

# School Profile

Created Monday, October 20, 2014

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## Page 1

### School Information

System Name:	Floyd County Schools
School or Center Name:	Pepperell Middle School
System ID	0657
School ID	0273

### Level of School

Middle (6-8)

### Principal

Name:	Becky McCoy
Position:	Principal
Phone:	706-236-1849
Email:	bmccoy@floydboe.net

### School contact information

(the persons with rights to work on the application)

Name:	Stephanie Montgomery
Position:	teacher
Phone:	706-236-1855
Email:	smontgomery@floydboe.net

### Grades represented in the building

example pre-k to 6

6 to 8

### Number of Teachers in School

50

### FTE Enrollment

741

# Grant Assurances

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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
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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.

- 
- 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
- 

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.

- 
- Yes
- 

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
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
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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
-

# Preliminary Application Requirements

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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)**

Mr. Chris Toles, Director of Finance

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

10/20/2014

\_\_\_\_\_  
**Date**



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

Dr. Jeff McDaniel, Superintendent

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

10/20/2014

\_\_\_\_\_  
**Date**

N/A

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

N/A

\_\_\_\_\_  
**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: Terri E. Snelling

Position/Title of Fiscal Agent's Contact Person: Director of School Improvement

Address: 600 Riverside Parkway, N.E.

City: Rome Zip: 30161-2938

Telephone: ( 706 ) 234-1031, ext. 7123 Fax: ( 706 ) 236-1824

E-mail: tsnelling@floydboe.net



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

Dr. Jeff McDaniel, Superintendent

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

10/20/14

**Date (required)**

### District Narrative

Floyd County Schools (FCS) is a rural school system located in Northwest Georgia. FCS serves 10, 022 students in 19 schools: four primary schools, seven elementary, four middle and four high schools. Additionally, the FCS’ College and Career Academy (CCA) provides pathway and academic courses for students in grades 11 and 12. Floyd County Schools was granted charter system status by the GADOE during the 2010-2011 school year. This has enabled FCS to implement innovative practices, and provided opportunities for Local School Governance Teams (LSGT) to be involved in the decision-making process. The system’s mission statement, *Destination Graduation...for every child*, speaks to FCS’ commitment to ensure all students graduate and are prepared to be successful in college and/or in a career.

The chart below provides the demographics for Floyd County Schools. An asterisk denotes Title I schools.

School	Grades	Enrollment	% White	% Black	% Hispanic	% Other
Armuchee High *	9-12	588	93%	3%	2%	2%
Coosa High *	9-12	743	71%	9%	16%	4%
Model High *	9-12	688	87%	7%	3%	3%
Pepperell High *	9-12	831	82%	7%	7%	4%
Armuchee Middle	6-8	467	89%	4%	3%	4%
Coosa Middle	6-8	616	63%	11%	20%	6%
Model Middle	6-8	517	85%	7%	3%	5%
Pepperell Middle	6-8	728	84%	5%	8%	3%
Alto Park Elementary *	PK-5	473	54%	9%	32%	5%
Armuchee Elementary	3-5	397	86%	6%	4%	4%

Pepperell Middle School

Floyd County Schools

Cave Spring Elementary *	PK-5	236	95%	2%	0%	3%
Garden Lakes Elementary *	PK-5	630	65%	13%	17%	5%
Glenwood Primary	PK-2	505	88%	3%	4%	5%
Johnson Elementary	PK-5	573	84%	9%	3%	4%
McHenry Primary *	PK-2	207	56%	15%	16%	13%
Midway Primary *	PK-2	238	89%	3%	2%	6%
Model Elementary *	PK-5	539	92%	2%	4%	2%
Pepperell Primary *	PK-2	382	88%	3%	5%	4%
Pepperell Elementary *	3-5	664	81%	8%	7%	4%
<b>TOTAL</b>		<b>10,022</b>	<b>81%</b>	<b>7%</b>	<b>8%</b>	<b>5%</b>

**Special Populations**

FCS serves the following percent of students in special programs: 41% EIP, 10% Gifted, 16% Students with Disabilities, 3% ESOL, 4% PK (418 slots in 19 classes). Of those, 60% of FCS students are eligible for free or reduced meals.

The SRCL grant application will reflect the needs and demographics of the Pepperell attendance area. The chart below provides special populations data in all Pepperell schools.

Pepperell Area Schools	Enrollment	Free/Reduced Meals	Students with Disabilities	ESOL Students	EIP Students	Gifted Students
Midway Primary *	238	63%	11%	1%	41%	1%
McHenry Primary	207	85%	27%	11%	37%	1%
Pepperell Primary	383	74%	8%	6%	40%	4%

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Floyd County Schools

Pepperell Elementary	664	71%	19%	6%	24%	10%
Pepperell Middle	728	65%	19%	4%	N/A	16%
Pepperell High	831	60%	16%	2%	N/A	20%
<b>Totals</b>	<b>3051</b>	<b>70%</b>	<b>17%</b>	<b>5%</b>	<b>36%</b>	<b>9%</b>

\* At the end of the FY15 school year, **Midway Primary School** will be closed, due to the construction of a highway. Midway students and staff will go to McHenry Primary or Pepperell Primary. For the SRCL application, Midway’s data will be included in both the McHenry Primary and Pepperell Primary Literacy Action Plan.

**Current Priorities**

Below is a list of current system priorities:

- Increase system graduation rate
- Create a K-12 Literacy Plan to reflect rigorous literacy practices
- Provide high-quality professional learning based on assessment analysis to ensure teachers understand/apply elements of effective literacy instruction
- Implement effective interventions at all levels to ensure the literacy needs of all students are being met
- Monitor progress of all students through school-based data teams
- Increase the percent of students who exceed expectations on Georgia Milestones assessments
- Increase student access to a variety of texts
- Expand technology usage with all students
- Strengthen existing and create partnerships among schools, early literacy programs, and community organizations to improve literacy for all children
- Communicate with parents and stakeholders frequently and consistently

**Strategic Planning**

The district’s five-year strategic plan provides the framework and expectations for the system and school improvement process. The district plan guides the process by which schools develop their school improvement plans. All school improvement plans are aligned with the district plan goals, and include annual performance goals, objectives, professional learning and resources with input obtained from stakeholders.

**Current Management Structure**

The FCS is a Georgia Charter System approved by the GADOE during the 2010-2011 school year. Since, FCS transitioned from a traditional governance and management structure to one in which innovation is valued and decisions are made collaboratively, involving LSGT, the LSCC, and all stakeholders.

**Past Instructional Initiatives**

Floyd County has implemented a variety of initiatives in which autonomy and flexibility was given to implement instructional designs, core programs, strategies, and intervention materials. While a variety of strategies and best practices are needed to address the needs of all learners, the level of flexibility has contributed to a lack of continuity across grade levels and content areas.

The list below represents past instructional initiatives:

<ul style="list-style-type: none"><li>● Learning-Focused Schools</li><li>● High Schools That Work</li><li>● Distance Learning</li><li>● Graduation Coaches</li><li>● Graduation Interventionists</li><li>● Teachers as Advisors</li><li>● Reading and Writing Workshop</li></ul>	<ul style="list-style-type: none"><li>● Standards-Based Classrooms</li><li>● Differentiated Instruction</li><li>● Assessment for Learning</li><li>● TKES/LKES Process</li><li>● RtI</li><li>● Technology Integration</li><li>● Study Island</li></ul>
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<ul style="list-style-type: none"> <li>● Saxon Phonics</li> <li>● Scott Foresman Reading Program</li> <li>● Jack and Jilly Reading</li> <li>● SRA Reading Program</li> <li>● Phonological Awareness Instruction</li> <li>● Guided Reading and Writing</li> <li>● Six-Trait Writing</li> <li>● Lucy Calkins Writing</li> <li>● Comprehension Toolkit</li> <li>● Florida Center for Reading Research</li> <li>● Shurley English</li> <li>● Project-Based Learning</li> <li>● Thinking Maps</li> <li>● DIBELS Next</li> <li>● AIMSWeb Math</li> </ul>	<ul style="list-style-type: none"> <li>● Bring our Own Technology</li> <li>● Flip-Classroom</li> <li>● FIP Modules</li> <li>● SLDS</li> <li>● Reading Endorsement</li> <li>● Gifted Endorsement</li> <li>● ESOL Endorsement</li> <li>● Math and Science Partnership (MSP)</li> <li>● Engage NY Math</li> <li>● STAR Reading</li> <li>● STAR Math</li> <li>● Accelerated Reader</li> <li>● Reading Counts</li> <li>● Reading Mastery</li> <li>● Corrective Reading</li> </ul>
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**Literacy Curriculum**

The K-12 literacy curriculum is based on Common Core Georgia Performance Standards (CCGPS). These standards encompass foundational literacy skills such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing and conventions. The K-5 literacy curriculum is supported by the SRA *ImagineIt!* reading program. At the middle and high school level, state and locally developed units are being implemented.

**District Literacy Assessment Program**

Floyd County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include: Phonological Awareness (K), DIBELS Next (K-5), AIMSWeb Math (K-5), Edmentum ACCUCESS (6-8), STAR Reading (3-12). State assessments include: GKIDS-R, GAA, ACCESS, and Georgia Milestones.

**Need for Striving Reader Project**

Though a high percentage of Floyd County students meet minimum performance expectations, students historically fall below the state in the percent scoring in the highest performance level on state assessments. In addition, though science and social studies scores show improvements, trends in performance indicate a critical need to incorporate literacy instruction across all content areas. A priority on integrating literacy across the curriculum will require focused professional learning and appropriate, up-to-date materials.

As a result of budget constraints, the purchase of new text materials has been limited. Many of the texts are outdated and no longer align to Georgia standards. In addition, lack of funding delayed technology purchases needed to engage and maximize academic opportunities for FCS' 21st century learners. Funding from the SRCL Grant will be used for resources and professional learning for all schools in the Pepperell attendance area.

## District Management Plan, Key Personnel and District Support

*Addresses Scoring Rubric a), e), and f)*

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made by the Pepperell area stakeholders with support from system-level leadership. System and school leaders recognize the critical need to provide quality professional learning and resources to improve literacy instruction in all Pepperell schools. The district is committed to providing on-going support to all schools applying for the SRCL grant. Below is a list of meeting dates scheduled to provide assistance for developing school grant applications:

- September 26, 30
- October 8, 22, 29, 30 31
- November 9, 11, 13, 19, 24, 25
- December 2, 3

### Grant Administration and Supervision

*Addresses Scoring Rubric b), c), and d)*

Upon notification of the grant award, the SRCL coordinator will meet with the District Literacy Team to review responsibilities and the implementation timeline. The team members listed in the chart below will administer and supervise the implementation of the grant. Each understands the goals, objectives, and implementation requirements of the SRCL grant plans and will provide leadership and guidance throughout the grant cycle.

### District Literacy Team

Area of Responsibility	District Team Member
<u>District Team Leader</u> : oversee district literacy team to ensure effective	Tony Bethune, Chief of Academics

Floyd County Schools

implementation of the SRCL Grant	
<u>System-level Management</u> : manage system-level grant activities, coordinate professional learning, approve purchasing requests, maintain grant budget	Terri Snelling, Director of School Improvement
<u>School-level Management</u> : manage day-to-day school-level grant operations and activities	Jenni Cunningham - Principal McHenry Primary Carmen Jones - Principal Pepperell Primary Shelly Bell - Principal Pepperell Elementary Becky McCoy - Principal Pepperell Middle Phil Ray - Principal Pepperell High Dr. Dale Hamby - AP Pepperell High
<u>System Support</u> : provide support for SRCL grant implementation, including grant assessment and analysis of data  assist grant activities, facilitate professional learning and the work of school literacy teams and teachers	McCall Govignon, Director of Assessment Dr. April Childers, Director of Accountability Lee Kaylor, Data Facilitator  System-Level ELA Facilitator, TBA
<u>Finances</u> : oversee grant expenditure controls  approve grant budgets, complete state required reports  submit grant budget and reports in the Consolidated Application	Chris Toles, Director of Finance  Terri Snelling, Director of School Improvement Suzanne Clonts, Director of Federal Programs
<u>Grant Purchasing</u> : create purchase orders for grant materials, and maintain accurate records of orders	June Worthington, Department of Academics Assistant
<u>Technology</u> : organize technology purchases, installation, and technology related training	Craig Ellison, Director of Technology

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The District Literacy Team met regarding the grant process, which included completion of the needs assessment, data analysis to establish goals and objectives, review of Georgia’s K-12 Literacy Plan and accompanying documents, and the development of school Literacy Plans.

Effective implementation of the projects will be monitored through regular school visits and scheduled meetings with the district literacy team. All purchases will follow the current process established for federal program expenditures. Internal reviews will be conducted to ensure budget and expenditure alignment throughout the implementation. The meetings related to successful implementation during year one are listed in the chart below.

<b>Year One Implementation Plan</b>	
February - May 2015	Review school literacy plans, develop year one detailed budgets, place orders for materials, plan summer training
June 2015	Conduct quarterly meetings with system literacy team, submit annual grant report
June - July, 2015	Coordinate and plan monthly professional learning for FY16, install new technology items
August 2015	Provide training on new technology
August - June 2015	Monitor Literacy Plan implementation at each school
September 2015	Conduct quarterly meetings with system literacy team
On-going in 2015	Attend training opportunities in literacy
May 2015	Complete year one surveys, submit required reports

**Experience of the Applicant**

*Addresses Scoring Rubric a), b), c), and d)*

Floyd County Schools places tremendous effort on the budget planning process. Dr. Jeff McDaniel, Superintendent, works diligently with board members, system and school administrators, and system charter stakeholders to create and administer a budget that addresses areas based on available resources. Budget spending is monitored and analyzed by the finance department and updates are presented monthly to the Board of Education. An in-depth internal budget analysis is conducted at the end of each year to identify expenditures that could be reduced or cut in order to maximize revenues.

The system undergoes an annual audit conducted by the Georgia Department of Audits. The chart below summarizes the last three years of FCS’ successful experience with initiatives and funded programs:

<b>Fiscal Year</b>	<b>Grant/Project Name</b>	<b>Funded Amount</b>	<b>Audit Yes or No</b>	<b>Audit Findings</b>
FY14	Title I	2,215,442	Yes	No
	Title II-A	353,391	Yes	No
	Title III	57,204	Yes	No
	Title VI-B	2,677,241	Yes	No
	Georgia Pre-K	1,484,905	Yes	No
FY 13	Title I	2,344,860	Yes	No
	Title II-A	400,207	Yes	No
	Title II-B (MSP-Second Grant Award, Year 2)	674,747	Yes	No

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	Title III	57,884	Yes	No
	Title VI-B	2,509,618	Yes	No
	Georgia Pre-K	1,518,482	Yes	No
FY12	Title I	2,560,701	Yes	No
	Title II-A	395,796	Yes	No
	Title II-B (MSP-Second Grant Award, Year 1)	598,810	Yes	No
	Title III	80,494	Yes	No
	Title VI-B	2,543,770	Yes	No
	Georgia PreK	1,429,775	Yes	No

**Description of the LEA’s Capacity to Coordinate Resources in the Past**

As evidenced above, millions of dollars from state, federal, and grant funds are coordinated each year under the direction of the Superintendent and other system leaders. The initiatives implemented by the SRCL Grant will continue to be supported through state and/or federal funds as a commitment of the district’s leadership.

