on co-teaching, and SWD in grades 6-8 currently receive co-teaching instruction in English/Language Arts and mathematics.

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

Our students struggle with reading and the deficits are larger among our Black students and our Students with Disabilities, largely due to comprehension deficits. The Reading First program at the elementary school has helped students become more fluent in their reading but not in comprehension. Teachers have expressed concern about lack of expertise in teaching comprehension strategies as well as difficulty in engaging students and motivating them to read.

Another area of need is a lack of diverse media and technology in both the Media Center and in classrooms. There are few opportunities for students to see the relation to real life or to participate in relevant experiments. Additional materials, such as virtual labs and content-related publications would be beneficial for our students.

## **Johnson County Middle School**

### **Needs Assessment**

#### **Description of the Materials Used in the Needs Assessment & the Needs Assessment Process**

The school's literacy needs were determined by faculty input and by administration of the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. This instrument was provided by the Georgia Department of Education as part of the grant application process. The survey was added to Survey Monkey, making data collection simple.

All teachers participated in the survey, along with media specialists, special education teachers, EL and paraprofessionals. The results were tabulated by Survey Monkey. After the data was reviewed by administrators, it and the findings were presented and discussed with the entire faculty. Specific strengths and weaknesses were identified and became the basis for the Striving Readers Comprehensive Literacy Grant proposal.

#### **Areas of Concern as related to the research-based practices found in the "What" document**

##### **Engaged Leadership: (What, 1C)**

- Insufficient time for intervention and disciplinary literacy in all content areas.(What, 1C)
- No specific time for intervention or disciplinary literacy in content areas. (What, 1C, 4C)
- Time and personnel may not be in the most strategic position (What, 1C)

##### **Continuity of Instruction:**

- All teachers have not accepted responsibility for literacy instruction. (What, 1B,1C)
- No plan for consistent implementation of writing instruction in all content areas (What, 4B)
- Disciplinary instructional practices are not consistent and pervasive (What, 1B 1C, 1D, 1E)

##### **Ongoing Formative and Summative Assessments:**

- Common assessments are not pervasive. (What, 3A)
- Formative and summative assessments are not used to evaluate the effectiveness of instruction or determine needed interventions (What 3A, 3B)

- Screeners and diagnostic assessments are not currently in use. (What 3C)
- A formalized, school-wide plan for interventions is not in place, so interventions lack consistency. (What, 3B)
- A clear, articulated strategy for using data to improve teaching and learning does not exist. (What, 3E)

#### Best Practices in Literacy Instruction:

- Efforts to provide direct, explicit instruction in reading are not consistent and pervasive. (What, 4A)
- Efforts to provide effective writing instruction across the content areas are not consistent. (What, 4B)
- Extended time for literacy instruction is not provided. (What, 4C)
- Efforts to develop and maintain student engagement and interest are not consistent. (What, 4D)

#### System of Tiered Interventions (RTI) for All Students:

- Data is not used to determine tier placement or interventions (What, 5A).
- Students who should be classified as Tier II or Tier III are not clearly identified and are receiving no specialized instruction. (What, 5A, 5B, 5C, & 5D)
- SST and Data Teams are not currently actively involved in the RTI process. (What, 5D)

#### Improved Instruction through Professional Learning:

- Additional professional learning is needed in the areas of:
  - Student interest and engagement
  - Response-to-Intervention (RTI)
  - Direct, explicit literacy instruction
  - Data analysis
  - Use of data to guide instruction
  - Screeners, Diagnostic, Formative, and Summative Assessments

- Effective implementation of the CCGPS

**Specific age, grade levels, or content areas in which the concern originates:**

A significant percentage of our students arrive at our elementary school already deficient in even the most basic literacy skills, largely due to the lack of exposure at home. These students start off behind, and many never catch up with their grade level peers. Increasingly frustrated, these students then lose their motivation and “turn off” to school, leading to lack of success in all areas. This is of concern at all grade levels, K-12, but of particular significance to our school are grades 6-8.

CRCT data from 2014 indicates that 9% of students in grades 6-8 did not meet established state minimum requirements. Percentages per grade level are outlined below:

<b>GRADE</b>	<b>% NOT MEETING</b>
6 <sup>th</sup>	4
7 <sup>th</sup>	12
8 <sup>th</sup>	11

This data clearly indicates a need for improvements in the literacy program at JCMS. This is further supported by the results of the 2014 Grade 8 Writing Assessment, where 34% of 8<sup>th</sup> grade students did not meet minimum standards.

**Steps the School has taken to address the problem:**

JCMS has been involved in a number of initiatives, but consistent and pervasive implementation has been difficult to attain. JCMS has had four principals in the past five years, and this has only compounded the difficulty. Specific steps that have been taken include:

**Professional Learning:**

- Standards-based classrooms/instruction
- Depth of Knowledge and Bloom’s Taxonomy (rigor)
- Effective feedback and commentary
- Thinking Maps
- *Seven Strategies of Assessment for Learning* (Jan Chappuis)

- Co-teaching (for co-teaching pairs)
- Five-Step Protocol

**Implementation of:**

- Instructional Framework (Opening, Work Session, Closing)
- Literature Circles
- Individual tutoring before, during, and after school, and during lunch breaks
- Targeted walk throughs using eWalk
- Increasing time for ELA and Math classes to 100 minutes per day with specified days for intervention
- Writing in every class

Despite these efforts, we still have a need for a systematic, comprehensive, sustainable literacy plan, which we hope to be able to fully implement through the Striving Readers grant,

**Root Cause Analysis:**

Our data clearly indicates that students are struggling with reading and literacy skills, even many of those who “met” the standard on the CRCT, as they scored at or below 815, placing them at-risk of possibly not passing the next round of the CRCT. Considering that many of our students come to us several grade levels behind, it is important to examine our own beliefs and practices to ensure that we are providing the time and support they need to catch up to grade level peers and to ensure that we are doing everything in our power to encourage a rich culture of literacy. After careful study of the areas of concern uncovered by the Needs Assessment, we have determined that literacy, media, appropriate technology, professional learning, and a lack of a literacy rich environment at home and at school are root causes of our student’s lack of literacy progress.

## **LITERACY**

Johnson County has a poverty rate of 30.5%, and this is reflected in the literacy levels of our children. Many of our students start off behind because of deficits in the home environment and stay behind because they are not provided adequate time and support. As our data reflects, our students struggle greatly in science and social studies content, largely due to a lack of skill in reading comprehension.

## **MEDIA**

Each book in our Media Center has been labeled with the appropriate Lexile score and our media software has also been updated to reflect this information. We have discovered an additional need for books that meet the text-complexity requirements of the CCGPS but also have create high interest levels in students. We also need additional fiction at all levels, including beginning reader, current periodicals, and up-to-date or online encyclopedias. We would like to include e-Books and e-Readers as options to increase student engagement with reading. We would also like to keep current on new literature, especially all award-winning books and those nominated for awards.

## **PROFESSIONAL LEARNING**

JCMS teachers need additional professional learning in several areas, as indicated by our Needs Assessment results. These areas include student engagement, literacy instruction, and effective interventions. Training is also needed to make the RTI process active and effective at JCMS.

## **TECHNOLOGY**

JCMS is aware that we are deficient in exposing our students to current technologies. Additional classroom computers will allow teachers to provide additional opportunities to research in all content areas (Why, p. 32). This will also allow students to access, use, and produce multiple forms of Media, developing additional skills (Why, p. 26). We also need additional technology in order to enable our student to be fluent in different forms of communication – email, video conferencing, video chat, blogs, etc. (Why, p. 29). In addition, additional technology would increase student engagement due to the natural interest student shave in technology (Why, p. 54).

## LITERACY PLAN

### JOHNSON COUNTY MIDDLE SCHOOL

The Johnson County Schools District Literacy Team, made up of members from the elementary, middle, and high school, collaborated to determine the scope of the Striving Readers Comprehensive Literacy Grant and its potential positive impact on all three schools in the district.

Whereas Johnson County Middle School has several research-based practices, programs, and initiatives in place to support literacy instruction, there is still much room for improvement to ensure we are effectively supporting our students in their efforts to read, write, speak, and listen well. Johnson County Middle School supports the Georgia Department of Education and the six major goals in the Georgia Strategic Literacy Plan:

Goal 1: Increase high school graduation rate, decrease high school dropout rate, and increase post-secondary enrollment rate, specifically by sending students from 8<sup>th</sup> to 9<sup>th</sup> grade who are reading and writing on grade level.

Goal 2: Strengthen teacher quality, recruitment, and retention.

Goal 3: Improve workforce readiness skills.

Goal 4: Develop strong education leaders, particularly at the building level.

Goal 5: Improve the SAT, ACT, and achievement scores for Georgia students by improving their scores on Georgia Milestones Assessments.

Goal 6: Make policies that ensure maximum academic and financial accountability.

Johnson County Middle School understands the importance of such goals and the importance of having a plan in place to ensure these goals are achieved. Ultimately, Johnson County Middle School is committed to ensuring all students are successful and ready to make the transition to high school and then beyond. The school strives to effectively build capacity with students and their parents, teachers, administrators, support staff, and community stakeholders.

Among several literacy reform initiatives, Johnson County Middle School administrators, instructional support staff, and teachers participate in job-embedded professional learning to implement Thinking Maps, Webb's Depth of Knowledge, Seven Habits of an Effective Reader, Literacy

Design Collaborative (LDC), Planet Literacy, and CCGPS Literacy Standards. Professional learning community assignments serve to increase knowledge of all involved. Teachers also conduct monthly peer observations to monitor the implementation of best practices.

Although many successful practices are in place at Johnson County Middle School, formative and summative benchmark data and state tests indicate there is still a need for increased literacy for all subgroups across all content areas. The Striving Reader Grant would allow the school to purchase various materials, technology, and programs such as tablets and e-readers, software to increase instructional skills in literacy, universal screener software, document cameras, laptops and additional computers, and interactive board response systems, which would not only assist teachers with instruction but would engage students in the classroom. Such resources would allow new teachers to reach a higher proficiency with instruction, and veteran teachers could continue implementing best practices. Ultimately, the students of Johnson County Middle School would benefit the most, as they will be more motivated to learn, which will in turn support them in the effort to learn to read, write, speak, and listen effectively.

Johnson County Middle School  
Literacy Plan  
2014-2015

Johnson County School System recognizes the importance of appropriate, direct, explicit instruction in literacy on student achievement. We first developed our Literacy Plan in the fall of 2011, but have revised it each year since then based upon current data.

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Administrators will participate in state-sponsored Webinars and face-to-face sessions continue to stay abreast of revisions to CCGPS. (What, 1A;How, 1A;Why pp31-32, #4, Why 156-157)	Prof. Learning/ Literacy	August 2011 – May 2015	Access to DOE training webinars	Principal Asst. Principal Inst. Coaches	Sign in sheet State Webinar Schedule Johnson County Middle School Agendas and Professional Learning Schedule	ONGOING
Engaged Leadership	Administrators will seek out and participate in professional learning in literacy with the faculty. (What, 1A;How, 1A;Why pp31-32, #4, 156-157, 158-168) )	Prof. Learning/ Literacy	August 2011 – May 2015	N/A	Principal Asst. Principal	*Scheduled professional learning based on planned walk-throughs to gather data. Sign-in sheets from professional learning. *Implement Coaches cycle for coaches to practice strategies in model classroom, explicitly teach those strategies identified using assessment data and walk-through data. *Allow teachers time to practice literacy strategies with support. *Schedule a follow-up walk-through to gather data. *Analyze walk-through data and assessment data to determine success of implementation of literacy strategy. *Determine those teachers who need more modeling, instruction, etc. and those who can move on to other literacy strategies or CCGPS training.	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Administrators will establish a literacy leadership team that meets regularly and provides substantive direction for the school and community. (What, 1B;How, 1B, Why 156-157)	Literacy	August 2012	N/A	Principal Asst. principal	Sign-in sheets Minutes from meetings Team will analyze data, conduct walk-throughs, and determine next steps.	YES – team is same as cabinet
Engaged Leadership	Administrators will ensure that daily schedules include 2-4 hours across content areas in grades 6-8 in literacy and ALL of the following: set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning. (What, 1C; How 1C; Why, p. 58, 156-157)	Literacy	August 2012	N/A	Principal Asst. Principal-Scheduler	Master Schedule, Intervention schedules, Data to determine if intervention was successful.	YES – may still need to tweak times for intervention and disciplinary literacy
Engaged Leadership	Study evidence-based literacy instruction in our school. (Why 156-157, What 9-11)	Prof. Learning/ Literacy	August 2012- Ongoing	What, How, Why Striving Reader Documents, Access to DOE training, other training sources.	Principal Assistant Principal Inst. Coaches/ SCT/LT	Study Group schedule, sign-in sheets. Study groups with Inst. coaches and teachers. Scheduled literacy walk-throughs to monitor use of literacy strategies, student engagement and effective literacy practices.	ONGOING
Engaged Leadership	Faculty and staff participate in targeted, sustained professional learning on literacy strategies in the content areas. (What, 1D;How,1D,E, Why 156-157)	Prof. Learning/ Literacy	August 2012 – Ongoing	Access to DOE training, other training sources	Principal Assistant Principal Inst. Coaches SCT/LT	Collaborative planning minutes Lesson plans	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Engaged Leadership	Ensure that faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas. (What, 2B;How,1E,2B;Why,pp.48-49, 156-157)	Prof. Learning/ Literacy	August 2012 – Ongoing	Access to DOE training, other training sources	Principal Asst. Principal Inst. Coaches	Observations/walkthroughs Anecdotal evidence Student work samples Collaborative planning minutes	ONGOING
Engaged Leadership	Ensure that content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures. (What, 1E;How, 1E,2B;Why p. 44, 156-157)	Prof. Learning/ Literacy	August 2012- Ongoing	Access to DOE training, other training sources	Principal Asst. Principal Inst. Coaches Teachers	Observations/walkthroughs Student work samples Lesson plans	ONGOING
Continuity of Instruction	Allocate time and resources for cross-disciplinary teams to meet regularly to examine student work and to collaborate on the achievement of literacy goals. (What, 2A;How, 1C)	Prof. Learning/ Literacy	August 2012 – Ongoing	N/A	Principal	Sign-in sheets Collaborative planning minutes Student work samples Common assessments	ONGOING
Continuity of Instruction	Ensure that literacy instruction is supported by a systematic, comprehensive core language arts program and also occurs in all content areas. (What, 2B;How, 2B,4A)	Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Lesson plans aligned to CCGPS Frameworks	ONGOING – CCGPS Frameworks adopted as core program
Continuity of Instruction	Out-of-school agencies and organizations collaborate to support literacy within the community. (How p. 29-33, What p.7)	Literacy	August 2011- Ongoing	N/A	Family Collaborative Director, Principal, School Council Members	Family Connection Collaborative meeting schedules, agendas, minutes and sign-in sheets. School Council meeting schedules, agendas, minutes and sign-in sheets. Schedules of events and collaboration.	Ongoing- Family Connection Collaborative meets once a quarter to discuss

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative & Summative Assessments	Ensure that a universal literacy screener is utilized system-wide to identify strengths and weaknesses so that appropriate interventions can be prescribed. Develop a plan to ensure those students at-risk from the literacy screener receive diagnostic assessment. (Why p. 95-123)	Literacy	Ongoing	*SRI: local funding already in place *Intervention programs	Principal Asst. Principal Inst. Coaches	Student and school data from the screener(s) utilized to ensure success of interventions/strategies in place. Evidence in lesson plans and on student at-risk lists that data is reviewed and used. Assessment schedule for universal screener. Diagnostic schedule for those students who were identified as struggling on the screener. Placement assessment for Intervention program that has multiple-entry points to avoid a one-size-fits-all approach.	ONGOING – this is being adjusted as we gather data to determine school and student needs
Ongoing Formative & Summative Assessments	Ensure that a full range of formative and summative assessments are administered regularly and are used to guide direct and intervention instruction. (What, 3B;How, 3A,B, Why, p. 95-123)	Literacy	August 2012 – Ongoing	Access to DOE training (to include FIP), other training sources, MDC/LDC resources Technology infrastructure to support administration and storage of assessments and dissemination of results.	Principal Asst. Principal Inst. Coaches	Common grade level assessments-to include a variety of formats to identify classes needing support. Common lesson plans Walk-throughs to ensure teachers are implementing formative as well as summative assessments. Benchmark/OAS results Framework results CRCT results SRI/LEXILE Results) TKES observation tool Disaggregated data from all tests Intervention lab results Assessment calendar(formative, summative, diagnostic)	ONGOING – this is being adjusted as we gather data to determine school and student needs