**Description of Sustainability of Past Initiatives**

Floyd County Schools has effectively initiated and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines of program and grant funds. Since 2010, FCS has lost more than 47 million dollars due to state austerity cuts. Despite this loss, FCS has remained committed to sustaining initiatives that provide students with a quality, well-rounded education. Examples of initiatives that lack full-funding, but have been sustained by FCS are:

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- art, music, and physical education teachers provided in every school
- student to teacher ratios at or below state averages
- Bright From the Start Pre-K Program
- counselors provided in every school
- school social workers
- access to school nurses

These programs and initiatives, along with many others, are vital contributors to the academic, social, and emotional growth of FCS students.

**Initiatives Implemented Internally With No Outside Funding Support**

FCS is committed to continuous improvement and high academic expectations for students. The following is a list of initiatives implemented internally without outside funding:

- Art, Music, and Physical Education Programs in All Schools - these programs are available in every school
- Armuchee and Model Education Foundation - two of the four attendance areas have active foundations
- Instructional Programs and Materials - some purchased with local school funds
- Y.M.C.A. Educational Program - made available for at-risk students
- Tutorial Programs for At-Risk Students - through Berry and Shorter College partnerships

## **Pepperell Middle School**

### **School History**

Sir William Pepperell was a New England man who was noted for his pioneer efforts and New England Commerce. Early mill founders and stakeholders felt a kinship to him. Around 1844, the charter was granted, and the first Pepperell Manufacturing cotton mill went into operation in the North. Several years later the mill was built in Lindale, GA.

In the summer of 1851, the Pepperell trademark, a griffin, was developed. The griffin was a dragon of good meaning. The Pepperell trademark was familiar and also widely accepted by the people of China and the Far East. The red griffin became the most famous textile trademark in the Far East. The color red was chosen because it was highest quality trademark a cloth could possibly have. Today, the red griffin is still the mascot of the Pepperell Dragons.

The Pepperell Mill brought with it over the years a true “village” that included new homes, the Lindale Schools, a doctor, a dentist, and the Lindale depot. In addition to these businesses, there was also The Store (a general store), the Lindale Cemetery, and The Inn along with a host of different churches. The Lindale Schools progressed and changed over the years. The original school was organized in 1896 and the name was changed to the Pepperell Schools in the 1950’s. The Pepperell Schools now consist of Pepperell Primary, Pepperell Elementary, Pepperell Middle School, and Pepperell High. Our current school opened in the fall of 1973 as Pepperell Junior High. Then, in 1981, Pepperell Junior High School became known as Pepperell Middle School.

The closing of the mill in September 2001 brought the end to an era for Lindale, Pepperell area. Over the years, many of the Lindale landmarks have disappeared. The pristine villages of the white duplexes have now become low income rental property, and many of the homes now sit vacant as the result of negligence or vandalism. The only landmarks that remain today are the Pepperell Schools, the churches, and the Lindale Cemetery. Currently, there are a few convenience stores, a newer car wash, a garage or two, and a new Family Dollar. The mill

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has been vacant for many years, and the site's former owners began tearing it down. Today the mill site sits in disarray as the demolition clean-up remains a work in progress.

### Student Demographics

The following provides details about Pepperell Middle School's demographics and special populations, as compared to totals for Floyd County Schools:

Population	Pepperell Middle	Floyd County
White	84%	81%
Black	5%	6%
Hispanic	8%	8%
Other	3%	5%
Economically Disadvantaged	65%	59%
ESOL Served	4%	3%
Students with Disabilities	19%	15%
Gifted Served	16%	12%

### Faculty/staff demographics

All teachers at Pepperell Middle School work diligently to improve their teaching skills and professional practice through professional development opportunities and advanced degrees. 31% of the teaching staff at Pepperell Middle have earned a Masters degree. 35% hold a Specialist 22 teachers are gifted endorsed, while 2 teachers have earned a Reading endorsement. 100% of teachers at Pepperell Middle School are highly qualified.

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

Pepperell Middle School has an active Leadership Team that meets regularly and provides guidance on instructional issues. Leadership Team members share information from the meetings and obtain input from teachers on their grade level. Teacher representatives also from the Leadership Team serve on PMS's Local School Governance Team, and therefore have opportunities to share information and obtain input from parent, business, and community representatives.

PMS recently formed a Literacy Team at the beginning of the SRCL Grant process. This group will work together to identify and address literacy needs and concerns across all content areas.

<b>Pepperell Middle Literacy Team Members:</b>
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Becky McCoy	Principal
Brittney Phinazee	Grade 8 ELA Teacher
Kelly Gaylor	Grade 6 ELA Teacher
Shannon Pollitz	Grades 7 and 8 gifted ELA Teacher
Ansley Nolan	Grade 7 ELA Teacher
Lynne Andrews	Assistant Principal

### **Past Instructional Initiatives**

A variety of instructional initiatives have been implemented at Pepperell Middle to build a strong foundation for standards-based instruction and student learning. A complete listing of initiatives can be found in the District Narrative. Throughout the implementation of Georgia's performance standards, PMS teachers have participated in a variety of system and school-based professional learning activities. Each year, the leadership team, guided by the principal, develops school-based professional learning activities designed to strengthen teachers'

knowledge and enhance instructional practices. These activities have been implemented in professional learning communities (PLCs) among teams and/or grade levels.

Due to system and state budgetary constraints, resources needed for the effective implementation and sustainability of initiatives has been a challenge. While the focus has been to identify initiatives that would ensure academic success for our students, the PMS faculty recognizes the need for literacy integration across all grades and content areas.

### **Current Instructional Initiatives**

The mission of Pepperell Middle School is to provide a quality education for all students by using exemplary educational practices which promote their abilities to become productive members of society. PMS teachers work hard to improve their teaching practices to ensure The transition to more rigorous ELA and math standards continue to challenge teachers to provide appropriate resources, design engaging lessons, and maintain effective methods to meet the needs of an increasingly at-risk population. The list below details current initiatives:

- Effective implementation of standards-based instruction
- Implementation of TKES standards
- Inclusion/Co-Teaching Model
- Understanding poverty to improve student learning

### **Professional Learning Needs**

Professional learning needs at PMS are guided by student achievement data and current instructional initiatives. The results of recent needs assessments indicated a high need for literacy-based professional learning, particularly across content areas. This professional learning will guide teachers to develop lessons that integrate literacy standards within content area learning, determine relevant and appropriate texts, plan engaging student-focused and differentiated lessons, create meaningful assessments, and analyze data to guide instruction. Based on an analysis of student performance and teacher needs assessment data, professional

learning needs for PMS include, but are not limited to:

- Effective strategies for integrating literacy standards in all content areas
- Engaging all students in the learning process
- Differentiating instruction to meet the needs of all learners
- Interpreting and utilizing Lexile scores
- The design and implementation of an effective RTI process to meet the literacy needs of students
- Using formative and summative assessment data to guide interventions

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

Due to cuts in funding, Floyd County Schools has undergone major spending adjustments over the last several years. Tight regulations in system and school spending have had to be implemented; therefore, funds for resources and professional learning have been drastically reduced. The purchase of new text materials has been extremely limited; many texts are outdated and no longer align to Georgia standards.

Understanding how recent changes in the economy have affected many Lindale families, coupled with the growing rate of transiency in this area, the need for continuity of literacy practices is not specific only to teachers and students at Pepperell Middle School. We realize there is a critical need for the continuity of a PK-12 literacy program to benefit all students in the Pepperell attendance area. The Striving Reader grant will provide appropriate resources and training for all Pepperell schools. Our students need and deserve access to updated texts, strategies, and technology to help prepare them for success in college and/or in the workplace.

## **Needs Assessment, Concerns, and Root Cause Analysis**

### **Needs Assessment Process**

*Addresses Scoring Rubric Elements: a), b), d, e)*

Pepperell Middle School has undergone a comprehensive needs assessment to identify gaps in student achievement and need areas related to literacy instruction. This process has helped stakeholders understand and identify areas of strength and areas that need to be addressed to ensure the academic needs of all students are being met.

In order to receive input about literacy instruction from the faculty and staff at Pepperell Middle School, a needs assessment survey was generated and distributed electronically to all classroom and ancillary teachers, including: special education, EL, media specialist, activity, and paraprofessionals. The electronic survey was based on the Georgia Literacy Plan Needs Assessment for Literacy in Pre-Kindergarten to Grade 12.

In an effort to gain a deeper understanding of the literacy instruction taking place across all grade levels and content areas than was obtained from the original needs assessment, teachers in the Pepperell area were asked to complete a follow-up survey. The follow-up survey yielded information about: resources and materials being utilized for core literacy instruction, resources and materials being utilized for interventions to support the RTI process, allocated time for literacy instruction, integration of technology, and recommendations from teachers on the resources and materials needed to meet the needs of students.

Upon completion of the needs assessment, Pepperell Middle's Literacy Team met to review survey results, along with other data utilized in the school improvement process:

- Test Data - CRCT, DIBELS Next, System Writing Benchmarks
- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- CCRPI Data
- SLDS Data

Data used in the needs assessment process was disaggregated to identify specific grade levels/content areas in which the concerns originated. Additionally, the PMS literacy team

reviewed the core components of the “What” document, which provides the research for best practices in literacy instruction. After a review of the research, the team identified areas of concern, based on multiple sources of data. These concerns were shared with all teachers to gain consensus on the areas of concern to be addressed in the school literacy plan.

**Concerns, and Root Cause Analysis**

*Addresses Scoring Rubric Element: c), f)*

The Pepperell Middle School Literacy Team members analyzed data from the needs assessment surveys and a variety of other data sources, including the What document, to determine the greatest areas of need. The following concerns were consistently evidenced in survey results, both in the needs assessment and the follow-up surveys. The additional data used in the school improvement process validated the concerns as identified through faculty and staff input.

**Building Block 1 - Engaged Leadership**

**Concern #1 - Need for a shared literacy vision among administration, literacy team, media specialists, and teachers. These members must be competent advocates of promoting literacy skills across all content areas (The What, pg. 5-6; The Why, pg. 31)**

**Root Causes:**

- Lack of an active school literacy team
- Lack of targeted and sustained professional learning in foundational literacy skills
- Lack of time for administrators to stay abreast of the latest literacy research, due to a variety of other responsibilities
- Lack of community awareness and understanding about early learning in literacy instruction
- The transition from GPS to CCGPS in the area of ELA has not been as clear and concise as with other curricular areas

**Current Practice:**

- A Literacy Team has been formed to address concerns revealed from the Needs Assessment

- Efforts are in place to ensure alignment of existing literacy resources and materials

**Data Analysis Notes for Concern #1:**

- 90% of staff indicated a need for an active school literacy team
- 83% of the staff indicated a need for additional time in the schedule for interventions and collaborative planning
- 94% of staff indicated a need for consistent instructional practices in literacy across all content areas

**Building Block 2 - Continuity of Instruction**

**Concern #2 - Need to develop, implement, and sustain a school-wide literacy instructional focus across all areas of the curriculum (The What, pg. 7; The Why, pg. 41)**

**Root Causes:**

- Need for more complex informational texts to supplement current reading program
- No organized plan for teach writing across the curriculum
- Need for professional learning in the how to use literacy skills in reading and writing in content areas
- Lack of frequent opportunities for grade level and vertical collaborative planning focused on literacy instruction

**Current Practice:**

- Efforts in place to ensure alignment of existing literacy resources and materials
- Focused efforts on providing more opportunities for students to hear and/or read informational texts
- Expectations for increased written responses being required across the curriculum

**Data Analysis Notes for Concern #2:**

- 93% of faculty and staff indicated a need for collaborative school teams to ensure a consistent literacy focus across the curriculum
- 77% of faculty and staff indicated a need for a comprehensive approach to literacy instruction in all content areas
- 92% of faculty and staff indicated a need for professional learning in explicit literacy instruction

**Building Block 3 - Ongoing Formative and Summative Assessments**

**Concern #3 - Need for balanced assessment system to assist with interventions and differentiating instruction (The What, pg. 8-9, A-E; The Why, pg. 96)**

**Root Causes:**

- Inconsistent use of formative assessment practices system-wide
- Lack of continuity in the use of data to drive instructional decisions
- Lack of understanding in data interpretation and use
- Need for systematic program to identify and monitor Lexile levels
- Lack of funding for an online management system to streamline administration, recording, and analysis of data
- Need for professional learning on the interpretation and effective use of assessment

**Current Practice:**

- Use of SLDS data in grades 6-8 to assist in identifying areas of weakness by reading strand
- School-wide summative data analyzed and shared annually
- All teachers participated in the GADOE Formative Instructional Practices (FIP) modules during the 2013-14 school year

**Data Analysis Notes for Concern #3:**

- 98% of faculty and staff indicated there is a need for consistent formative assessments across the school and system
- 98% of faculty and staff recognize the need for an effective screening measure, progress monitoring, and diagnostic tools to guide instructional decisions

**Building Block 4 - Best Practices in Literacy Instruction**

**Concern #4 - Need to provide quality, evidenced-based literacy materials, resources, and professional learning that are systematic, explicit, and aligned to the literacy standards in CCGPS (The What, pg. 9-10, A-C; The Why, pg. 53)**

**Root Causes:**

- The transition from GPS to CCGPS in the area of ELA has not been as clear and concise as with other curricular areas
- Lack of continuity in literacy skills instruction, due to a variety of literacy initiatives over the years
- Need for continuity of materials and resources for differentiated instruction and interventions
- Need for targeted and systematic professional learning in Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction
- Need for professional learning in integrating writing in the content areas
- Lack of funding for an online management system to streamline administration, recording, and analysis of data

**Current Practice:**

- There are a variety of resources and materials being utilized for differentiated instruction school-wide
- FCS have transitioned to a Google system, with all students having their own Google drive account for ease of obtaining/submitted assignments

**Data Analysis Notes for Concern #4:**

- 94% of faculty and staff indicated a need for a comprehensive approach to literacy instruction in all content areas
- 96% of faculty and staff agree there needs to be a plan developed for implementing writing across the curriculum
- Only 6% of teachers indicated they were fully operational in their intentional efforts to engage students throughout school

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

**Concern #5 - Need for systematic response to intervention protocol, resources, implementation, and monitoring (The What, pg. 11-12, A-D; The Why, pg. 123)**

**Root Causes:**

- Inadequate time and personnel to meet the intervention needs of all students
- Need for clear and consistent understanding of tiered instruction
- Need for continuity in intervention resources and materials
- Lack of funds to purchase needed intervention resources/materials
- Need for professional learning in the implementation of intervention resources/materials
- Need for intervention resources to be implemented with fidelity
- Need for targeted and systematic professional learning in Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction
- Need to conduct grade level data team meetings on a regular basis, for the purpose of reviewing available progress monitoring data
- Lack of funding for an online management system to streamline administration, recording, and analysis of data

**Current Practice:**

- The Student Support Team (SST) meets on an as-needed basis at each school
- PMS has identified an RTI lead teacher at each grade level
- Each school follows system-level written protocols for the SST process
- Schools work as creatively as possible to find time and materials for Tier 2 and Tier 3 interventions
- Parents are involved in the SST process

**Data Analysis Notes for Concern #5:**

- 93% of teachers indicate a need for grade or content specific data teams to regularly analyze formative assessments regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective
- All teachers agreed there is a need for professional learning to provide a clear and consistent understanding of tiered instruction

**Scientific, Evidence-Based Literacy Plan**

**Pepperell Middle School**

The Literacy Plan was developed based on research in the “Why” document and utilized the “What” and “How documents in order to create an implementable plan to improve literacy instruction at Pepperell Middle School.

<b>Building Block 1: Engaged Leadership</b>
<b>1A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.</b>
Faculty and staff at Pepperell Middle School recognize that for any school initiative to be successful, the leadership must lead and support the initiative. It is of utmost importance that leaders seek out and provide quality professional learning opportunities to ensure quality instruction. “Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers.” (The Why, p. 144)
The needs assessment survey indicated: 8% fully operational, 6% operational, and 86% emergent. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
Participate in professional learning in literacy (such as: <a href="http://www.comprehensivereadingsolutions.com/zprofessional-development-for-principals/">http://www.comprehensivereadingsolutions.com/zprofessional-development-for-principals/</a> ) in order to support the faculty and staff in implementing the initiatives of the SRCL grant application  Schedule regular literacy observations to monitor use of literacy and instructional	Provide professional learning based on student data and teacher needs <a href="http://www.comprehensivereadingsolutions.com/technology/">http://www.comprehensivereadingsolutions.com/technology/</a>  Conduct literacy walkthroughs to monitor use of literacy strategies, students engagement and learning  Serve as a model by studying literacy	Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly (The How, p. 20)	Provide opportunities for new staff or staff teaching in new content areas the necessary resources and training to support best practices in literacy instruction <a href="http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/">http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</a>  Identify trained leaders to assist in the support of new staff teaching in new or different content areas

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<p>strategies in each content area, as well as student engagement and learning  <a href="https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing">https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</a>                  (The How, p. 21)</p> <p>Schedule protected time for literacy and teacher collaboration</p>	<p>research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators.  <a href="http://www.comprehensivereadingsolutions.com/book-studies/">http://www.comprehensivereadingsolutions.com/book-studies/</a>                  (The How, p. 20)</p> <p>Utilize the Literacy Team as a resource for disseminating evidence-based strategies for literacy instruction and ongoing professional development opportunities</p> <p>Provide time and support for staff to participate in job-embedded professional learning, coaching/mentoring, content area, and cross content area meetings focused on student work and achievement</p>		
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<p><b>Building Block 1: Engaged Leadership</b></p>
<p><b>1B. A school literacy leadership team organized by the administrator is active.</b></p>
<p>According to the “Why” document (p. 143), A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning grant initiative. According to the NSDC (2001, para. 1), “staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.”</p>
<p>The needs assessment survey indicated: 6% fully operational, 4% operational, 4% emergent, and 86% not addressed. Based on the survey results, the administrator will:</p>

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Planning	Implementing	Expanding	Sustaining
<p>Form a literacy team consisting of the principal, assistant principal(s), teachers representative of all content areas, special education representative, and media (The How, p. 21)</p> <p>Work together to analyze data using the <u>Literacy Observation Checklist</u> to develop a list of prioritized recommendations and goals for improvement <a href="https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing">https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</a></p> <p>Determine what additional data is needed in order to make informed decisions about the path forward</p> <p>Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement</p> <p>Ensure that effective</p>	<p>Prioritize identified students to be targeted for interventions or support using formative and summative assessment designed to strengthen the teaching of literacy across all content areas <a href="http://www.comprehensivereadingsolutions.com/assessment-grades-6-12/">http://www.comprehensivereadingsolutions.com/assessment-grades-6-12/</a></p> <p>Provide professional learning and support for staff in addressing goals and needs addressed in teaching literacy in the content areas <a href="http://www.comprehensivereadingsolutions.com/sample-middle-school-unit/">http://www.comprehensivereadingsolutions.com/sample-middle-school-unit/</a></p> <p>Decide plan for ongoing data collection and analysis to inform program development and improvement</p> <p>Identify and allocate additional funding sources to support literacy</p> <p>Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of</p>	<p>Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results</p> <p>Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning</p> <p>Re-assign staff as needed to maximize literacy goals</p> <p>Share student achievement gains with parents and with the local community Participate on District Literacy Leadership Team</p>	<p>Update the School Improvement Plan yearly to reflect the changing goals, objectives, and needs based on student achievement results (The How pg. 21); (The Why 118)</p> <p>Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS) (How p. 21)</p> <p>Utilize the professional learning FIP modules for leaders and administrators to strengthen and promote using formative and summative data to make instructional decisions <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx</a></p>

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data analysis procedures and practices are understood and practiced	student work, website, etc.		
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<b>Building Block 1: Engaged Leadership</b>
<b>1C2. The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12)</b>
Faculty and staff at Pepperell Middle School recognizes the need administration has to support instruction through scheduling enough time for teachers, literacy coaches/interventionists and other literacy team members to collaborate effectively. (Why p. 148)
The needs assessment survey indicated: 4% fully operational, 12% operational, 10% emergent, and 73% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Study scheduling options to include building intervention into the school schedule for each day. (The What, p. 6); (The How p.23)</p> <p>Protect time for collaborative planning teams within and across the content areas (The What, p. 6); (The How, p.23)</p> <p>Identify and eliminate inefficient use of student and faculty time within the schedule. (The What, p.6); (The How, p.23)</p>	<p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following: <a href="http://www.scsk12.org/uf/TalentManagement/vlp/?page_id=196">http://www.scsk12.org/uf/TalentManagement/vlp/?page_id=196</a></p> <p>Ensure teams meet for collaborative planning and examining student data/work during scheduled times (The How p.22); (The Why, p.104)</p> <p>Use protocols to examine student work. (The How, p.23); (The</p>	<p>Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p> <p>Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons</p>	<p>Continue to ensure teams meet for collaborative planning and examining student data/work during scheduled times</p> <p>Use technology as a tool to provide professional learning to all teachers (The How, p. 22) <a href="http://www.parcconline.org/sites/parcc/files/pd_modules/module1/index.htm?Attempts=3&amp;W1=1662&amp;H1=884&amp;W2=1662&amp;H2=884&amp;W3=1662&amp;H3=884">http://www.parcconline.org/sites/parcc/files/pd_modules/module1/index.htm?Attempts=3&amp;W1=1662&amp;H1=884&amp;W2=1662&amp;H2=884&amp;W3=1662&amp;H3=884</a></p> <p>Share professional learning at scheduled</p>

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<p>Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas. (The What, p.6, 10); (The How, p.23)  <a href="https://www.softchalkcloud.com/lesson/files/6Lew05u1vKGpqD/ps1079_adolescentliteracy_rev2012.pdf">https://www.softchalkcloud.com/lesson/files/6Lew05u1vKGpqD/ps1079_adolescentliteracy_rev2012.pdf</a></p>	<p>Why, p.118)                   Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule</p>		<p>meetings with literacy team, grade level, and content area teams                   Utilize social media and online technology to share and promote student achievements in literacy as a result of collaborative planning across content areas (How, p.23)</p>
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<p><b>Building Block 1: Engaged Leadership</b></p>
<p><b>1D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS)</b></p>
<p>Literacy instruction for students should extend beyond a single language arts period and be integrated in a subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa &amp; Snow, 2006, p. 20). (Why p. 58)</p>
<p>The needs assessment survey indicated: 6% fully operational, 2% operational, 78% emergent, and 14% not addressed. Based on the survey results, the administrator will:</p>

Planning	Implementing	Expanding	Sustaining
<p>Participate in state-sponsored webinars to increase understanding and implementation of CCGPS across content areas. (Why, p.85)  <a href="https://www.georgiastandards.org/standards/Pages/BrowseStandards/GPS_by_Grade_Level_K-8.aspx">https://www.georgiastandards.org/standards/Pages/BrowseStandards/GPS_by_Grade_Level_K-8.aspx</a></p> <p>Survey strengths and needs for improvement by evaluating the</p>	<p>Utilize all staff to support literacy instruction (How, p. 25)</p> <p>Incorporate technologies to more creatively and effectively support stakeholder engagement (The How, p 25)  <a href="http://www.comprehensivereadingsolutions.com/technology/">http://www.comprehensivereadingsolutions.com/technology/</a></p> <p>Provide English language services that</p>	<p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)</p> <p>Use technology as a tool to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders</p>	<p>Maintain the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p> <p>Provide parents with links to online resources to help strengthen literacy skills</p> <p>Include academic supports such as tutoring, co-curricular activities, online learning opportunities</p>

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<p>school’s culture and current practices using observation tools/checklists (The Literacy Observation Checklist) (What, p.5); ( How, p.24)  <a href="https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing">https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</a></p> <p>Plan for targeted professional learning for the staff on literacy strategies and deep content knowledge (The Why, p. 26, 37, 43, 44, 65, 66); (The What, p. 6); (The How, p. 24)  <a href="http://www.comprehensivereadingsolutions.com/academic-language/">http://www.comprehensivereadingsolutions.com/academic-language/</a></p>	<p>extend beyond the classroom</p>		<p>and/or tutoring, and extended learning opportunities such as after-school and summer school to enhance literacy learning</p>
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<p><b>Building Block 1: Engaged Leadership</b></p>
<p><b>1E. Literacy instruction is optimized in all content areas.</b></p>
<p>CCGPS holds educators across all content areas accountable for teaching literacy standards. Because of this, the staff at PMS recognizes the need for further professional learning in the areas of instructional strategies for teaching literacy across the curriculum. “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas” (The Why, p. 49).</p>
<p>The needs assessment survey indicated: 2% fully operational, 4% operational, and 94% emergent. Based on the survey results, the administrator will:</p>

Planning	Implementing	Expanding	Sustaining
Create a plan to	Ensure the use of	Monitor literacy	Identify skills or

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<p>integrate literacy in all subjects as articulated within CCGPS (The What, 1.E.p. 6)</p> <p>Include the Literacy Team in planning professional learning on literacy integration in all content areas.</p> <p>Examine the following online learning module with the Literacy Team, then all teachers: <i>Overview of Research-Based Instructional Strategies</i> (module contains effective strategies to integrate literacy in all content areas) <a href="http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/">http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</a></p> <p>Plan face-to-face professional learning if needed to support the integration of literacy skills across the curriculum</p>	<p>evidence-based strategies and appropriate resources to support student learning of the CCGPS</p> <p>Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS (The Why, p 124)</p> <p>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (How, 1.E.p27)</p> <p>Provide teachers and students with a variety of resources to support choice in reading materials and writing topics</p>	<p>instruction across the curriculum through:</p> <ul style="list-style-type: none"> <li>● Formal and informal observations</li> <li>● Lesson plans</li> <li>● Walkthroughs</li> <li>● Student work samples</li> </ul>	<p>knowledge that needs to be strengthened in the future for students to reach proficiency standards</p> <p>Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e.,self-questioning, summarizing, predicting, inferencing, graphic organizers, Thinking Maps, etc.)</p> <p>Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic</p>
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<p><b>Building Block 1: Engaged Leadership</b></p>
<p><b>1F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS).</b></p>
<p>“The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program.” (Why p. 27)“In today’s world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person’s ability to be a lifelong learner and contributor to society, but also the ability retrieve and understand new information (Why p. 30)</p>

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The needs assessment survey indicated: 2% fully operational, 4% operational, 8% emergent, and 86% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Create a shared vision for literacy for the school and community, make the vision tangible and visible (ex.graphing student scores; rewards for improvement in literacy)</p> <p>Provide guidance in connecting the shared vision for literacy and FCS’ Destination Graduation goal among the school and community</p> <p>Enlist members of the various participating entities to provide leadership by:</p> <ul style="list-style-type: none"> <li>● Promote the system mission <i>Destination Graduation.. for every child</i></li> <li>● Serving as mentors</li> <li>● Speaking to groups of students</li> <li>● Publicizing efforts within the community</li> <li>● Visiting classrooms to support teachers and students</li> </ul>	<p>Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as potential candidates on the Local School Governance Team (LSGT)</p> <p>Participate in on-going training with LSGT members Example: <a href="https://sas.illuminate.com/site/external/playback/artifact?psid=2014-09-09.0642.M.9927882F71D28B5554DD5DD3E5C88B.vcr&amp;aid=136675">https://sas.illuminate.com/site/external/playback/artifact?psid=2014-09-09.0642.M.9927882F71D28B5554DD5DD3E5C88B.vcr&amp;aid=136675</a></p> <p>Evaluate the effectiveness of mentoring programs</p>	<p>Investigate similar efforts in other communities</p> <p>Actively support teachers in their efforts in schools</p> <p>Utilize social media to communicate and promote the goals of literacy throughout the community at large</p>	<p>Continue Local School Governance Team meetings as scheduled to discuss student data and school improvement goals</p> <p>Celebrate academic successes publically through traditional and online media</p> <p>Ask past students who have been particularly successful to speak to students as to the potential for schools to change lives</p> <p>Ask local businesses to help heighten awareness about the importance of effective literacy and communication skills in the workplace</p> <p>Continue to focus proactively on broad issues that may prevent students from being successful</p>

**Building Block 2: Continuity of Instruction**

**2A. Active collaborative school teams ensure a consistent literacy focus across the curriculum.**

The needs assessment data indicates the need for the teachers to have a common planning time. Therefore, the school will continue with the practice of common planning time and will “provide educators with the knowledge and skills to collaborate” (The Why, p. 143). PPS teachers and staff feel it is imperative to have vertical team meetings, where teachers will meet with common content area teachers from different grade levels. This will provide a platform for rich discussion on the progression of literacy skills.

The needs assessment survey indicated: 4% fully operational, 2% operational, 73% emergent, and 20% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Administration will establish an expectation of shared responsibility for literacy instruction across the curriculum</p> <p>Design infrastructure for shared responsibility for development of literacy across the curriculum</p> <p>Plan and implement lessons that address the literacy needs of students  <a href="http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/">http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</a></p>	<p>Conduct team meetings, either physically or virtually (ie. Google+ hang-out) according to established schedule</p> <p>Prepare agendas and action summaries for all meetings</p> <p>Assess effectiveness of team actions on student learning.</p> <p>Alter teams as necessary to ensure optimal effectiveness</p> <p>Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction</p>	<p>Study formative student assessment results and use the results to continue to adjust instruction</p> <p>Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p>	<p>Utilize online options to provide ongoing professional learning to new and continuing learning.  <a href="http://www.comprehensivereadingsolutions.com/">http://www.comprehensivereadingsolutions.com/</a></p> <p>Share professional learning online and at team and staff meetings</p> <p>Encourage teachers to share success stories with other teachers, in the community, and through school and teacher websites</p>

**Building Block 2: Continuity of Instruction**

**2B. Teachers provide literacy instruction across the curriculum.**

PMS cannot successfully implement our literacy plan without providing professional learning for all of our teachers. This is especially important for the math, science and social studies teachers who do not have much training in literacy instruction. Recommendation 2 of the Georgia Literacy Task Force includes the provision for “professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking” (The Why, p. 37).