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Ongoing Formative & Summative Assessments	Ensure that time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments. (What, 3D;How, 3E, Why p. 95-123)	Prof. Learning/ Literacy	August 2012- Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Collaborative planning meetings Data analysis reports	ONGOING
Ongoing Formative and Summative Assessments	Ensure that all appropriate staff members have access to data and follow established protocol for making decisions to identify the instructional needs of students. (What, 3E; How, 3E; Why, p.68, #8, p. 95-123)	Prof. Learning/ Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal	Collaborative planning meetings Data analysis reports	ONGOING
Ongoing Formative & Summative Assessments	Ensure that all faculty participates in ongoing professional learning in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling; guided and independent practice; and, analysis of data). (What, 4A; How, 4C; Why, p.68, #8, p. 95-123)	Prof. Learning/ Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches	Professional Learning plan Schedule Sign-in sheets Professional learning agendas Collaborative meeting minutes/agendas	ONGOING
Ongoing Formative & Summative Assessments	Ensure that the effectiveness of instruction is monitored regularly by analysis of student and teacher data derived from administrative walkthroughs and observations. (What, 4A; How, 2B; Why, p.68, #8)(Why pg. 95-123)	Prof. Learning	August 2012 – Ongoing	eWalk iPads	Principal Asst. Principal Inst. Coaches Peer observations (Teachers)	eWalk (walk-throughs, observations) reports Data analysis reports Disaggregated data	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	<p>Ensure that the faculty is thoroughly trained to use the core program (CCGPS Frameworks) (use of novels and supplemental materials) which provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. Teachers are trained to use a CCGPS checklist of standards to ensure all standards are being taught and mastered by students. Teachers also develop pacing guides and curriculum maps to ensure scope and sequence of skills that are integrated into a rich curriculum of literacy and informational tests.</p> <p>. (What, 4A; How 4A; Why, pp. 41-59, 95-123)</p>	Prof. Learning	August 2012 – Ongoing	Books suggested by Frameworks \$5,000.00 (SPLOST)	Principal Asst. Principal Inst. Coaches	Professional Learning Plan Schedule Collaborative planning minutes Professional learning minutes Unit study day minutes Lesson plans Curriculum maps Pacing Guides CCGPS Standards checklist Student data analyzed to determine effectiveness of core instruction.	ONGOING
Best Practices in Literacy Instruction	<p>Incorporate the Seven Habits of an Effective Reader into all literacy instruction. Ensure Text Complexity measures are used to select materials for students. Using information from a variety of sources. Ensure students work allows them to experience success, (What 9-11) (Why page 41, 46, 49, 59,65-67)</p>	Literacy and prof. Learning	August 2013- Ongoing	N/A	Principal Asst. Principal Inst. Coaches	Walk-throughs Observations-TKES Lesson Plans-reference of strategies SRI (Scholastic Reading Inventory) Lexile Scores GALILEO, LDC, MDC Continuance of Thinking Maps Initiative Professional Learning Agendas, Schedules to include PL's on selecting appropriate materials, lessons for diverse student needs. PL to understand the struggling reader in grades 6-12)	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Best Practices in Literacy Instruction	Develop and implement a coordinated plan for writing instruction across all subject areas. Plan will include explicit instruction, guided practice, and independent practice. (What, 4B; How 4C; Why, pp. 41-59)	Literacy	August 2012 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Professional Learning plan schedule Writing Samples Writing Instruction plan-included in pacing guides. Pacing guides Curriculum Map Lesson plans Student work samples Observations/Walkthroughs	ONGOING
Best Practices in Literacy Instruction	Ensure that at least one day per week, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics. (What, 4B; How 4C; Why, pp. 41-59)	Literacy	August 2012 – Ongoing	N/A	Principal Assistant Principal Inst. Coaches Teachers Writing Specialist	Lesson plans Student work samples Observations/walkthroughs	ONGOING
Best Practices in Literacy Instruction	Ensure that teachers regularly implement strategies for developing and maintaining interest and engagement (active engagement) appropriate to their grade level. Ensure students are motivated and actively engaged. Ensure that all classrooms have rich classroom libraries. (What, 5A; How, 4A; Why, pp. 41-59)	Prof. Learning/ Literacy	August 2012- Ongoing	Media center books, E-books, E-readers iPads Classroom libraries (500 per classroom )	Principal Asst. Principal Inst. Coaches Teachers	Walkthroughs-data Lesson plans-evidence of planning for TKES observations-data Interest Inventory results from students-to enable media specialist to order e-books and hard back books that interest students.  Student surveys to determine baseline of motivation and improvement. (Why page 51)  Classroom libraries that are rich with interest choices, Level, and content	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
BEST PRACTICES IN Literacy Instruction	Establish a media committee at the middle/high level to expand the culture of reading at both schools and ensure that appropriate materials and technology are selected for use in the school. (Why, p. 58)	Media/ Literacy/ Technology	August 2014 – Ongoing	N/A	Principal Asst. Principal Inst. Coaches Teachers	Meeting Minutes Materials inventory Interest Inventory results from students Walkthroughs/observations to evaluate the reading culture of the schools	ONGOING
Best Practices in Literacy Instruction	Ensure that all ELL students receive appropriate instruction and are closely monitored. (What page 9-11) (Why p. 90-94)	Literacy	Ongoing	N/A	ELL Coord. Principal, Asst. Principal Inst. Coaches	Professional Learning Plan Schedule PL minutes, agendas Assessment data on ELL students Collaborative meetings for teachers of ELL students. WIDA Standards	ONGOING
RTI for all Students	Ensure that data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective. Development of a more effective RTI process in our school—ensuring students are matched to appropriate intervention-Tiers 1-4. (What, 5;How, 5, Why 123-140)	Literacy	August 2012 – Ongoing	N/A Subs for teachers in collaborative groups to develop a more effective RTI system	Principal Asst. Principal Inst. Coaches Teachers Intervention teachers	Data analysis reports RTI analysis-identification of students at each RTI level.—Ensuring students are matched to appropriate intervention-data study/collaborative teams. Observations/walkthroughs Results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match needs. Tiers 1-4  At-Risk lists Data study groups. Schedule of RTI meetings Schedule for RTI collaborative meetings. (discussion of placement of students-those who succeed in the tiers and those who fail.)  School Schedules	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
RTI for all students	Analyze student and classroom data to determine the instructional areas and classrooms in greatest need of support. (What, 5B;How,5, Why p. 123-140)	Literacy	August 2012 – ongoing	N/A	Principal Asst. Principal Inst. Coaches	Disaggregated data Instructional coach logs	ONGOING
RTI for all students	Ensure that school schedules ensure Least Restrictive Environment (LRE) (Why p. 123-140, What pg. 11-13)	Literacy	August 2010- On-going	Ensuring administrators are familiar with funding formulas affecting students in special programming	Principal Asst. Principal SPED Director	School Schedule List of SPED students and placements	ONGOING
Improved Instruction through Professional Learning	In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (CCGPS, core and supplemental and strategy instruction) (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Improved Instruction through Professional Learning	Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation. (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches Intervention providers	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides	ONGOING
Improved Instruction through Professional Learning	Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy. (What 6 p. 13, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs for Data Days	Principal, Asst. Principal, Instructional Coaches RESA	Collaboration Schedule Professional Learning Plan Schedule Collaboration and PL agendas and minutes CCGPS checklist Curriculum Maps Pacing Guides DATA spread sheets SLDS data	ONGOING
Improved Instruction through Professional Learning	Paraprofessionals, support staff, Interventionists, Substitute teachers, pre-service teachers working at the school, Administrators, and all faculty will be included in professional learning opportunities as applicable. (What 6 pg. 13-14, Why p. 140-155)	Literacy	August 2009-ongoing	Substitute costs	Principal, Asst. Principal, Instructional Coaches RESA	Professional Learning Plan Schedule Sign-In sheet to ensure all faculty are included as appropriate	ONGOING