The needs assessment survey indicated: 2% fully operational, 20% operational, 63% emergent, and 15% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Provide professional development for teachers across content areas and grade level in specific academic vocabulary instruction  <a href="http://www.comprehensivereadingsolutions.com/understanding-vocabulary-instruction/">http://www.comprehensivereadingsolutions.com/understanding-vocabulary-instruction/</a></p> <p>Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects</p> <p>Identify the concepts and skills students needed to meet expectations in the CCGPS</p> <p>Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary,</p>	<p>Study the text structures most frequently used in texts of each content area.</p> <p>Implement evidence-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan</p> <p>Utilize <i>Reading Next</i> – 15 evidence-based program elements that improve literacy achievement (Biancarosa &amp; Snow, 2004).</p> <p>Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)</p> <p>Provide variety and choice in the types, media and genre of both reading</p>	<p>Monitor the use of instructional strategies to improve literacy through formal and informal observations</p> <p>Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency</p> <p>Discuss exemplary samples with students to model features of quality writing</p> <p>Guide students to focus on their own improvement</p> <p>Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self</p>	<p>Stay abreast of effective strategies for literacy instruction</p> <p>Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media</p> <p>Expand the types of writing across the subject areas</p> <p>Differentiate assignments by offering student choice</p> <p>Celebrate and publish good student writing in a variety of formats</p> <p>Host academic nights that engage parents in activities that</p>

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<p>and background knowledge that students need to learn for each subject area</p> <p>Study a variety of strategies for incorporating writing in all content areas</p> <p>Provide professional learning on research based instructional strategies and use of rubrics to improve literacy instruction</p> <p>Discuss the use of technology as a tool to infuse literacy throughout the day</p>	<p>and writing assignments</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options</p>	<p>questioning, summarizing, predicting, inferencing, graphic organizers)</p>	<p>demonstrate the importance of literacy proficiency</p> <p>Plan a literacy celebration for the entire school</p>
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<p><b>Building Block 2: Continuity of Instruction</b></p>
<p><b>2C. Out-of-school agencies and organizations collaborate to support literacy within the community.</b></p>
<p>The Local School Governance Team (LSGT), along with Literacy Team members and staff recognize the need to support Georgia goal for all students become self-sustaining, lifelong learners and contributors to their communities. (Why p. 31) A comprehensive and coordinated literacy program, which is interdisciplinary and inter departmentalized and coordinated with out-of-school organizations and the local community will improve literacy achievement. (Why pp 66-67)</p>
<p>The needs assessment survey indicated: 2% fully operational, 2% operational, 4% emergent, and 92% not addressed. Based on the survey results, the administrator will:</p>

Planning	Implementing	Expanding	Sustaining
<p>Design avenues to connect students to the proper service providers in the community</p>	<p>Establish a mentoring system from within and outside the school for every student who needs additional support</p>	<p>Discuss exemplary samples with students to model features of quality writing</p>	<p>Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p>

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<p>Design and implement infrastructure to provide guidance and support for students and families</p> <p>Ensure that all appropriate stakeholders participate in critical planning and the decision making process</p>	<p>Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers</p> <p>Identify and contact learning supports in the community that target student improvement</p>	<p>Partner with community groups to accommodate more students</p> <p>Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, and after-school academies to enhance literacy learning</p>	<p>Advocate for new capacity in the community to help students and families</p> <p>Continue to focus proactively on broad issues that may prevent students from learning</p> <p>Utilize a different funding sources for specialized literacy staff and materials (i.e. Title I, Title IIA)</p>
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**Building Block 3: Ongoing Formative and Summative Assessments**

**3A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**

“Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing” of these assessments. (Why, p. 97)  
 “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (The Why, p. 98). “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (The Why, p. 97).

The needs assessment survey indicated: 2% fully operational, 4% operational, 94% emergent, and 2% not addressed. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Ensure all teachers understand the purposes of and uses for formative assessments and how they differ from summative assessments</p> <p>The School Literacy Team, guided by the administrator will assist</p>	<p>Administer assessments and input and analyze data according to the established timeline</p> <p>Provide timely, descriptive feedback to students with opportunities to assess their own learning</p>	<p>Analyze student data in teacher teams to develop and adjust instructional plans</p> <p>Utilize a blend of funding sources to continue to purchase assessment and intervention materials aligned with students’</p>	<p>Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students</p> <p>Continue to provide consistent expectations across classrooms and</p>

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<p>to:</p> <ul style="list-style-type: none"> <li>- Develop consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)</li> <li>- Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)</li> <li>- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timelines for administration and persons responsible</li> <li>- Create a plan for collecting, storing, analyzing, and reporting assessment results electronically</li> </ul> <p>Utilize an on-line /technology-based format for formative assessments that aligns with the rigor and expectations of Georgia Milestone assessments (i.e. OAS website)</p>	<p>Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms</p> <p>Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results</p> <p>Ensure continued fidelity to all formative assessment procedures and timelines beyond year one</p> <p>Provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities</p>	<p>needs</p>	<p>teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)</p> <p>Continue to provide assessment measures that can help identify high achieving/ advanced learners who would benefit from enrichment activities</p> <p>Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording</p>
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<b>Building Block 3: Ongoing Formative and Summative Assessments</b>
<b>3B. A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</b>
Pepperell Middle School teachers and administration recognize the need to provide guidance about methods to measure, assess, and monitor progress in literacy at the school and district level; (The Why, p. 38)
The needs assessment survey indicated: 2% fully operational, 39% operational, 57% emergent, and 2% not addressed. Based on the survey results, the literacy team, content area teachers, and administration will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
Identify literacy skills needed to master CCGPS in each content area	Develop an assessment calendar to include universal screenings, and progress monitoring designating persons responsible	Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines	Provide continued professional learning to staff who administers assessments to maintain use of standardized procedures and accurate data recording
Select or develop school or system-wide classroom-based formative assessments to assess efficacy of classroom instruction	Administer assessments and input data according to the established timeline	Analyze student data in teacher teams to develop and adjust instructional plans	Utilize a blend of funding sources to sustain literacy priorities
Review effectiveness of current progress monitoring tools	Provide timely, descriptive feedback to students with opportunities to assess their own learning	Use technology as a tool to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format	
Upgrade technology infrastructure to support assessment administration and dissemination of results			

<b>Building Block 3: Ongoing Formative and Summative Assessments</b>
<b>3C. Problems found in literacy screenings are further analyzed with diagnostic assessment</b>

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PMS indicates the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (Why p. 102)

The needs assessment survey indicated: 2% fully operational, 20% operational, 59% emergent, and 18% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Ensure faculty and staff have an understanding of the Lexile Framework for Reading <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx</a></p> <p>Evaluate the capacity of technology infrastructure to support assessment administration and disseminate results</p> <p>Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment(s)</p> <p>Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards</p> <p>Provide professional learning opportunities for teachers and administration to increase their awareness</p>	<p>Administer the Scholastic Reading Inventory to all students as a screening tool to identify students in need of additional diagnostic assessments - SRI website: <a href="http://teacher.scholastic.com/products/sri_reading_assessment/index.htm">http://teacher.scholastic.com/products/sri_reading_assessment/index.htm</a></p> <p>Administer diagnostic assessments, where possible and needed, that isolate the component skills needed for mastery of literacy standards</p> <p>Use results of the diagnostics for student placement within and adjustment of instruction</p> <p>Use technology as a tool to differentiate learning within content areas (e.g., use assessments to match students to text; provide practice opportunities to strengthen areas of weakness; utilize-books or other online text</p>	<p>Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals</p> <p>Use technology as a tool to share relevant student progress data with families in an easily interpreted format</p>	<p>Continue the work of the Literacy Team to facilitate systematic meetings to discuss student assessment data and assist students and teachers in setting learning goals and monitoring progress toward those goals</p> <p>Share relevant student progress data with families in an easily interpreted format</p> <p>Use technology for communicating data to the district literacy leadership team in a timely manner</p> <p>Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals</p> <p>Recognize and celebrate the school’s progress toward its literacy goals</p> <p>Maintain the use of diagnostic tools that isolate the component skills needed for</p>

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<p>of the need to differentiate instruction and provide appropriate interventions based on diagnostic assessments  <a href="http://www.comprehensive readingsolutions.com/0introduction-to-differentiation/">http://www.comprehensive readingsolutions.com/0introduction-to-differentiation/</a></p> <p>Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach</p>	<p>resources; support students whose disabilities may preclude them from acquiring information through reading)</p>		<p>mastery of literacy standards</p>
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<p><b>Building Block 3: Ongoing Formative and Summative Assessments</b></p>
<p><b>3D. Summative data is used to make programming decisions as well as to monitor individual student progress</b></p>
<p>PMS indicates the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (Why p. 102)</p>
<p>The needs assessment survey indicated: 2% fully operational, 22% operational, 10% emergent, and 65% not addressed. Based on the survey results, the administrator will:</p>

Planning	Implementing	Expanding	Sustaining
<p>Evaluate the capacity of technology infrastructure to support test administration and disseminate results</p> <p>Utilize the State Longitudinal Data System (SLDS) to analyze previous year’s summative assessments to</p>	<p>Administer summative assessments at scheduled intervals</p> <p>Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results</p> <p>Discuss assessment</p>	<p>Disaggregate data to ensure the progress of subgroups (What, p. 9)</p> <p>Share and analyze student work samples as a way to inform instruction during collaborative planning</p> <p>Plan lessons, re-teaching, and</p>	<p>Consistently review assessment data in order to:</p> <ul style="list-style-type: none"> <li>- evaluate the effectiveness of programs and policies</li> <li>- adjust school improvement plan goals based on summative data</li> <li>- adjust curriculum</li> </ul>

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<p>determine broad student needs and serve as a screening tool and baseline for improvement</p> <p>Study how content area standards are assessed on state and local assessments (How, p. 38)</p> <p>Identify common mid-course assessments (i.e., end-of-unit /chapter tests and tasks) used to measure progress toward standards</p> <p>Analyze assessment data to identify teachers who need additional support</p>	<p>results with students to set individual goals</p> <p>Review assessment results in order to identify needed program and instructional adjustments</p> <p>Include specific times on the school calendar for analyzing summative assessment data</p> <p>Focus discussions on changes that can be made to continuously improve the instructional program for all students (The How, p. 38)</p> <p>Provide professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses</p>	<p>intervention activities that target areas of need</p>	<p>alignment to eliminate gaps</p> <ul style="list-style-type: none"> <li>- ensure students are appropriately placed in specific programs</li> <li>- recognize and celebrate significant improvements of individuals and/or groups of students (school or teacher websites, brag board, etc.)</li> </ul> <p>Continue to disaggregate data to ensure the progress of subgroups (What, p. 9)</p>
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**Building Block 3: Ongoing Formative and Summative Assessments**

**3E. A clearly articulated strategy for using data to improve teaching and learning is followed.**

The NCEE made “five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system” (The Why, p. 120, 121).

The needs assessment survey indicated: 2% fully operational, 4% operational, 90% emergent, and 2% not addressed. Based on the survey results, the administrator will:

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Planning	Implementing	Expanding	Sustaining
<p>Identify participants for school data team to analyze achievement and discipline data from all formative and summative measures in use ( Why, pp. 95 - 95)</p> <p>Define roles, responsibilities, and establish protocols for team meetings <a href="http://www.lasw.org/">http://www.lasw.org/</a></p> <p>Establish regularly scheduled times for data team meetings</p>	<p>Ensure data team meets at scheduled times; facilitate meetings to ensure productivity</p> <p>Effectively utilize resources such as: <i>Looking at Student Work</i> <a href="http://www.lasw.org/methods.html">http://www.lasw.org/methods.html</a></p> <p>Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention (How, p.39) <a href="http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/">http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/</a></p>	<p>Review effective team meeting protocols at beginning of each data team meeting; implement protocol with fidelity</p> <p>Evaluate the process for using data to ensure it continues to meet the needs of students and teachers</p>	<p>Use online training options to continue to train new data team members in team protocols</p> <p>Ensure that the data storage and retrieval system is effective and efficient</p> <p>Continue to build collaborative data meetings into the monthly calendar</p> <p>Continue to evaluate the effectiveness of system and school data teams and make adjustments as needed</p>

**Building Block 4: Best Practices in Literacy Instruction**

**4A1. All students receive direct, explicit instruction in reading (K-8)**

There is a need for explicit literacy instruction to be addressed in all content areas at Pepperell Middle School. We recognize that all teachers play a vital role in teaching reading skills needed in every aspect of life. “Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers,” (The Why p 26 - 27).

The needs assessment survey indicated: 4% fully operational, 18% operational, 31% emergent, and 47% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
Ensure with fidelity that the core program	Provide training to all pertinent staff in the use	Share effective differentiated lessons	Ongoing training and professional

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<p>provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.</p> <p>Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension).</p> <p>Resources for professional development in specific areas of instructional needs are utilized (e.g., <a href="http://www.comprehensivereadingsolutions.com/building-sight-word-knowledge/">http://www.comprehensivereadingsolutions.com/building-sight-word-knowledge/</a>)</p> <p>Compile and examine classroom observation data to identify, monitor, and gauge effective literacy instruction.</p> <p>Plan and provide professional learning on direct, explicit instructional strategies to build students' comprehension within each subject area.</p> <p>Plan and provide professional learning on differentiated instructional options for literacy assignments.</p>	<p>of the core program.</p> <p>Provide professional learning on the tenets of explicit instruction:</p> <ul style="list-style-type: none"> <li>- Use of data to inform instructional decisions and explicit teaching.</li> <li>- Selection of appropriate text for strategy instruction.</li> <li>- Effectively communicating to students specific strategies to be learned and why.</li> <li>- Modeling of how a strategy is used.</li> <li>- Guided and independent practice with feedback.</li> <li>- Discussion of when and where strategies are to be applied.</li> </ul> <p>Review teacher and student data to improve instruction.</p> <p>Provide instructional and assessment accommodations/adaptations/support for English language learners according to their English proficiency levels.</p> <p>Using online options where feasible, provide professional learning on evidence-based differentiated instructional strategies that support diverse needs.</p>	<p>and differentiation strategies in teacher team meetings.</p>	<p>development provided for implementing and expanding the core literacy program</p> <p>Continue analyzing data to determine the impact of teaching strategies on student achievement</p> <p>Continue to provide ongoing training to all pertinent and new staff in the use of the core program</p> <p>Provide support to new teachers on differentiated instruction for all learners through the use of:</p> <ul style="list-style-type: none"> <li>- mentoring programs</li> <li>- peer-coaching</li> <li>- feedback</li> <li>- online webinars</li> <li>- professional development</li> </ul> <p>Provide support and training for new teachers on how to effectively meet the needs of ELs and SWD, as well as for all students.</p>
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	<p><a href="http://www.comprehensivereadingsolutions.com/0introduction-to-differentiation/">http://www.comprehensivereadingsolutions.com/0introduction-to-differentiation/</a></p> <p>Ensure a daily literacy block that includes explicit instruction in word identification, vocabulary, and comprehension.</p> <p>Ensure small, flexible grouping is used as a strategy to support differentiation for all students.</p>		
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**Building Block 4: Best Practices in Literacy Instruction**

**4A2. All students receive direct, explicit instruction in reading.**

“According to the Report of the National Reading Panel, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65). While we incorporate the units for the ELA CCGPS into our literacy block, we believe that there is a need for stronger explicit instruction in all aspects of literacy.