Building Block	Actions, Strategies, & Interventions	Needs Assess. Reference	Timeline	Costs/ Resources	Person(s) Responsible	Artifacts & Evidence	Completed
Improved Instruction through Professional Learning	Teachers will ensure students examine their own data and set learning goals, Teachers also set their own learning goals (What p.9-11 ,Why p. 120, 140-155)	Professional Learning/ Literacy	August 2014- Ongoing	N/A	Principal, Asst. Principal, Instructional Coaches	Professional Learning Plan Schedule Sign-in sheet to ensure all faculty are included as appropriate. Walk-through data	ONGOING
Improved Instruction through Professional Learning	New Teachers will receive professional learning as needed to ensure the stability of Best Instructional Practices. (How 1A,D )(Why p. 141-148)	Professional Learning	July of Each year and ongoing	Stipends to pay new teachers to come during the summer to receive training	Principal, Ins. Coaches	Professional Learning Plan Schedule, Walk-through data on new teachers Data from classes of New teachers.	ONGOING
Improved Instruction through Professional Learning	Initiative: Planet Literacy through GLRS. This initiative ensures usage of research based literacy strategies with a focus on students with disabilities. Eventually all students will benefit from this initiative (WHAT p. 9-11) (Why p. 59-65)	Professional Learning	August 2013- ongoing	Substitutes Travel. No cost for (GLRS)2013-ongoing	Principal, Inst. Coaches, Teachers	GLRS Training	ONGOING

## JCMS Analysis of Student and Teacher Data

### CRCT Data

Johnson County Middle School, which was an NI 7 school, made AYP during the 2009-2010 and 2010-2011 school years and was removed from Georgia’s “Needs Improvement” list, and we are quite proud of this accomplishment. Our students do fairly well in Reading, ELA, and Math, but a closer analysis of the data reveals some significant achievement gaps between subgroups. For example, there is a consistent gap between the achievement of black students and white students in all content areas. Our data also shows that our Students With Disabilities (SWD) population is scoring consistently lower than other subgroups. Science and social studies are areas of significant weakness which could benefit significantly from direct, explicit literacy instruction across the curriculum.

**JCMS CRCT Data 2012-2014**  
**Percentage in DID NOT MEET Category - By Grade Level & Overall**

<b>2013-2014:</b>	<b>Language Arts</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Social Studies</b>
6 <sup>th</sup> Grade	11%	29%	4%	38%	20%
7 <sup>th</sup> Grade	13%	28%	12%	21%	28%
8 <sup>th</sup> Grade	12%	27%	11%	37%	43%
Combined	12%	28%	9%	32%	31%
<b>2012-2013:</b>					
6 <sup>th</sup> Grade	11%	25%	7%	49%	23%
7 <sup>th</sup> Grade	17%	14%	13%	26%	42%
8 <sup>th</sup> Grade	13%	22%	11%	42%	40%
Combined	14%	20%	10%	39%	35%
<b>2011-2012:</b>					
6 <sup>th</sup> Grade	16.7%	38.9%	7.5%	45.7%	37.4%
7 <sup>th</sup> Grade	15.5%	15.7%	16.7%	24.4%	40.0%
8 <sup>th</sup> Grade	5.7%	25.7%	11.3%	37.1%	51.7%
Combined	12.6%	27.0%	11.7%	36.0%	43.0%

**JCMS CRCT Data 2013-2014**  
**Percentage in EXCEEDS Category – By Grade Level**

<b>2013-2014:</b>	<b>Language Arts</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Social Studies</b>
6 <sup>th</sup> Grade	20%	16%	28%	4%	33%
7 <sup>th</sup> Grade	21%	29%	31%	34%	30%
8 <sup>th</sup> Grade	32%	35%	33%	13%	16%

**JCMS CRCT Data**  
**2012-2014**  
**Percentage in DID NOT MEET Category - By Gender**

	<b>Language Arts</b>		<b>Mathematics</b>		<b>Reading</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>2013-2014</b>	6	18	18	37	5	13	31	33	31	31
<b>2012-2013</b>	9	17	17	24	8	12	39	39	36	34
<b>2011-2012</b>	9	16	26	28	9	15	35	37	43	43

**JCMS CRCT Data**  
**2012-2014**  
**Percentage in DID NOT MEET Category – By Race/Ethnicity\***

	<b>Language Arts</b>		<b>Mathematics</b>		<b>Reading</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
<b>2013-2014</b>	16	8	39	20	15	4	46	23	42	21
<b>2012-2013</b>	17	11	32	11	14	7	63	21	47	26
<b>2011-2012</b>	17	9	33	23	17	8	52	24	61	29

\*Only included group populations of 40 or more students.

Johnson County Middle School has not had a subgroup of SWD for the past three years, but we have continued to monitor the progress of this group. SWD make up approximately 14% of the JCMS student body, a total of 39 students.

**JCMS CRCT Data  
2012-2014**

**Percentage in DID NOT MEET Category – SWD Population**

	<b>Language Arts</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Social Studies</b>
<b>2013-2014</b>	35	22	21	78	69
<b>2012-2013</b>	60	61	43	80	84
<b>2011-2012</b>	48	78	42	89	88

Data for economically disadvantaged students is the same as the total group. Our ED data is based on free and reduced lunch data. Due to the fact that we have a high percentage of free and reduced eligibility (76%) we are eligible for the program where all students may eat free.

**8<sup>th</sup> Grade Writing Assessment Data**

Student performance on the 8<sup>th</sup> Grade Writing Assessment had been an area of concern before 2011-2012, with passing percentages hovering around the 50% mark. At the end of the 2010-2011 school year, a staffing change was made and an increased focus on writing was adopted. There was a significant improvement in the scores for two years. However, in 2014, scores dipped again, but are still higher than they were prior to 2011.

**2012-2014**

**JCMS 8<sup>th</sup> Grade Writing Assessment Data  
Percentage by PERFORMANCE CATEGORY**

<b>YEAR</b>	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>2013-2014</b>	<b>34%</b>	<b>66%</b>	<b>0%</b>
<b>2012-2013</b>	<b>20%</b>	<b>75%</b>	<b>5%</b>
<b>2011-2012</b>	23%	76%	1%

**2012-2014**  
**JCMS 8<sup>th</sup> Grade Writing Assessment Data**  
**Percentage in DOES NOT MEET by GENDER, RACE, SWD**

	<b>FEMALE</b>	<b>MALE</b>		<b>BLACK</b>	<b>WHITE</b>		<b>SWD</b>
<b>2013-2014</b>	23	44		56	18		93
<b>2012-2013</b>	10.3	28.3		20.0	21.4		67.0
<b>2011-2012</b>	13.7	35.9		34.1	15.2		55.6
<b>2010-2011</b>	39.5	51.1		52.4	39.0		87.5

Analysis of this data also indicates a need to increase the percentage of students who are exceeding, rather than merely meeting, standards. An increased literacy focus will help with this goal.

**Other Assessment Data**

Johnson County Middle School obtained access to the SRI in the middle of last school year. Due to some delays with the software license renewal, we are in the process of administering the first round of the SRI at this time. Although we do not have concrete scores to report, based upon the standardized test scores we have, we anticipate that the SRI scores will show similar problems with literacy skills.

**Teacher Data**

Johnson County Middle School has an annual teacher retention rate of 93 percent, which is helpful in achieving our goals. Our connections teachers are high school teachers who teach middle school for only part of the day, as are our special education teachers.

**JCMS Teacher Data**  
**As of the 2014-2015 School Year**

	<b>JCMS</b>
<b>Highly Qualified Teachers</b>	96.76%
<b>Annual Teacher Retention Rate</b>	93%

### **Goals & Objectives Based on Formative and Summative Data**

Johnson County Middle School has established the following goals based on the data outlined above. No goals have been set related to Georgia Milestones, since this will be the first year of the test and there is no pretest data available for comparison purposes.

- Increase the number of students on grade level as measured by Lexile (SRI) by 5%.
- Decrease the number of students scoring Below Basic on the SRI by 10%.
- Increase the percentage of students meeting the standard on GA Milestones Mock Writing Assessments by 10% from the baseline in the fall to the last assessment in the spring.

### **Teacher Participation in Professional Learning**

Teachers at JCMS participate in professional learning on a weekly basis. Teachers and Instructional Coaches meet to plan instruction based on the Instructional Frameworks provided by the Georgia DOE. Tasks are reviewed and practiced to ensure their feasibility for classroom use and their rigor and relevance is analyzed. Teachers also receive a half day of Unit Study release time prior to the beginning each new unit. During this time, teachers work together to plan for the upcoming unit of study. They analyze the CCPGS that are included in the unit and make sure that they plan instruction to teach all skills. In addition, teachers are also working with the Director of Professional Learning in a study of writing in all content areas in order to improve literacy. Job-embedded professional learning is a critical component of the school improvement process at JCMS and district wide.

**Johnson County Middle School**  
**Project Plan: Procedures, Goals, Objectives, & Support**

**Project Goals Directly related to Identified Needs:**

**GOAL 1: Students will read independently at or above grade level before exiting 8<sup>th</sup> grade.**

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
Increase Lexile score at each grade level	Administrators Vertical Teams Instructional Coaches Teachers	<p>Professional learning regarding use of Lexile scores in instruction (What, 1A)</p> <p>Purchase software for creation of formative/summative assessments and progress monitoring.</p> <p>Develop grade level and formative assessments that will for all students (What, 3A &amp; 3B; Why, 5A3)</p> <p>Purchase site license for Scholastic Reading Inventory (SRI) for grades 6-8</p>	<p>Striving Rdr. (SRCL) Local Funds (LF) Prof.Learning Funds (PL)</p> <p>SRCL Special Local Option Sales Tax(SPLOST) Technology Funds (TECH)</p> <p>PL LF</p> <p>SRCL SPLOST TECH</p>

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
Expose students to as many print materials as possible	Media Specialist Literacy Team Media Committee Teachers Administrators Parents	Establish literacy night  Build classroom libraries  Acquire e-readers and e-books  Partner with community organizations for print materials in the home (What 2C & 3E)	SRCL LF  SRCL SPLOST LF  SRCL SPLOST  SRCL LF
Use tiered instruction to help struggling and at-risk students meet grade-level standards	Administration Vertical teams Literacy team All certified staff Paraprofessionals Instructional Coaches	Develop a schedule addressing all literacy needs: intervention, direct explicit instruction, and collaborative planning.  Develop a tiered instruction plan with suggested strategies in place (What, p. 8 & 9)  Professional learning on universal literacy screeners  Use literacy screeners to determine interventions needed.  Professional learning on the use of diagnostic testing	SRCL LF PL  SRCL LF PL  SRCL LF PL  SRCL PL LF  SRCL PL LF TECH (if appropriate)

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
		<p>Develop or purchase diagnostic test materials</p> <p>Implement effective use of SST and Data Teams to assist with needed interventions</p> <p>Focus improvement efforts on specific subgroups and individuals (What, p. 8)</p>	<p>PL LF SRCL</p> <p>SRCL PL LF</p>

**GOAL 2: Students will write at proficient or exceeds standard level before exiting 8<sup>th</sup> grade.**

OBJECTIVES	WHO WILL IMPLEMENT	WHAT WILL TAKE PLACE	FUNDING SOURCE(S)
<p>Increase the percentage of students who meet or exceed standards on the writing component of the GA Milestones (What, 3D)</p>	<p>Administration Vertical Teams All certified teachers Paraprofessionals Instructional Coaches</p>	<p>Study the CCGPS writing standards for all content areas.</p> <p>Develop &amp; implement formative assessments to measure writing progress (What, 3B &amp; 3C)</p> <p>Ensure use of the state writing rubric to familiarize students with expectations</p>	<p>PL</p> <p>SRCL PL LF</p> <p>N/A</p>

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
		Develop an interventions program specific to writing and based on tiered instruction	SRCL PL LF
Write in all content areas daily (at minimum, once per week)	Administrators Literacy Team Content Teachers Instructional Coaches Paraprofessionals	Professional learning on writing instruction in all content areas  Establish a protocol for writing in all content areas at least once per week.  Administrative walkthroughs to ensure consistency of instructional practices in all content areas (What 1D)	SRCL PL

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
<p>Optimize literacy instruction in all content areas</p>	<p>Administrators            Literacy Team            Content Teachers            Instructional Coaches            Paraprofessionals            Consultants</p>	<p>Develop a plan to integrate literacy in all subjects based on CCGPS (What, 1E)</p> <p>Adopt a procedure for teaching academic vocabulary in all subjects (What, 1E)</p> <p>Prof. Learning:            Incorporating literary texts in content areas</p> <p>Using informational text in ELA classes</p> <p>Incorporating writing instruction (narrative, argument, and informational) in all subject areas</p> <p>Selecting texts of appropriate complexity</p> <p>Adjusting text complexity to the needs of individual students</p>	<p>SRCL            PL            LF</p>

**GOAL 3: Provide interventions at the core level.**

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
<p>Improve student achievement in grade level skills, including word recognition, phonics, and decoding (What, 5C; Why, 5B)</p>	<p>Administrators Teachers Paraprofessionals Instructional coaches</p>	<p>Appropriate screeners, and diagnostic, formative, and summative assessments will be developed or purchased and used to reinforce goals for reading</p> <p>Students will receive strategic tutoring</p> <p>Students will receive direct explicit instruction</p> <p>Extended time will be provided for literacy (continuation of current practice)</p> <p>Professional learning in interventions for all staff members using the research-based strategies as outlined in the “What” and “Why” documents</p>	<p>SRCL LF PL</p>

**GOAL 4: Integrate literacy and comprehension skills into content areas.**

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
Enable science and social studies teachers to effectively integrate reading strategies and skills into content area instruction (What, 4B & 4E)	Administrators Instructional Coaches Teachers Consultants	Formative: Scientifically evidence-based core unit and benchmark assessments will be developed.  Summative: Improved CRCT scores in all content areas (What, 3D)  8 <sup>th</sup> Grade Writing Test scores will improve (What, 3D)	SRCL PL LF
Provide classroom libraries with multiple copies of nonfiction texts and increase the number of these books available in the Media Center (What, 4D; Why, 2E1, 2E2, 2E3)	Media Specialist Media Committee Literacy Team Content Teachers Instructional Coaches	Purchase books and periodicals that align to the CCGPS for each classroom and for the Media Center.	SRCL PL LF
Provide extensive professional learning on direct explicit literacy instruction for all teachers	Consultants Administrators Instructional Coaches	Professional learning for all staff members in literacy	SRCL PL LF

**GOAL 5: Integrate technology more fully into instruction.**

<b>OBJECTIVES</b>	<b>WHO WILL IMPLEMENT</b>	<b>WHAT WILL TAKE PLACE</b>	<b>FUNDING SOURCE(S)</b>
Increase student access to technology (What, 4D)	Director of Technology Technology Committee Administrators Instructional Coaches Content Teachers	Provide modern, updated classroom computers for student use in meeting CCGPS expectations  Make resources available to students and parents by extending media center/lab hours	SRCL TECH  LF
Provide technology for instructional use	Director of Technology Technology Committee Johnson County BOE Technology Committee	Purchase advanced technology for classroom use (tablets, netbooks, etc)  Ongoing, job-embedded professional learning on the use of technology in instruction	

**Current Instructional Schedule:**

The current instructional schedule for JCMS provides time for literacy instruction through the core program by allocating 100 minutes of time for ELA classes. Math also has a 100 minute block of time. Other courses (science, social studies, and connections) are allotted 50 minutes each. These other content area teachers will utilize strategies such as essay writing and journaling for a minimum of 10 minutes daily. In addition, a 30 minute intervention time has been worked into the schedule, and will be used for literacy intervention exclusively next year. During this period, students are regrouped and assigned a specific intervention group according

to formative assessment results. Approximately every 3 to 4 weeks, students are reassessed and then regrouped according to their progress. Students who have already benchmarked are given enrichment and/or accelerated assignments to further their learning as well.

### JCMS Current Instructional Schedule

<b>6th Gr</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>
Hall	6A-ELA	6A-ELA	PL	INT	6C-ELA	6C-ELA	6B-ELA	6B-ELA
Parker	6C-SS	6D-SS	PL	INT	6A-SS	6B-SS	6D-ELA (INC)	6D-ELA (PARA)
Taylor	6D-SC	6C-SC	PL	INT	6B-SC	6A-SC	6C-M	6C-M
Roberts	6B-M	6B-M	PL	INT	6D-M (INC)	6D-M (PARA)	6A-M	6A-M
<b>7<sup>th</sup> Gr</b>								
Nesbitt	7D-ELA	7D-ELA	7A-ELA		PL	INT	7A-ELA	7B-ELA
Bostic	7C-SS	7B-SS	7C-ELA (INC)		PL	INT	7C-ELA (PARA)	7D-SS
Henry	7B-SC	7C-SC	7D-M		PL	INT	7D-M	7A-SC
Wright	7A-M	7A-M	7B-M		PL	INT	7B-M	7C-M (INC)
<b>8<sup>th</sup> Gr</b>								
Jarrard	8D-ELA	8D-ELA	8C-ELA (INC)		8C-ELA (INC)		PL	INT
Roberts	8B-ELA	8B-ELA	8A-SS		8D-SS		PL	INT
Wheeler	8C-M (INC)	8C-M (PARA)	8D-SC		8A-SC		PL	INT
Fields	8A-M	8A-M	8B-M		8B-M		PL	INT

During PL(Planning), students attend PE, Band, Keyboarding, Art, Ag, Family & Consumer Sciences or Media.