The needs assessment survey indicated: 4% fully operational, 4% operational, 90% emergent, and 2% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Plan professional learning to provide all faculty an understanding of effective program components in adolescent literacy (Why, p.65-68)</p> <p><a href="http://www.comprehensivereadingsolutions.com/category/grades-6-12/">http://www.comprehensivereadingsolutions.com/category/grades-6-12/</a></p>	<p>Provide professional learning to all pertinent staff in the effective program components in adolescent literacy (Why, p.65-68)</p> <p>Provide professional learning to ensure teachers have an understanding of the</p>	<p>Share effective differentiated lessons and differentiation strategies in teacher meetings</p> <p>Provide opportunities teacher mentors and/or exemplary teachers to model and co-teach effective lessons/</p>	<p>Provide ongoing professional learning as needed to support the implementation of effective adolescent literacy instruction</p> <p>Continue analyzing data to determine the impact of teaching strategies on student achievement</p>

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<p>Share the latest research on effective adolescent literacy instruction at Literacy Team and collaborative meetings:  <i>“Introduction to Adolescent Literacy-The Need for Literacy Instruction in Content Area Classroom”</i>  <a href="http://www.sagepub.com/upm-data/34118_Intro.pdf">http://www.sagepub.com/upm-data/34118_Intro.pdf</a></p> <p><i>Reading Next, A Vision for Action and Research in Middle and High School Literacy</i>  <a href="http://carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf">http://carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf</a></p> <p>Examine student data to identify areas of instruction with greatest needs</p>	<p>tenets of explicit instruction:  <a href="http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/">http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</a></p> <p>Provide instructional and assessment accommodations/adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents</p>	<p>strategies</p>	<p>Continue to provide ongoing training to all pertinent and new staff in the use of school protocols</p> <p>Provide support to new teachers on differentiated instruction for all learners, including EL, SWD, and/or gifted students</p>
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<p><b>Building Block 4: Best Practices in Literacy Instruction</b></p>
<p><b>4A3. All students receive direct, explicit instruction in reading.</b></p>
<p>PMS recognizes the need to ensure that differentiation of instruction should include fluid, flexible grouping with multiple means of learning and demonstration of learning. Instruction driven by evidence-based practices, such as directed and explicit instruction, have been found to be effective with all students. (Why p 73)</p>
<p>The needs assessment survey indicated: 4% fully operational, 2% operational, 76% emergent, and 18% not addressed. Based on the survey results, the administrator will:</p>

Planning	Implementing	Expanding	Sustaining
Examine classroom observation data to identify, monitor, and	Participate in professional learning on data analysis and using	Review teacher and student data to improve instruction	Continue analyzing data to determine the impact of teaching strategies on

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<p>gauge effective literacy instruction  <a href="http://www.comprehensivereadingsolutions.com/inking-professional-development-and-observation/">http://www.comprehensivereadingsolutions.com/inking-professional-development-and-observation/</a></p> <p>Plan professional learning for teachers as needed that aligns with needs identified from the data analysis</p> <p>Provide time for collaboration planning in which course alike teachers share effective strategies and successes in student achievement</p>	<p>results to guide instruction</p> <p>Utilize the Teacher Keys Effectiveness System (TKES) process to determine the impact of teaching strategies on student achievement</p> <p>Participate in collaborative planning meetings as scheduled</p>	<p>Utilize teacher mentors and/or exemplary teachers to model and co-teach effective lessons/strategies</p> <p>Share effective differentiated lessons and differentiation strategies in teacher team meetings</p>	<p>student achievement</p> <p>Provide needed support to new and/or struggling teachers through additional opportunities for professional learning, peer observations, and the coaching process</p>
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**Building Block 4: Best Practices in Literacy Instruction**

**4A4. Extended time is provided for literacy instruction.**

“The need for extended time for literacy has been recognized in numerous sources including Reading Next, Writing to Read, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well as almost all other state literacy plans. Citing a study done in 1990 titled, “What’s all the Fuss about Instruction Time?” by D. C. Berliner, the authors of a report to the NASCB stated, “Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time.” (Why p. 58)

The needs assessment survey indicated: 6% fully operational, 2% operational, 37% emergent, and 55% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Ensure daily schedules include 90-120 minutes of literacy instruction that extends beyond the language arts period and integrates literacy in all</p>	<p>Provide regular opportunities for students to read informational and literary texts as outlined in the CCGPS and write</p>	<p>Expand the selection of informational and literary text resources</p> <p>Expand and use technology as a tool</p>	<p>Utilize blended funding sources to sustain the selection of informational and literary text resources</p>

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<p>subject area coursework (science, social studies, math)</p> <p>Develop an extended learning time for literacy remediation and differentiation (How, p 40)</p> <p>Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice</p>	<p>daily in response to the literature</p> <p>Provide professional learning for content area teachers on the use of explicit literacy instruction</p> <p>Provide needed resources for literacy remediation and differentiation</p>	<p>more effectively in literacy instruction to motivate and engage all learners</p>	<p>Provide ongoing professional learning as needed to support the implementation of effective adolescent literacy instruction</p> <p>Continue to communicate regularly with parents of at-risk students about student progress</p>
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**Building Block 4: Best Practices in Literacy Instruction**

**4B1. All students receive effective writing instruction across the curriculum.**

According to our Needs Assessment Survey, 75% of staff recognize the need for professional learning in the area of writing instruction. One of the program components identified by Reading Next is “intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (The Why, p. 66). The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion” (The Why, p. 44). Also stated in this research: “Corporations with greatest employment growth potential assess writing during hiring” (The Why, p. 45).

The needs assessment survey indicated: 4% fully operational, 6% operational, 88% emergent, and 2% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Develop an articulated school-wide writing plan consistent with CCGPS that:</p> <ul style="list-style-type: none"> <li>- integrates writing across all subject areas</li> <li>- includes explicit</li> </ul>	<p>Ensure all teachers have a deep understanding of all components within the school-wide writing plan</p> <p>Implement writing rubrics aligned with the</p>	<p>Provide opportunities for peer collaboration and interaction about meaningful work</p> <p>Provide variety and choice in the types, media and genre of both</p>	<p>Continue to monitor the writing plan to ensure implementation with fidelity</p> <p>Continue to make writing a required part of every class every</p>

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<p>instruction, guided practice, and independent practice</p> <ul style="list-style-type: none"> <li>- includes regular opportunities for students to write about texts they read</li> <li>- teaches students the writing skills and process that go into creating text</li> <li>- defines the expectations for frequency of writing in all content areas</li> <li>- provides opportunities for student choice in both reading and writing assignments</li> <li>- provides for increased opportunities for peer interaction and peer feedback</li> <li>- utilize a variety of formative assessments to monitor students' progress and guide instruction (Why, p. 45-46)</li> </ul> <p>Include in the school writing plan how technology will be used for production, publishing and communication across the curriculum (Why, p.56)</p> <p>Identify materials and</p>	<p>CCGPS to set clear expectations and goals for performance</p> <p>Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media</p> <p>Provide meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options (How p.31)</p>	<p>reading and writing assignments</p> <p>Regularly monitor the school's writing plan to ensure it is being implemented with fidelity</p>	<p>day, using technology as a tool when possible</p> <p>Consistently use a school-wide writing rubrics aligned with the CCGPS to set clear expectations and goals for performance</p>
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<p>protocols needed to implement the school-wide writing plan (How, p. 42)</p> <p>Plan professional learning for content area teachers in implementing effective writing practices, as outlined in the CCGPS</p> <p>Develop writing rubrics that define content expectations for writing to be utilized by all academic teachers</p>			
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**Building Block 4: Best Practices in Literacy Instruction**

**4B2. All students receive effective writing instruction across the curriculum.**

“Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have expectations for integrating writing as defined in the CCGPS. “The implementation of strong writing programs is crucial to a literacy initiative.” (The Why, p. 45)

The needs assessment survey indicated: 4% fully operational, 4% operational, and 92% emergent. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Ensure lesson plans of content area teachers provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics</p>	<p>At least one day per week, content area teachers provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area</p>	<p>Promote the creative sharing of writing products produced in various disciplines</p> <p>Provide release time for content teachers as needed to observe an exemplary teacher integrating writing into his/her course content</p>	<p>Continue to provide professional learning on best practices in writing instruction in all subject areas</p> <p>Continue reviewing and revising the implementation of the writing plan</p>

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<p>Ensure school-wide writing plan is being implemented with fidelity</p>	<p>topics</p> <p>Provide professional learning to content area teachers on the genres of writing and best practices for implementing each within their content  <a href="http://www.comprehensivereadingsolutions.com/writing-genres-in-ccss/">http://www.comprehensivereadingsolutions.com/writing-genres-in-ccss/</a></p>		<p>Maintain protocols to ensure fidelity to writing expectations</p>
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<p><b>Building Block 4: Best Practices in Literacy Instruction</b></p>
<p><b>4C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.</b></p>
<p>Research from Guthrie and Humenick which focused on improving students’ motivation to read included four recommendations: “providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading” (The Why, p. 51). Therefore, in order to successfully implement a quality literacy program, we must provide ways for the students to take ownership of their literacy achievement. (The Why, p. 53)</p>
<p>The needs assessment survey indicated: 6% fully operational, 49% operational, 20% emergent, and 24% not addressed. Based on the survey results, the administrator will:</p>

<p><b>Planning</b></p>	<p><b>Implementing</b></p>	<p><b>Expanding</b></p>	<p><b>Sustaining</b></p>
<p>Ensure teachers’ participation in online professional development designed to increase student engagement and motivation  <a href="http://www.comprehensivereadingsolutions.com/motivating-students-to-read/">http://www.comprehensivereadingsolutions.com/motivating-students-to-read/</a></p>	<p>Take steps to provide students with an understanding of the relevance of the academic content/assignment to their lives</p> <p>Increase opportunities for collaborating with peers (How pg. 41)</p> <p>Leverage the creative use of technology within the learning</p>	<p>Involve students as role models for the primary and elementary school students</p>	<p>Literacy Team will research additional ways teachers can engage and motivate students</p> <p>Investigate a school incentive plan when students reach their academic learning goals</p>

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	process to promote engagement and relevance		
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5A. Information developed from the school-based data teams is used to inform RTI process.**

Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum, Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007) (Why p. 123)

The needs assessment survey indicated: 2% fully operational, 8% operational, 88% emergent, and 2% not addressed. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Determine percentage of students currently being served in each tier at each grade level</p> <p>With the help of the Literacy Team, develop protocols for identifying students and matching them to the appropriate interventions</p> <p>Research, select, and purchase effective resources for intervention (renew consumable resources and software subscriptions and purchase supplemental materials to address students' needs)</p> <p>Budget for recurring costs of data collection,</p>	<p>Analyze data for individuals to identify students in need of intervention according to established protocols</p> <p>Provide professional learning on effective RtI process at the high school level <a href="http://www.rtinetwork.org/high-school">http://www.rtinetwork.org/high-school</a></p> <p>Provide professional learning on intervention resources for administrators and intervention personnel to ensure fidelity of implementation</p> <p>Monitor to ensure that interventions are occurring regularly and with fidelity</p>	<p>Develop process for monitoring the implementation of evidence-based interventions at the building level and across the system</p> <p>Provide building and system-level support of the process</p>	<p>Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention</p> <p>Use other funding sources for recurring costs of data collection, intervention materials and other technology needs</p>

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intervention materials, and technology used for implementation	(The Why, p. 104)		
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<b>Building Block 5: System of Tiered Intervention (RTI) For All Students</b>			
<b>5B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.</b>			
Assisting content teachers to embed cognitive and motivational strategies into their instruction enables them “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007). These skills are consistent with focus on the Georgia Performance Standards and the Common Core Georgia Performance Standards. (Why 124)			
The needs assessment survey indicated: 2% fully operational, 8% operational, 88% emergent, and 2% not addressed. Based on the survey results, the administrator will:			

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
Develop a plan to strengthen Tier I core instruction of disciplinary literacy in each content area	Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students	Ensure adequate time for planning and implementing flexible grouping based on students’ learning needs	Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students’ needs
Compile data from classroom observations and/or a checklist to determine current practices in literacy instruction in each subject area	Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels and content areas	Monitor the planning, delivery and assessment for students with special learning needs (EL,SWD, gifted)	Encourage the use of technology as a tool to support proactive communication between parents and teachers
Provide professional learning on effective practices for co-teaching and inclusion of students (SWD, EL, gifted) in the general education setting	Ensure teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes	Support teachers’ effective use of time through use of technology during each stage of the process	Ensure that communication between teachers and administrators is ongoing and effective
Ensure school-wide understanding of			

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assessment data and anticipated levels of student mastery during the school year	Ensure teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms		
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5C. Tier 2 needs-based interventions are provided for targeted students.**

Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved students outcomes (Georgia Department of Education, RTI Document, 2008). evidence-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. (Why p. 125)

The needs assessment survey indicated: 2% fully operational, 4% operational, 31% emergent, and 63% not addressed. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Plan and provide professional learning for interventionists on:</p> <ul style="list-style-type: none"> <li>- appropriate use of supplemental and intervention materials</li> <li>- diagnosis of reading difficulties</li> <li>- direct, explicit instructional strategies to address difficulties</li> <li>- charting data and graphing progress</li> </ul> <p>Schedule times for collaborative discussion and planning between content area teachers</p>	<p>Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)</p> <p>Ensure effectiveness of interventions by:</p> <ul style="list-style-type: none"> <li>- building sufficient blocks of time into the daily schedule</li> <li>- providing adequate space conducive to learning</li> <li>- ensuring that they are provided by competent, well-trained teachers</li> </ul>	<p>Establish protocols to ensure consistent progress monitoring, data collection, and reporting</p> <p>Ensure adequate time for planning and implementing interventions</p> <p>Monitor student movement between T1 and T2</p> <p>Provide sufficient resources (time, training costs, materials and implementation of interventions)</p>	<p>Ensure teachers consistently provide research-validated interventions designed to meet individual student’s needs</p> <p>Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email</p> <p>Use technology to track and endure the movement of students between T1 and T2 based on response to</p>

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

<b>Building Block 5: System of Tiered Intervention (RTI) For All Students</b>
<b>5D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.</b>
Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team (SST) should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom. (Why, p. 127)
The needs assessment survey indicated: 2% fully operational, 4% operational, 73% emergent, and 20% not addressed. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing/</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, and SLP) meet to:</p> <ul style="list-style-type: none"> <li>- discuss students in T3 who fail to respond to intervention</li> <li>- receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance</li> </ul>	<p>T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points</p>	<p>Teachers consistently provide research-validated interventions designed to meet individual student’s needs</p> <p>Ensure that T3 includes proven interventions that address behavior</p>	<p>Continue to ensure students move into and out of T2 and T3</p> <p>Continue to ensure data is used to support response to intervention</p>