INT= Intervention INC = Inclusion; PARA = Parapro Support

**Plan for Tiered Literacy Instruction (RTI):**

<b>TIER</b>	<b>TIME</b>	<b>PERSONNEL</b>	<b>STRATEGIES</b>
I	Daily	Teachers Paraprofessionals	Daily standards-based, explicit instruction in literacy and content
II	30 min daily in ELA & Math  1 day per week in Science & Social Studies	Teachers School Counselor	Tier I PLUS: <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Differentiation</li> <li>• Formative Assessments</li> <li>• Flexible groups</li> <li>• Small group instruction</li> <li>• Adjusting for learning style</li> <li>• Self-reflection</li> <li>• Teacher commentary</li> <li>• Conferencing</li> <li>• Progress monitoring</li> <li>• Specific skill programs</li> </ul>
III	After 12 weeks of interventions	Teachers School Counselor Specialists Administrators Parents	Tiers I and II PLUS: <ul style="list-style-type: none"> <li>• Begin the SST process</li> <li>• Implement interventions suggested by SST Committee</li> <li>• Continue progress monitoring</li> </ul>
IV	When student is unsuccessful after Tiers I, II, & III	Teachers School Counselor Specialists Administrators Parents	Continue Tiers I, II, & III, EXCEPT: <ul style="list-style-type: none"> <li>• Student is removed from SST process if testing proves him/her eligible for special education services</li> </ul> PLUS: <ul style="list-style-type: none"> <li>• Develop IEP to serve student's specific needs</li> <li>• Implement accommodations</li> <li>• Continue progress monitoring</li> </ul>

**Johnson County Middle School**  
**Assessment/Data Analysis Plan**

**JCMS Assessment Protocol**

<b>Assessment</b>	<b>Grades</b>	<b>Frequency</b>	<b>Type</b>	<b>Purpose</b>	<b>Administered by?</b>
CRCT	6-8	Yearly (through spring 2014)	Summative	To determine mastery of standards in content areas, including reading comprehension and literacy.	Classroom teachers under supervision of building level and system level testing coordinators
8 <sup>th</sup> Grade Writing Assessment	8	Yearly (through spring 2014)	Summative	To determine mastery of writing standards	Classroom teachers under supervision of building level and system level coordinators
GA Milestones Assessment	6-8	Yearly (beginning spring 2015)	Summative	To determine mastery of standards in content areas, including reading comprehension, literacy and writing	Classroom teachers under supervision of building level and system level coordinators
ACCESS	6-8	Yearly	Summative	To measure English proficiency	ELL Coordinator
Framework Assessments	6-8	As provided by Georgia DOE	Summative	Measure mastery of skills in specific units	Classroom teachers
Summative Assessments	6-8	At end of specific units or segments of study	Summative	Measure mastery of skills in specific units or segments of units	Classroom teachers
Formative Assessments	6-8	Frequently in classrooms	Formative	Measure progress and adjust instruction based on results	Classroom teachers
SRI	6-8	Three times per year	YES	The Scholastic Reading Inventory (SRI) program has been purchased for use at the middle and high school and training for teachers has been done. It has been administered once to students.	Classroom teachers under supervision of building level testing coordinator

**Comparison of Current JCMS Protocol to SRCL Assessment Plan**

<b>SRCL Assessment</b>	<b>JCMS Assessment</b>	<b>In Place at JCMS?</b>	<b>Willing to implement?</b>	<b>How will we implement?</b>	<b>Administered by?</b>
CRCT		YES	N/A	We will continue to administer the CRCT once per year, as mandated by the Georgia DOE.	Classroom teachers under supervision of building level and system level testing coordinators
SRI		YES	N/A	The Scholastic Reading Inventory (SRI) program has been purchased for use at the middle and high school and training for teachers has been done. It has been administered once to students.	Classroom teachers under supervision of building level testing coordinator
Literacy Assessment (to be determined)		No	Yes	Research will be conducted to determine the best assessment for JCMS. The SRI will serve as the universal screener. Students who score at low levels on the SRI will then be given the literacy assessment to determine needs for intervention.	Classroom teachers under supervision of building level testing coordinator
	Framework Assessments	YES		We will continue to measure these assessments to determine students' mastery of standards in specific units.	Classroom teachers
	Formative Assessments	YES		Given frequently in classrooms	Classroom teachers

**Assessments that might be Discontinued as a Result of SRCL:**

At this time, there are no plans to discontinue any assessments currently in place at JCMS. We foresee no conflicts between what is currently in place and what is required by the SRCL grant.

### **Professional Learning that Teachers will Need to Implement New Assessments:**

Teachers will need professional learning in/on:

- Use of the Scholastic Reading Inventory Program (SRI)
- Use of data from the SRI to guide instruction
- Use of the diagnostic literacy assessment that is chosen for JCHS
- Use of data from the literacy assessment
- Administration of new Georgia Milestones Assessment
- Use of data from Georgia Milestones

### **Data Presented to Parents and Stakeholders:**

Data is made available to parents in several ways:

- Newspaper articles containing general information
- Parent meetings on relevant topics such as how to access the Parent Portal, how to interpret test scores, etc.
- Parent conferences (Johnson County has three built-in parent conference days yearly to help give parents more opportunities for conferencing with teachers)
- Score reports sent home to parents at the end of the year for CRCT (done through May 2014)
- Score reports sent home upon receipt for 8<sup>th</sup> Grade Writing Assessment (done through May 14)
- Score reports sent home upon receipt of the Georgia Milestones Assessment (spring 2015)
- Letters sent home explaining Framework Assessment results
- Updates on the JCMS website
- Infinite Campus Parent Portal access

### **Explanation of Current Data Analysis Protocol:**

At JCMS, we have a specific protocol for analyzing assessment data. Guiding questions are organized into the categories of analyzing strengths, analyzing challenges, and action planning. The guiding questions include:

- How did our students perform on the assessment?
- How many students are above the target score?
- In what areas were our students successful and why?
- What are the root causes of student success?
- In what areas were our students not successful and why?
- What are the root causes of these challenges?
- Based on student performance data, what are some patterns or trends that are emerging?
- What additional resources are needed to help our students be more successful?
- What challenges need to be addressed through RTI?
- What changes will we make to impact the success of our striving learners?
- How should we target professional learning for these areas?

### **How will formative data be utilized to develop instructional strategies?**

- Teachers will analyze formative assessments to give immediate feedback to students about strengths and weaknesses.
- Teachers will adjust instruction immediately based upon formative assessment results.

**Johnson County Middle School**  
**Resources, Strategies, and Materials to Support the Literacy Plan**

**Resources Needed to Implement the Literacy Plan:**

<b>Resource</b>	<b>Purpose</b>	<b>Funding Source</b>	<b>Sustained Funding Source</b>
Specific classroom and Media Center books chosen by student interest	Using the results of a school-wise survey (to be determined by research) to ensure that the Media Center and classroom libraries are updated with books that target student interests and encourage reading.	Striving Reader (SR) SPLOST Local Funds (LF)	SPLOST LF
Non-fiction trade books aligned with new CCPGS in all content areas, especially science and social studies.	To promote more reading of non-fiction; to help students gain the skills needed to meet or exceed in other content areas	SR SPLOST LF	SPLOST LF
Student response systems	To promote student engagement, provide immediate feedback, and assist with small group differentiation	SR SPLOST LF	SPLOST LF Technology (TECH)
Tablets for teacher use in instruction	To promote student engagement, provide immediate feedback	SR SPLOST LF	SPLOST LF TECH (Units will be purchased in staggered years to help with per year sustainability costs)
Tablets for student use in classrooms	To promote student engagement, provide immediate feedback	SR SPLOST LF	SPLOST LF TECH
Wireless or Bluetooth keyboards	For use with tablets	SR SPLOST LF	SPLOST LF TECH
Charging stations for tablets and other technology	Facilitate ease of use	SR SPLOST LF	SPLOST LF TECH
Ebooks	To promote student engagement, To provide leveled texts for struggling readers	SR SPLOST LF	SPLOST LF TECH
Modern classroom computers (possibly sets of laptops)	To enable students to use digital resources for research and engagement	SR SPLOST LF	SPLOST LF TECH

<b>Resource</b>	<b>Purpose</b>	<b>Funding Source</b>	<b>Sustained Funding Source</b>
Periodicals subscriptions	Age-appropriate reading material with high interest to promote student engagement	SR SPLOST LF	SPLOST LF Fundraisers
Headphones & Speakers	To allow students to full engage with digital media	SR SPLOST LF	SPLOST LF
Scanners	To all creation of digital portfolios	SR SPLOST LF	SPLOST LF
Laser printers for classrooms	Allow students to publish work in hard copy format	SR SPLOST TECH MEDIA	SPLOST TECH MEDIA
Color laser printer	To promote publication of student work and use with data displays (charts and graphs)	SR SPLOST TECH MEDIA	SPLOST TECH MEDIA
Up-to-date word processing, presentation, and spreadsheet software for all computers	To promote student understanding of current, 21 <sup>st</sup> century technology and programs; to promote student engagement	SR SPLOST TECH	SPLOST TECH
Document cameras	To promote student engagement and facilitate timely feedback.	SR SPLOST TECH	RSPLOST TECH
Various assessment tools, materials to provide RTI	To improve literacy for struggling readers	SR SPLOST TECH	SPLOST TECH
Professional development on writing and other literacy strategies	To improve literacy and writing skills of struggling readers and ultimately all students	SR LF	LF
Professional development on use of technology for literacy	To improve literacy skills of struggling readers and ultimately all students	SR LF	LF

**Activities that Support Literacy Intervention Programs:**

- Differentiated instruction
- Flexible grouping
- Direct, explicit instruction
- Scaffolding of the learning

- Text-based collaborative learning
- Consistent student feedback
- Explicit modeling of reading strategies
- Intensive focus on writing skills
- Progress monitoring

**Shared Resources at JCMS:**

Teachers share the resources which are available in our school media center (listed below). In addition teachers who co-teach or who teach common subjects share lesson plans to ensure consistency of instruction. Teachers also share classroom sets of novels and the resources available in the book room.

**JCMS SHARED RESOURCES (LIBRARY)**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Scholastic Reading Inventory (site license)</li> <li>• 2 TV/DVD/VCR combos</li> <li>• Computer lab equipped with Microsoft Office 2010</li> <li>• Books (critical need for updating exists)</li> <li>• 35 magazine subscriptions</li> <li>• 2 local newspaper subscriptions</li> <li>• 2 digital cameras</li> <li>• 12 student computers (equipped with Microsoft Office 2003)</li> <li>• Small collection of DVD and VHS materials</li> <li>• Poster maker</li> <li>• Scantron machine</li> </ul> |
|---|

**Classroom Practices that Support Literacy:**

- Direct, explicit literacy instruction
- Computer programs that track student progress (OAS, USA TestPrep)
- Daily opening and summarizing strategies
- Following the instructional framework (opening, work session, closing)
- Differentiation activities
- Writing in every content area
- Consistent use of Thinking Maps
- Research projects aligned to the curriculum

- Visual literacy exercises
- Scaffolding learning tasks
- Five-Step Protocol
- Vocabulary strategies
- Use of diagnostic, formative, and summative assessments

**Additional Strategies Needed to Support Student Success:**

- Consistent implementation of the expectations of the standards-based classroom
- Monitoring to ensure that expectations are implemented (eWalk)
- Consistent and pervasive implementation of screeners, diagnostic, formative, and summative assessments
- Consistent use of data to plan for instruction
- Implementation of a structured, formalized intervention program using research-based instructional strategies
- Professional learning for teachers on how to provide direct, explicit literacy instruction, especially for content area teachers
- Use of diverse media to ensure student engagement and success
- Professional learning for teachers on active engagement strategies
- Self-directed learning
- Text-based collaborative learning

**Current Classroom Resources:**

All content area teachers have access to a SMART board and projector for instructional use. ELA and math teachers also have document cameras. Each classroom also has a teacher computer, but no student workstations. Each classroom has basic instructional resources and the beginnings of a classroom library. (There are very few volumes in the collection and those are in disrepair.)

### **Clear Alignment Plan for SRCL and all Other Funds**

In addition to SRCL grant funding, JCES will continue to invest in literacy efforts and quality professional learning for teachers and staff. Our plan is to work systematically to ensure that literacy improvement efforts are both consistent and pervasive by aligning SRCL funding with other programs supported by federal funds, including Title I, Title II-A of the ESEA, the IDEA Act of 2006, SPLOST, and other federal, state, and local funds. Title I funds are used to reduce class size and provide support for interventions which will enhance the literacy efforts afforded by SRCL funds. We will also use erate, SPLOST, and technology funds to support the hardware, software, and non-print media that the SRCL funds will bring.

Our plan, aligned with the system's overall plan, is to maximize the benefit of SRCL and other funding for teachers and students; to communicate clearly that programs will be non-competitive with each other; to integrate programs to eliminate redundancy; and to maximize benefits to students while minimizing the costs per teacher and student, as is required of good stewards of taxpayer dollars. Our small size makes it easy for us to maintain clear lines of communication with all levels of involvement in this grant, and it is easier to guard against duplication and repetition. Our school improvement plan aligns closely with that of the system and focuses on improved academic achievement and assessment practices, targeted professional learning, and instructional technology planning and implementation. This systematic approach to school improvement has highlighted a need for a more systematic sustainability plan for the literacy goals, a key aspect of the Striving Reader activities.

### **Demonstration of how Proposed Technology Purchases Support Literacy**

Our students have grown up in a world of technology. Even our youngest students are familiar with cell phones and can use them to locate information or to play games. To force these bright young minds into a classroom that does not adequately make use of technology is to not adequately prepare them for the world outside the classroom door. Students at all grade levels are required to create multimedia presentations, and the most current software and technology is needed to do this effectively. Much of the technology available to our students is outdated, and updated technology will inherently engage our

students plus will make accomplishment of their tasks easier. Document cameras and projectors will allow students to share their work quickly and easily while E-readers will provide privacy for those not reading on grade level. The use of technology requires students to demonstrate literacy, which is this grant's purpose.

**Johnson County Middle School**  
**Professional Learning Strategies Identified on the Basis of Documented Needs**

**JCMS Professional Learning Activities for Past Year:**

Activity	Hours	% Participating
Code of Ethics	4	100%
CCGPS Webinars for Mathematics (Math Teachers Only)	6	100%
CCGPS Webinars for ELA (ELA Teachers Only)	6	100%
CCGPS Webinars for Writing	4	100%
Math Strategies for SWD (Math Teachers Only)	16	100%
GEMA School Safety	2	100%
Student Work Analysis	1	100%
Assessment Analysis	1	100%
Coaching for Continuous Improvement (Inst. Coaches Only)	10	100%
Differentiated Instruction Using Assessment Data	10	100%
TKES/LKES Training	10	100%
Depth of Knowledge	1	100%
Five-Step Protocol (Review for New Teachers Only)	1	100%
Transact Training (based on need)	1	100%
Formative Instructional Practices (FIP) Modules	10	100%
Needs Based Study – Black Male Achievement	2	100%
Needs Based Study – <i>Grading Smarter Not Harder</i> Book Study	2	100%
SLDS/OAS/USA Test Prep/I-Station Training	2	100%
Smart Board Training with Focus on Interactive Learning	2	100%
<i>Write to Read</i> Training	4	100%
GCSS (GA Council Social Studies Redelivery)	1	100%
Literature Based Questions/Document Based Questions	8	100%
STEM Forum	8	100%
Paraprofessional Training (Laws/Responsibilities)	6	100%
Thinking Maps	2	100%
Substitute Training	2	100%
Using high-interest texts and film clips for active engagement	2	100%

**Current Professional Learning for JCMS Staff (Ongoing):**

Using formative assessments to differentiate instruction/Implementing FIP Modules
Utilizing Georgia OAS/USA Test Prep to Prepare for Milestone Assessments
Implementing Formative Assessment Lessons (FALS) through the Mathematics Design Collab.
Implementing Standards-Based Classroom Practices
Implementing the 5-step protocol to ensure students understand target goals/Vocabulary
Using rubrics and checklists to analyze student work and assessment quality
Increasing active engagement in the classroom to hold students accountable for their learning
Using effective classroom management strategies
Increasing efforts to use literacy strategies/high interest content across content areas
Determining interventions for at-risk students based on formative and benchmark data