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- verify implementation of proven interventions			
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<b>Building Block 5: System of Tiered Intervention (RTI) For All Students</b>
<b>5E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access the CCGPS any other way.</b>
Interventions at Tier 4 are specifically designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual. (Why p. 127)
The needs assessment survey indicated: 2% fully operational, 82% operational, 14% emergent, and 2% not addressed. Based on the survey results, the administrator will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Develop school schedules to ensure least restrictive environment</p> <p>Ensure that building and system administrators are familiar with funding formulas affecting students in special programming</p> <p>Ensure special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS; even in separate settings</p>	<p>Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs</p> <p>Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings</p>	<p>Special education, EL, or gifted case managers meet plan and discuss students’ progress regularly with general education teachers</p>	<p>Support data for the exit of students from T4.</p> <p>Ensure a system of checks and balances to monitor fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance</p>

**Building Block 6: Improved Instruction Through Professional Learning**

**6A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.**

Promote professional collaboration among primary, secondary, and postsecondary educators in order to develop an increased understanding of literacy instruction--with an emphasis on reading and writing--which may have significant impact on student growth in all content areas. (The Why p 37)

The needs assessment survey indicated: 4% fully operational, 2% operational, 24% emergent, and 69% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Enlist support from local colleges and institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy</p> <p>Study the recently revised GAPSC guidelines for tiered certification for new teachers</p> <p>Review college portfolios of new teacher applicants receiving initial certification in Georgia, as evidence of effective completion of coursework and internship experiences</p> <p>Assign an effective mentor for new teachers</p>	<p>Ensure mentoring teachers are fully trained in providing instruction in disciplinary literacy</p> <p>Provide administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed decisions</p> <p>Provide new teachers with the necessary training in disciplinary literacy</p>	<p>Develop protocols for evaluating implementation of the new coursework</p> <p>Provide professional learning, where necessary, for postsecondary faculty</p>	<p>Continue to monitor and support the integration of disciplinary literacy</p>

**Building Block 6: Improved Instruction Through Professional Learning**

**6B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.**

The Georgia Literacy Task Force, 2010-2011, recommends on-going purposeful, differentiated professional learning for teachers. Schools/districts should commit to dedicating sufficient professional learning in literacy days in the school calendar

The needs assessment survey indicated: 2% fully operational, 6% operational, 61% emergent, and 31% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lesson, examine student work, and reflect on practice</p> <p>Use teacher data, such as the self-assessment from TKES, as well as student data to target professional learning needs</p> <p>Use teacher data as well as student data to target professional learning needs</p> <p>Provide training in administering and interpreting results of assessments in terms of literacy <a href="http://www.comprehensive readingsolutions.com">http://www.comprehensive readingsolutions.com</a></p>	<p>Utilize professional development training modules to target professional development standards included in the TKES. <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP%20Alignment%20to%20TKES.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP%20Alignment%20to%20TKES.pdf</a></p> <p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Ensure new personnel receive vital professional learning from earlier years</p> <p>Use formal and informal observations to monitor and improve literacy instruction</p> <p>Meet in collaborative</p>	<p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring</p> <p>Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff</p> <p>Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations</p> <p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Use formal and informal</p>	<p>Encourage all teachers to share information learned at professional learning sessions</p> <p>Continue program-specific professional learning each year for new and experienced teachers</p> <p>Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups</p> <p>Revisit professional learning options to utilize experts within the school to develop and support colleagues</p> <p>Videotape important professional learning sessions for staff to review and share with colleagues within and</p>

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<p><a href="#">/screening-and-diagnosiss/</a></p> <p>Ensure teachers' participation in online professional development designed to increase student engagement and motivation</p> <p><a href="http://www.comprehensive readingsolutions.com/motivating-students-to-read/">http://www.comprehensive readingsolutions.com/motivating-students-to-read/</a></p> <p>Provide professional learning on increasing the use of technology as a tool to engage all learners</p> <p>Plan professional learning for all resources purchased to support effective implementation of tiered instruction</p>	<p>teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively</p> <p>Develop a list of sites for an online professional library that includes research based books, journals, magazines, videos, etc. that teachers can readily access for professional growth</p>	<p>observations to monitor and improve literacy instruction</p> <p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring</p>	<p>out of the school</p> <p>Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations</p>
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**Analysis and Identification of Student and Teacher Data**

*Addresses Scoring Rubric Elements: a), b, c), d)*

Pepperell Middle School utilizes a variety of summative assessment data to measure student achievement and identify areas for improvement. Within the population of 838 students, there is a large sub-group of students considered economically disadvantaged (ED). Additional subgroup performance data is also identified and included.

In addition to student performance data, survey data were also utilized to obtain information about stakeholder needs. All teachers including content teachers, Special Education teachers, support teachers and staff, the media specialist, and paraprofessionals were surveyed and included in the analysis of data.

The assessment data below is representative of teachers in which students are assessed.

**Grade 8 Georgia Writing Assessment**

The integration of writing across all content areas has been identified as a need, based on an analysis of available data. As evidenced below, PMS 8th grade writing scores have decreased each year since 2012, falling below both the system and state averages. There is a critical need for professional learning to address this deficient area.

<b>8th Grade Writing Assessment</b>									
	2012			2013			2014		
	DNM	Meets	Exc.	DNM	Meets	Exc.	DNM	Meets	Exc.
PMS	17	82	2	21	72	7	25	71	4
System	17	80	3	17	78	5	19	78	3
State	17	76	7	18	76	6	20	74	6

**CRCT Subgroup Performance**

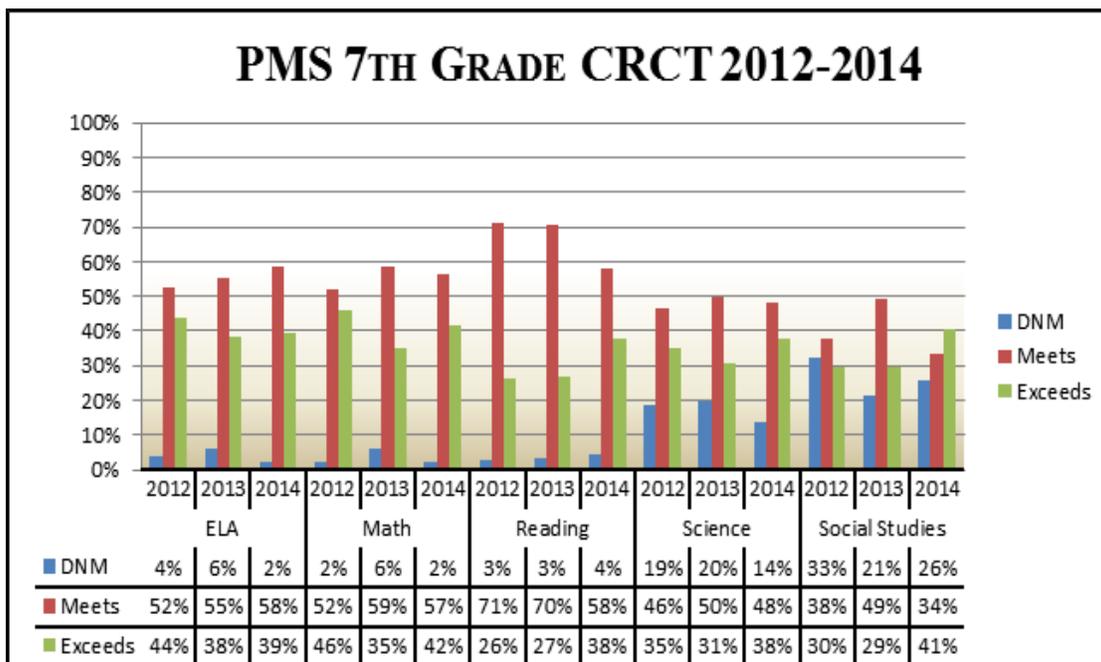
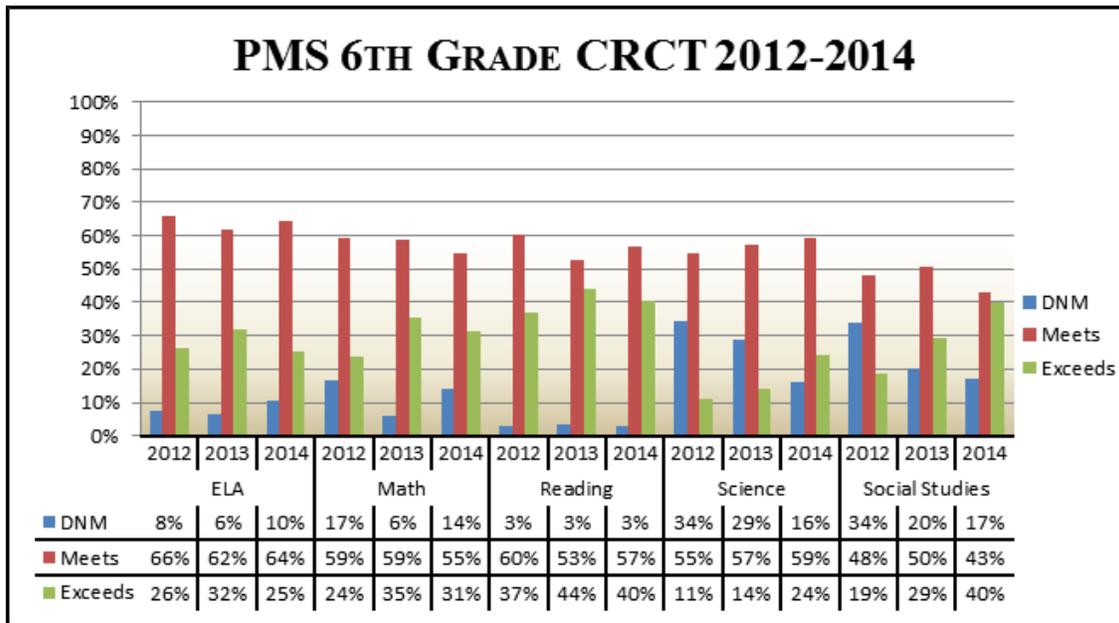
The table below provides a summary of CRCT subgroup performance from 2012 through 2014:

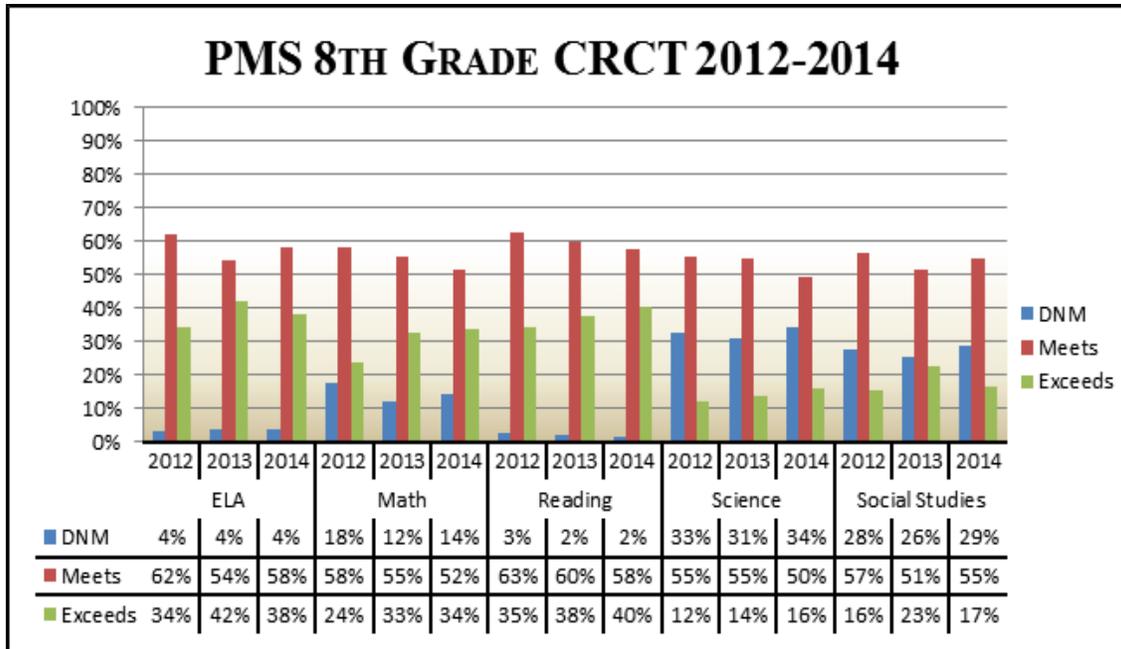
- Academic progress has been made by the “all students” category in the areas of math, reading, science, and social studies
- Although the SWD subgroup maintained or increased slightly in the areas of reading and math, there was a substantial decrease in ELA, math, science, and social studies from 2013 to 2014
- Our Hispanic population continues to score above (in some cases well above) other subgroups of students

<b>Pepperell Middle Subgroup Data - Percent Meets/Exceeds</b>															
	<b><u>ELA</u></b>			<b><u>Math</u></b>			<b><u>Reading</u></b>			<b><u>Science</u></b>			<b><u>Social Studies</u></b>		
	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
All	94%	93%	84%	87%	91%	90%	96%	96%	97%	72%	74%	78%	69%	78%	76%
SWD	87%	92%	84%	68%	76%	77%	84%	90%	90%	51%	59%	49%	58%	73%	38%
Female	98%	96%	96%	92%	94%	90%	99%	98%	99%	72%	73%	77%	68%	79%	76%
Male	91%	91%	92%	83%	88%	90%	93%	94%	95%	62%	75%	80%	70%	77%	77%
Black	93%	89%	93%	80%	89%	83%	97%	97%	97%	54%	74%	59%	54%	76%	66%
Hispanic	96%	94%	93%	98%	98%	96%	96%	100%	100%	80%	83%	79%	64%	79%	79%
White	95%	93%	95%	87%	91%	89%	96%	95%	97%	73%	73%	79%	70%	78%	76%

**CRCT Grade Level Performance**

The following charts display grade level performance of all students in each content area from 2012 through 2014.





**Teacher Retention Data**

*Addresses Scoring Rubric Element: c)*

Over the past few years, PMS has experienced a higher degree than normal in teacher turnover due to a reduction in force, family relocations, and various other reasons. Currently, 62% of PMS teachers have 10+ years of experience with 32% of these teachers with 20+ years of experience. Through these periods of adjustment, PMS leadership has continued to hold high expectations for student achievement and has maintained a strong staff with all teachers being highly qualified and participating in ongoing and onsite professional learning.

**On-Going Professional Learning**

*Addresses Scoring Rubric Element: h)*

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Pepperell Middle School faculty and staff members have participated in a wide variety of professional learning activities the last several years. Opportunities have been targeted to address professional learning needs, identified by faculty and staff as part of the school improvement process. The following topics have been targeted in recent years:

- Standards-based instruction and best practices
- Effective scientific evidence-based interventions for at-risk populations
- Team collaboration

The following is a list of professional learning courses or activities completed by teachers and support staff from 2011 to present.

Name of Professional Learning	Year(s)of Course Offering	Participation Rate
● Grade Level Collaboration	2015	100%
● Destination Graduation at PMS	2015	100% of Leadership Team Members
● TKES Orientation (System-Level Training)	2014	100%
● Formative Instructional Practices Modules (System-Level Course)	2014	100%
● Standards Based Leadership and Instruction	2013	100% of Leadership Team Members
● Collaboration for Common Core	2013	100%
● Classroom Management at AMS/PMS: A Proactive Approach	2013	80%
● A Framework for Understanding Poverty	2013	80%
● Standards-Based Grade Level Collaboration	2012	100%
● Leadership through Data	2012	100% of Leadership Team Members
● Grade Level Standards Based Collaboration	2012	100%

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<ul style="list-style-type: none"> <li>Standards Based Continuum and Assessment for Learning Practices (System-Level Course)</li> </ul>	2011	100%
<ul style="list-style-type: none"> <li>Standards Based Collaboration and CRCT Preparation</li> </ul>	2011	100%
<ul style="list-style-type: none"> <li>School Leadership and Improvement Interventions</li> </ul>	2011	100% of Leadership Team Members

**Goals and Objectives Based on Formative and Summative Assessments**

*Addresses Scoring Rubric Elements: a), b), c)*

The goals and objectives below are based on trends and patterns identified in Pepperell Middle School’s student performance data:

<b>Goals:</b>	<b>Objectives:</b>
<ul style="list-style-type: none"> <li>Increase the performance of all students and subgroups of students on state assessments</li> <li>Increase faculty and staff understanding of effective literacy instruction in all content areas</li> <li>Provide all students explicit instruction in literacy strategies (reading and writing) across the curriculum using technology to improve student engagement</li> <li>Increase the use of formative and summative assessment data to drive instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>Disaggregate data into subgroups to monitor progress toward established goals</li> <li>Integrate literacy strategies and skills instruction across all content areas</li> <li>Provide evidence-based materials, resources, and professional learning that are systematic and aligned to the literacy standards in CCGPS</li> <li>Provide professional learning to align content, student need/ability, and expectations</li> <li>Provide resources to meet the identified needs of students</li> <li>Provide multiple avenues to access materials to supplement content/resources via technology</li> </ul>

## PMS Project Plan – Procedures, Goals, Objectives, and Support

*Addresses Scoring Rubric Elements: a), b), c), f), g), h), j)*

\*The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)

**Goal 1: To develop, implement, expand, and sustain a school-wide literacy initiative that incorporates evidenced-based best practices in literacy instruction. (Building Block 4)**

**Identified Need: Need for a consistent literacy instructional focus across all areas of the curriculum (The What, pg. 5-6; The Why, pg. 31)**

**Current Best Practices:** Common instructional practices, units, and assessments in ELA classes (What, p.11), use of summative data via the SLDS (What, p.9)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Research, select, and purchase needed instructional materials to include technology resources (What, p. 9)	Spring - Summer, 2015	SRCL Funds, Title I Funds	All materials received, inventoried and installed as needed (GA, SA)
Ensure daily schedules include two to four hours of literacy instruction across language arts and in content area classes	Spring, 2014	N/A	Master Schedule for 2015-16; Teacher Daily Schedules in PowerSchool (SA)
Provide professional learning on direct, explicit instructional strategies to build students' academic vocabulary, comprehension, and writing skills within each subject area according to the CCGPS (How, p.30)	Summer, 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data, Professional Learning Log, Evaluation Survey (SA, T)
Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work (How, p.29)	On-going, as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes, Professional Learning Log (SA)

**Evidence of Research-based Practice:** According to the National Council of Teachers of English (NCTE, 2006), reading complex text requires the ability to comprehend information, understand style and structure, dissect vocabulary, and infer implicit ideas. Today, American students must have strong literacy skills in order to compete in the global community (NCTE, 2006). (Why, p. 46)

**Goal 2: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction. (Building Block 5)**

**Identified Need: Need for systematic response to intervention protocol, resources, implementation, and monitoring (The What, pg. 11-12, A-D; The Why, pg. 123)**

**Current Best Practices:** All students receive tier one in accord with CCGPS expectations. The implementation methods of the tier and understanding of a shared and consistent design for learning and assessment should be promoted and agreed upon to hold all students to their best possible performance on standards.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Identify and prioritize a list of students to be targeted for intervention or support and provide professional development to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs (How, p. 43)	Fall 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data (T) Professional Learning Log (SA)
Meet in disciplinary teams, either physically or virtually, to monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted) (How, p. 44)	On-going, as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes, Professional Learning Log (T)
Utilize technology resources and tools to provide assessments, intervention materials aligned with students' needs, and the monitoring of students' response to intervention (How, pp. 43-44)	Summer, 2015	SRCL Funds, Title 1 Funds	Classroom Observation Data (T)

**Evidence of Research-based Practice:** Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. (Why, p. 105)

**Goal 3: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (Building Blocks 2, 4)**

**Identified Need: Need to develop, implement, and sustain a school-wide literacy instructional focus across all areas of the curriculum (The What, pg. 7; The Why, pg. 41); Need to provide quality, evidenced-based literacy materials, resources, and professional learning that are systematic, explicit, and aligned to the literacy standards in CCGPS (The What, pg. 9-10, A-C; The Why, pg. 53)**

Current best practices: Floyd County Schools have implemented Google drive accounts for all students K-12.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide on-going professional development on increasing interactions with students and teachers using technology as a tool in order to promote active student learning and feedback (How pg. 27)	Summer 2015 On-going	SRCL Funds for Release Time	Agenda, Sign-In Sheet (SA, T) Classroom Observation Data (T) Professional Learning Log (SA)
Increase the utilization of technology to assist in communications with students, teachers, parents and stakeholders (How pg. 25)	On-going	SRCL Funds for Release Time	Classroom Observation Data (T) Professional Learning Log (SA) School/Teacher websites (SA, T)
Infuse a variety of digital literacy resources throughout the curriculum (e.g., blogs, wikis, social media) to include the use of digital portfolios for students	Fall 2015	SRCL Funds	Classroom Observation Data (T)
Provide professional development to equip teachers with the knowledge and training necessary to utilize technology to differentiate learning within content areas	Summer 2015	SRCL Funds for Release Time	Agenda, Sign-In Sheet (SA, T) Classroom Observation Data (T) Professional Learning Log(SA)

**Evidence of Research-based Practice:** “Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement.” Merchant (2001),(NCTE, 2006). (Why, p. 53) Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities (Georgia Pre-K-12 Literacy Task Force, 2009).

**Goal 4: To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction. (Building Block 3)**

**Identified Need: Need for systematic response to intervention protocol, resources, implementation, and monitoring (The What, pg. 11-12, A-D; The Why, pg. 123)**

Current Best Practices: Pepperell Middle School uses common instructional practices and assessments to determine the differentiated needs of students (What, p.11). PMS uses summative data via the SLDS to determine instructional needs (What, p.9)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Using the <i>Georgia Literacy Plan</i> as a guide, establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (How p. 119)	Summer 2015	SRCL Funding stipends	Classroom Observation Data (T) Professional Learning Log (SA)
Provide timely and appropriate feedback from reading and writing assessments to districts, schools, teachers, and parents (How, p. 36)	Summer 2015	SRCL Funding stipends	Classroom Observation Data (T) Professional Learning Log (SA)
Provide guidance on developing, selecting, and using screening and diagnostic assessments that indicate student performance of reading and writing skills identified on state assessments (How, p. 38)	Fall 2015	SRCL Funds for Release Time	Agenda, Sign-In Sheet (SA, T) Classroom Observation Data (T) Professional Learning Log (SA)
Provide professional development on the utilization of rubrics to evaluate student performance; to include self and peer-assessments (How p. 69)	January 2016	SRCL Funds for Release Time	Agenda, Sign-In Sheet (SA, T) Classroom Observation Data (T) Professional Learning Log (SA)

**Evidence of Research-based Practice:** The *Georgia Literacy Plan* includes a deliberate and comprehensive plan for assessment which promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. (How. pp. 94-95)

### Response to Intervention Model

Addresses Scoring Rubric Element: e)

*Data should be part of an on-going cycle of instructional improvement*

Leveled Instructional Tier		Instructional Strategies
<b>Tier I</b> Quality standards-based instruction provided to all students in all classrooms (Why, 126)		<ul style="list-style-type: none"><li>● Classroom instruction based on CCGPS</li><li>● Best practices identified by the National Reading Panel</li><li>● Universal screening</li></ul>
<b>Tier II</b> Standard protocol interventions provided for targeted students (Why, 126)		<ul style="list-style-type: none"><li>● Diagnostic testing to identify causes of student weaknesses</li><li>● Consistent segments of instruction based on need in smaller group setting</li><li>● Progress monitoring</li><li>● Adjustment of interventions</li></ul>
<b>Tier III</b> Based on evidence-based protocols SST/Data teams monitor progress jointly (What,12 and Why, 127)		<ul style="list-style-type: none"><li>● Intensive interventions in small groups</li><li>● Increased frequency and duration</li><li>● Intensive monitoring/adjustment of interventions</li></ul>
<b>Tier IV</b> Specially-designed learning to meet individual needs (Why, 127)		<ul style="list-style-type: none"><li>● Due process</li><li>● Based on individual learning plan</li><li>● Specialized programs, methodologies, and instructional deliveries</li><li>● Intensive monitoring/adjustment of interventions</li></ul>

**Sample Middle School Student Schedules**

6th Grade	7th Grade	8th Grade
Homeroom 08:00 AM - 08:10 AM	Homeroom 08:00 AM - 08:10 AM	Homeroom 08:00 AM - 08:10 AM
6th Chorus 08:10 AM - 09:00 AM	7th Social Studies 08:10 AM - 09:00 AM	8th Lang Arts 08:10 AM - 09:55 AM
Extended Learning Time 09:05 AM - 09:55 AM	7th Science 09:05 AM - 09:55 AM	
6th Lang Arts 10:00 AM - 12:20 PM	Extended Learning Time 10:00 AM - 10:50 AM	Science 10:00 AM - 10:50 AM
	7th PE 10:55 AM - 12:20 PM	8th Social Studies 10:55 AM - 12:20 PM
6th Social Studies 12:25-1:15	7th Lang Arts 12:25 PM - 02:10 PM	Extended Learning Time 12:25 PM - 01:15 PM
6th Science 1:20 PM - 2:10		8th Band 01:20 PM - 02:10 PM
2:15-3:15	7th Math 2:15 PM - 3:17 PM	8th Math 02:15 PM - 03:17 PM
6th Math		

## **Inclusion of All Teachers and Students in the SRCL Application**

*Addresses Scoring Rubric Element: f)*

All teachers and students will benefit from the SRCL grant and are included in the process of reaching school goals and objectives. All teachers will participate in professional learning and implement literacy strategies to promote student engagement and increase student achievement. All students will have access to high quality instructional resources to help them improve literacy in all content areas.

**Assessment/Data Analysis Plan**

**Current Assessment Protocol**

*Addresses Scoring Rubric Elements: a) and h)*

<b>Assessment</b>	<b>Grade Level(s)</b>	<b>Purpose</b>	<b>Skills/Content Area Assessed</b>	<b>Frequency</b>	<b>Administered By/Setting</b>
Georgia Milestones End of Grade Assessment  * writing will be assessed as part of the new Georgia Milestones ELA assessments	6-8	Outcome-based	ELA (Language Art and Reading), Writing, Math, Science, Social Studies Eon of Course Tests; Physical Science EOCT (taken by honors students for high school credit)	1 time per year	End of Grade and Course Assessments will be provided in both online and paper format. In 2016, 8th grade students will take the online version, while 6th & 7th grade students will take the paper format.
State Approved Student Learning Objectives (SLOs)	6-8	Outcome-based, growth measure	Administered in all courses not being assessed by the GA Milestones	2 times- beginning and end of course (pre and post assessment)	As prescribed by the SLO Table of Specifications
W-APT (ELL Only)	6-8 English Language Learners	Screeners, Diagnostic	English Language	1 time per year	ELL Teacher/ One-on-one setting
ACCESS (ELL Only)	6-8 English Language Learners	Screeners, Diagnostic	English Language	1 time per year	ELL Teacher/ One-on-one setting
Georgia Alternate Assessment	6-8	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year	Sp.Ed. Teacher/ One-on-one setting

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ACCUCES (by Edmuntum)	6-8	Screener, Diagnostic, Monitor Progress	Reading and Math	Beginning of year; On-going as needed	Computerized/ One-on-one
Unit Assessments	6-8	Outcome-based, Guide Instruction	CCGPS/GPS	End of each Unit	Classroom Teacher/Group setting

**Comparison of Current/SRCL Assessment Plan**

Currently, Pepperell Middle School does not administer additional assessments recommended in the SRCL grant. PMS uses a variety of data to identify need for support. If awarded the SRCL grant, PMS would administer the Scholastic Reading Inventory (SRI) to guide students to appropriate texts within their Lexile range. The SRI will also assist teachers in differentiating instruction and making decisions about appropriate interventions. It will be administered to all students three times per year and will measure reading comprehension on the Lexile Framework for Reading.

Projected SRCL Assessment Plan:

Assessment	Grade Level(s)	Assessment Plan	Frequency
Scholastic Reading Inventory (SRI)	6-8	Teachers will conduct this assessment with students in the computer lab	3 times per year
Placement tests and progress monitoring of new intervention programs	6-8	Teacher responsible for intervention will administer the assessment, or monitor administration if the assessment is online	As prescribed by program

**Implementation of New Assessments/Discontinuation of Current Assessments**

*Addresses Scoring Rubric Elements: c) and d)*

With implementation of the SCRL grant, PMS will follow the schedule for literacy assessments as listed below. State assessments will continue as mandated.