Utilizing technology for teaching and learning with focus on the use of Live Binders
Using SLDS to study student/class data and locate resources aligned to standards
CCGPS Unit Updates
Utilizing i-Station for Students Struggling with Fluency/Comprehension

**Programmatic Professional Learning Needs Identified in Needs Assessment**

<b>Specific Professional Learning Need</b>	<b>Evidence</b>	<b>How will we know it worked?</b>
Development of a literacy council or community literacy team	Literacy council will be formed.	Literacy council will begin to influence literacy efforts in the community.
Teaching of literacy skills in content areas (all staff, focusing on content areas other than reading/ELA)	Professional learning surveys Lesson plan adjustments Walk-throughs High interest/Low readability	Evidence will exist of literacy instruction in all subject areas. All test scores will improve, especially in content areas
Full integration of technology into instruction	Walk-throughs Professional learning surveys Lesson plans/student choice Work samples Teacher created smart board lessons	Evidence will exist of both teacher and student use of technology with varied ways to differentiate for students and teachers
Effective use of the Lexile framework to assist with instruction	Collaborative with teacher and student meeting notes Lesson plans detailing use of appropriate Lexile books, articles, passages Paired reading with appropriate Lexile levels to help students master grade level content	Students will show growth in Lexile scores from one assessment to the next.
Differentiated Instruction based on Pyramid of Interventions (Tiers)	Teachers will be able to explain a student's placement on the Pyramid of Intervention, why he/she is there, and what he/she must master to move to a lower tier.	Scores will improve on standardized tests as the result of individualized instruction
Training on materials and software purchased through SRCL	Teachers will be able to effectively use the materials purchased through SRCL	Evidence will exist of teacher use of all materials
Developing a schedule with a specific time allotted	A time will exist within	Scores will improve on

<b>Specific Professional Learning Need</b>	<b>Evidence</b>	<b>How will we know it worked?</b>
for intervention	the course of the school day for students to receive intervention.	standardized tests and fewer students will be failing classes.
Effective instructional practices for disciplinary literacy	Lesson plans, walk-throughs, face-to-face conferences with teachers and other means will show that these practices are persistent and pervasive.	Scores will improve on standardized tests and fewer students will be failing classes.
Vocabulary and comprehension instruction	Lesson plans, integration of word walls, thinking maps, foldables, graphic organizers, walk-throughs and other means will show that these practices are persistent and pervasive.	Scores will improve on standardized tests and fewer students will be failing classes.
Teaching of informational, and argumentative writing across content areas	Lesson plans, walk-throughs, student work samples, and other means will show that these practices are persistent and pervasive.	Scores will improve on all writing assessments
Effective use of discipline-specific text structures	Lesson plans, walk-throughs and other means will show that these practices are persistent and pervasive.	Test scores will improve in the content areas
Development of a coordinated writing plan for writing instruction across all content areas	Formal writing plan will exist and evidence will be collected to show that writing is taking place in all subject areas.	Writing test scores will improve.

### **Process of Evaluation for Professional Learning:**

Professional learning at JCMS is based on the coach's cycle. The coach's consists of choosing a particular area of instruction to be explicitly taught and modeled during professional learning and in model classrooms, then taken into the classroom to practice, observed for feedback, and then practiced again until it is mastered. Therefore, walk-through observations by administrators and instructional coaches play a crucial role in the evaluation of the effectiveness of any given professional learning session. JCMS subscribes to the philosophy that what is expected is accomplished if it is inspected, and

E-walk (Electronic walk-through) is used to aid this process and to provide immediate feedback to teachers. Additionally, teachers provide immediate feedback to coaches as to their perception of the effectiveness by means of a survey at the end of each session. Professional learning is changed based on both forms of feedback. In view of the fact that all professional learning is based on literacy goals, measurement of our achievement will be determined through increased student achievement on both formative and summative assessments and on performance on state-mandated tests (Georgia Milestone Assessments and Student Learning Objectives (SLO) assessments).

**Johnson County Middle School**  
**Sustainability Plan**

**Plan for Extending Assessments Protocol beyond Grant Period**

JCMS should have no conflict with continuing the assessment protocol at the conclusion of the grant period. Technology and local funds will be used to continue our subscription to SRI and to any other assessment programs adopted through the grant.

**Plan for Developing Community Partnerships and/or Other Sources of Funding**

Johnson County Middle School is in an impoverished community, and the few businesses that remain are struggling with the literacy deficits of our students as they enter the work force. We will approach our community leaders and civic organizations beginning in the spring of 2015 to assist with funding yearly costs. Potential supporters include, but are not limited to, Rotary Club, Pilot Club, Wrightsville-Johnson County Chamber of Commerce, Community Bank, Bank of Wrightsville, and the Johnson County Historical Society. Johnson County also has many active church congregations who have already provided funds to assist the schools with various student needs. We are confident that they are also interested in assisting further with specific literacy needs in our middle school. We commit to working with all outside agencies to sustain the programs after funding ends and to seeking other grants to support these initiatives.

**JCMS Sustainability Plan**

The Johnson County Middle School values job-embedded professional learning that provides opportunities for teachers to build content and pedagogical knowledge and develop practices to impact student achievement and learning. Where writing was once the exclusive responsibility of the ELA teachers, other content specialists are beginning to accept responsibility for it as well. Whether or not we receive the SRCL grant, we will continue to seek ways to provide professional learning for our faculty and staff that is geared toward helping students learn. This is a system-wide commitment.

The Johnson County School System is committed to retention of our instructional coaches even if it means elimination in other areas of less impact on student achievement. We will also use our

professional learning funds to pay for substitutes so that new teachers can be adequately trained regarding expectations of the grant. All of our schools are applying for the SRCL grant, so all new staff will be trained in this manner.

The technology component of this grant will be the most difficult to sustain, but we will make use of erate, SPLOST, and technology funds to repair/replace/update materials as necessary to ensure that valuable instructional tools are not lost at the end of the grant period. The Johnson County community recently renewed the SPLOST for another five years that began in January of 2014, so this is an assured source of funding. We also plan to seek additional grant funding in years to come to assist with this process. Any site licenses purchased through SRCL will be retained through the funding sources previously discussed.

SPLOST can also help with replacement of certain print materials that can be considered texts for certain classes. Local funds are tight, but with CCGPS implementation, the system has moved away from formal textbooks to more materials based upon standards-based units. This will allow any funding for textbooks to be spent on appropriate literacy print materials and other consumables.

### **Plan for Including New Staff**

New staff will receive training prior to the beginning of school as to the expectations of the Striving Reader project and JCMS literacy goals. These teachers will also be assigned experienced mentor teachers committed to the success of our literacy effort. These mentor-mentee teams will work along with the Instructional Coaches, to ensure that all efforts are aimed toward increasing student literacy.

## **Johnson County Middle School Budget Narrative**

The Johnson County Middle School has proposed a budget of \$311,722. In this proposal, we have set aside \$11,000 for contracted services for instruction on the software we hope to purchase for interventions (\$15,000) and for benchmarking and data creation (\$15,000). We have also set aside \$4,000 for substitutes, \$6,750 for stipends, \$900 in benefits, and \$15,100 for travel to the required training. This will prepare our teachers to use the new technology and develop new skills in literacy instruction.

Many of our media center materials are dated, and we have set aside \$50,300 for new, high-interest reading materials – books, newspapers, and periodicals. In addition, \$35,500 has been set aside to increase classroom libraries and add subscriptions to class sets of magazines based on content areas. We allowed \$6,850 for bookcases and headphones. We also plan to add a significant number of E-books (\$15,000) to our collection for use with E-readers, whose cost is accounted for in Expendable Equipment.

We would like to purchase sets of five laptops for students to use in classrooms, headphones for sound, and storage/charging carts to house the computers, a total cost of \$53,500. Additional supplies needed are tablets for instructional use, interactive board response systems, document cameras, and Electronic Readers (e-Readers) for a total cost of (\$46, 138). All will be used in instruction and will allow teachers to easily assess students, share student work, and provide examples. We would like to reserve the right to purchase more updated technology items if we determine that updated technology better meets our needs.