★ **New assessments are denoted in blue**

★ **Assessments to be discontinued or altered are denoted in red**

Assessment	Grade Level(s)	Purpose	Skills/Content Area Assessed	Frequency	Administered By/Setting
<p><b>Georgia Milestones End of Grade Assessment</b></p> <p><b>* Writing will be assessed as part of the new Georgia Milestones ELA assessment</b></p>	6-8	Outcome-based	<p><b>ELA (Language Arts and Reading), Writing, Math, Science, Social Studies; Physical Science EOCT (taken by honors students for high school credit)</b></p>	1 time per year	<p><b>End of Grade Assessments will be provided in both online and paper format. In 2016, 8th grade students will take the online version, while 6th &amp; 7th grade students will take the paper format.</b></p>
State Approved Student Learning Objectives (SLOs)	6-8	Outcome-based, growth measure	Administered in all courses not being assessed by the GA Milestones	2 times- beginning and end of course (pre and post assessment)	As prescribed by the SLO Table of Specifications
W-APT (ELL Only)	6-8 English Language Learners	Screener, Diagnostic	English Language	1 time per year	ELL Teacher/ One-on-one setting

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ACCESS (ELL Only)	6-8 English Language Learners	Screener, Diagnostic	English Language	1 time per year	ELL Teacher/ One-on-one setting
Georgia Alternate Assessment	6-8	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year	Sp.Ed. Teacher/ One-on-one setting
<b>Scholastic Reading Inventory (SRI)</b>	<b>6-8</b>	<b>Universal Screener/ monitor reading levels</b>	<b>Lexiles</b>	<b>3 times per year</b>	<b>Computerized/ Individually administered on computer</b>
<b>ACCUCES (will be used as a diagnostic tool)</b>	<b>6-8</b>	<b>Diagnostic, Monitor Progress</b>	<b>Reading and Math</b>	<b>As needed for diagnostic purposes</b>	<b>Computerized/ One-on-one</b>
Unit Assessments	6-8	Outcome-based; Guide Instruction	CCGPS/GPS	End of each Unit	Classroom Teacher/Group setting

**Professional Learning Needs for New Assessments**

*Addresses Scoring Rubric Element: e)*

Floyd County Schools will utilize a “Train the Trainer(s)” model to provide initial training on administering the Scholastic Reading Inventory. A system-level team, comprised of one representative per school and system-level leaders, will receive training from a Scholastic consultant. This team will then provide initial training to teachers and administrators at each

school. Additional SRI training will be scheduled to ensure teachers’ understanding of progress monitoring, use of reports, and effective use of data to guide instruction.

Refresher training will be provided on a regular basis for all teachers on the administration of diagnostic tests in order to ensure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement.

Assessment training for the new Georgia Milestones assessments will be provided to assistant principals for instruction, and be redelivered to all teachers of state-assessed courses.

### **How Data is Presented to Parents and Other Stakeholders**

*Addresses Scoring Rubric Element: f)*

Data from assessments is presented to parents through parent conferences, phone conferences, Parent Portal, or through written reports. PMS also shares data with stakeholders during Literacy Team, LSGT, Leadership Team, Board of Education, School Improvement Plan, and Title I Parental Involvement meetings. All stakeholders have access to school data through each of these outlets. Additionally, state assessment data is presented via system and school websites and local media.

### **How Data Will Be Used to Develop Instructional Strategies, as well as Determine Materials and Need**

*Addresses Scoring Rubric Element: g)*

Pepperell Middle School teachers uses a variety of formative and summative assessment data to guide instructional decisions. However, to date, there has been no formal plan in place to guide the process. With the implementation of the Literacy Action Plan, the Literacy Team will meet regularly to analyze classroom data for the purpose of recommending “next steps” to

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address student needs in a timely manner. The Literacy team will also gather data to identify needed resources and professional learning. Potential professional learning needs include:

- Implementation of Explicit Reading and Writing instruction in all content areas
- Understanding the RTI Process
- Engaging students through the use of technology

## **Resources, Strategies and Materials to Support the Literacy Plan**

### **Resources Needed to Implement Literacy Plan (including student engagement):**

*Addresses Scoring Rubric Element: a)*

- Evidence-based literacy instructional materials
- Literacy Instruction Observation Checklist
- Various Lexile leveled print and electronic content-based texts (literary and informational) for all content area classrooms
- Various Lexile leveled books for the media center, including fiction, nonfiction, and informational texts
- Scholastic Reading Inventory
- Evidence-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Mentor Program resources and training materials
- Wireless connectivity infrastructure
- Wireless technology consisting of, but not limited to, laptops, chromebooks, tablets, and/or hybrid devices
- E-texts and e-text readers to replace textbooks and book usage as appropriate
- Multimedia equipment to support explicit literacy instruction
- Networkable printers
- Technology-based program that provides online format for administering, scoring, and storage of formative and summative assessments
- Consumable materials – notebooks, dividers, paper, toner, markers, chart paper, etc.
- Professional learning:
  - Consultant fees
  - Stipends

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- Substitutes for teacher release time (both professional learning and collaborative planning opportunities)
- Program and intervention materials
- Workshop/conference registration fees
- Travel expenses

**Activities that Support Literacy Intervention Programs**

*Addresses Scoring Rubric Element: b)*

- Professional learning to provide understanding of RTI tiered instruction and literacy across the curriculum
- Implementation of Scholastic Reading Inventory as a universal screener, along with professional learning on the interpretation of data and implementation of evidenced-based strategies to improve literacy instruction
- Allocated time in schedules for scientific evidence-based interventions and professional learning
- Students' participation in the school's integrated learning system utilizing software to assist in closing the achievement gap for all students
- Continued Response to Intervention 4-tiered model implementation to enhance the implementation of evidenced-based strategies to improve literacy instruction
- Professional learning to implement evidence-based interventions with fidelity across all content areas
- Ongoing professional learning to assist in making instructional decisions based on progress monitoring data
- Professional learning to improve instruction in the inclusion/Co-teaching model

**List of Shared Resources Available Within the Building**

*Addresses Scoring Rubric Element: c)*

- Two computer labs, with 25 computers in each (system/SPLOST funds)
- Interactive board and projector in all content area classrooms (SPLOST funds; high cost of bulb replacement for projectors from school funds is making them difficult to maintain)
- Media center print and non-print resources
- Collaboratively developed ELA units and assessments

**List of Library Resources/Description of Library**

*Addresses Scoring Rubric Elements: d)*

- Open check-out and flexible scheduling
- Staff by half-time media specialist and half-time media paraprofessional (these positions are shared between two schools)
- Increase print and digital teacher resources for all content areas (proposed)
- Student access to print materials - fiction, nonfiction, magazines
- Student access to multiple forms of electronic devices (proposed)
- Professional learning for media specialists to support the implementation of technology integration in the classroom (proposed)
- Increase and manage digital resources (proposed)

**Activities that Support Classroom Practices**

*Addresses Scoring Rubric Element: e)*

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- Professional learning for teachers and administrators to support evidence-based literacy practices across all content areas
- Use of a variety of content-specific texts, based on student ability and text complexity
- evidence-based instructional strategies
- Differentiated instruction
- Use of formative and summative assessments
- Implementation of Formative Instructional Practices (based on GA's FIP Modules and Assessment for Learning training)
- Use of common assessments
- Vocabulary instruction in all content areas
- Integration of technology to enhance instruction and increase student motivation
- Collaborative grade/content area planning, to include resource teachers

**Additional Strategies Needed to Support Student Success**

<i>Addresses Scoring Rubric Element: f)</i>
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- Professional learning targeting the use of technology, evidenced-based literacy instruction and interventions, and the use of formative and summative assessment data to improve literacy instruction
- Efficient access to and consistent use of technology to promote student engagement and motivation in literacy
- Increased writing in all content areas that is guided with standardized, school wide expectations for quality
- Access to/and implementation of literacy universal screeners and diagnostic assessments (such as SRI)
- Access to increased digital literacy resources and electronic devices

**Current Classroom Resources for Each Classroom in the School**

*Addresses Scoring Rubric Elements: g)*

- Standards, instructional units, assessments
- Texts materials specific to content area
- Interactive board and projector
- Teacher computer
- Access to content specific electronic resources

**Alignment Plan for SRCL Grant and All Other Funding**

*Addresses Scoring Rubric Element: h)*

<b>Resources, Strategies, and Materials</b>	<b>SRCL Grant Will Provide...</b>	<b>Funding Sources</b>
Professional Learning to Support Literacy Instruction	Consultants' fees, training materials, travel and registration for workshops/conferences, stipends, cost of substitutes	SRCL Grant, QBE, Title I, Title IIA, Title III, Title VI, Local Funds
Instructional Literacy Materials	Explicit literacy materials for all content areas, leveled print texts, E-texts, Scholastic Reading Inventory, contracted services to support implementation of literacy initiatives, consumable supplies	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Instructional Technology	Computers, chromebooks, tablets, printers, costs of technology programs, wireless infrastructure	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Literacy Assessments	Scholastic Reading Inventory, additional diagnostic assessments, teacher resources for implementation of assessments	SRCL Grant, QBE, Title I, Title VI, Local Funds
Extended Day/Year Activities	Personnel, supplies, transportation	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	SRCL Grant, QBE, Title I, Title VI, Local Funds

**Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.**

*Addresses Scoring Rubric Element: i)*

Technology is an essential tool to enhance learning experiences for all students. Today's students come to school with an understanding of how to use digital and electronic devices. Many children access technology at a young age through electronic games, devices, and cell phones. Therefore, providing access to integrated technology experiences plays a vital role in motivating and engaging students in the learning process. Technology use via online learning and access to the Internet enhances learning opportunities for both students and adults. Many systems now offer online coursework that students can access independently and on their own time. Additionally, online learning opportunities now play a vital role in professional learning for educators and a wide variety of other careers.

In addition to the benefits for student and adult learning, the use of technology substantially facilitates the implementation of assessments and instructional programs. Its use in administering, collecting, analyzing, and storing data makes technology an invaluable tool for instructional planning and program implementation.

Facilitating student learning through a wide variety of technology experiences will play a critical role as students progress through school. Preparing today's students to become productive members of society will mean providing access to the most up-to-date technological advances possible. "To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy." (The Why, p. 56)

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

“Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve literacy achievement.” (Greenwald et al., 1996) Therefore, providing high quality and sustainable professional learning for all teachers will be critical to the success of our Literacy Plan and to the academic success of our students.

**Professional Learning Activities in the Last Year**

*Addresses Scoring Rubric Elements: a) and b)*

Due to reduced funds for professional learning, many activities attended by teachers are system or school-based, with little or no cost involved to implement. For the implementation of system initiatives, a redelivery model has been utilized, with one-two school representatives attending the training, and redelivering the information to the other teachers at their school. According to research, this model of professional learning has proven to be the least effective to ensure success and sustainability of the initiative. Therefore, providing high quality professional learning for all teachers will be a primary focus for the Striving Reader Grant.

The chart below shows the percentage of PMS staff that participated in professional learning opportunities last school year.

<b>Professional Learning in 2013-2014</b>	<b>Facilitated By</b>	<b>% of Participants</b>
System Pre-planning Professional Learning Day (Sp. Ed., Fine Arts, Content Meetings)	System Leaders	100%
New Teacher Orientation	System Leaders	4%
MindSet Training	Trained System Facilitators	20%

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GADOE FIP Modules	School Leaders	100%
Poverty Book Study	School Leaders	80%
PBIS Data Collection Review	School Leaders	14%
Sp. Ed. Teacher Training Days	Sp. Ed Dir./Coordinators	10%
GAA Training/Workdays	Sp. Ed Dir./Coordinators	4%
Go IEP Training	Sp. Ed Department	16%
PowerSchool Training	PowerSchool Consultant and System Leaders	100%
Gifted Endorsement	Dir. of Assessment and Advanced Programs	20%
TKES Implementation	Chief of Academics/Dir. of Professional Learning	100%
Reading Endorsement	Collaborative with Bartow County Schools	2%
Google Training	System Instructional Technologist	40%
Media Specialists Collaborative	Dir. of Technology	2%
Counselor's Collaborative	Dir. of Assessment and Advanced Programs	2%
Speech Consortium	GLRS	2%
Sp. Ed. Teacher Consortium	GLRS	10%
Summer Math Academy	GADOE	6%
Summer Math Collaborative Unit and Assessment Planning	System Math Coordinator	22%
Summer ELA Academy	GADOE	6%
Summer SLO Assessment Writing	NW GA RESA	4%

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Professional Learning Strategies Identified on the Basis of Documented Need

**List of Ongoing Professional Learning**

*Addresses Scoring Rubric Element: c)*

- TKES (Teacher Keys Effectiveness System)
- Student Learning Objectives (SLO) Implementation
- Formative Instructional Practices
- MindSet Training
- AdvancEd Accreditation Process
- Understanding CCRPI
- Math/Science Partnership (MSP) Collaborative
- Gifted Endorsement
- Online Teaching Endorsement
- CCGPS ELA and Math Updates
- Google Training

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

*Addresses Scoring Rubric Element: d)*

- Literacy instruction across the curriculum
- Explicit reading, comprehension, and vocabulary strategies
- Using Lexiles to guide instruction
- Explicit writing strategies in all content areas
- Vocabulary instruction in all content areas
- Use of technology to enhance instruction and promote engagement
- Disaggregation and use of formative and summative data to guide instruction
- Response to Intervention and Tiered Instruction
- Differentiated Instruction

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- Participation in Georgia's *Comprehensive Reading Solutions* professional learning modules and other online module and webinars
- Effective mentoring for new teachers

**Process Used to Determine if Professional Development was Adequate and Effective**

*Addresses Scoring Rubric Element: e)*

- Analysis of student achievement data from Georgia Milestones End of Course Assessments
- Analysis of Student Growth Percentiles (SGPs) for state assessed courses
- Analysis of Student Learning Objectives (SLO) data over time
- Analysis of student work in collaborative planning meetings
- Use of rubrics to assess quality of student work
- Common formative assessments to measure student growth
- Collaborative planning meetings and minutes
- Walkthrough and observations to monitor professional learning implementation
- Evaluation of professional learning activities via teacher surveys

**Detailed and Targeted Professional Learning Plan**

*Addresses Scoring Rubric Elements: d), f), g)*

<b>Identified Professional Learning</b>	<b>Project Plan Goals/Objectives Addressed</b>	<b>Literacy Plan Building Block Addressed</b>	<b>Measure of Effectiveness</b>
Identification and evaluation of effective literacy instruction and resources	<b>Goal 1:</b> To develop, implement, expand, and sustain a school-wide reading initiative that incorporates evidence-based best practices in literacy instruction.	<ul style="list-style-type: none"> <li>- 1 A, D, E</li> <li>- 2 A,B</li> <li>- 3 B,C</li> <li>- 4 B<sub>1</sub>, B<sub>2</sub>,C</li> <li>- 6 B</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborative Team meeting minutes</li> <li>- Walk-through observations</li> <li>- Literacy Team meetings</li> <li>- Analysis of SRI and state assessments</li> <li>- TKES evaluations</li> </ul>
Effective use of instructional content-specific reading and writing strategies	<b>Goal 2:</b> To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.	<ul style="list-style-type: none"> <li>- 1 A, C<sub>1</sub>, C<sub>2</sub></li> <li>- 2 A,B</li> <li>- 3 B,C</li> <li>- 4 A<sub>1</sub>,A<sub>2</sub>,A<sub>3</sub></li> <li>- 6 B</li> </ul>	<ul style="list-style-type: none"> <li>- Walk-through observations</li> <li>- Analysis of SRI and state assessments</li> <li>- TKES evaluations</li> </ul>
Effective use of formative and summative assessments to guide instruction	<b>Goal 5:</b> To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.	<ul style="list-style-type: none"> <li>- 1 A</li> <li>- 3 A,B,C,D,E</li> <li>- 6 B</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of assessment data</li> <li>- Analysis of student work</li> <li>- Analysis of SRI and state assessments</li> <li>- Collaborative Team meeting minutes</li> <li>- Literacy Team meetings</li> </ul>
Effective use of differentiated instructional strategies and interventions (RTI)	<b>Goal 3:</b> To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and	<ul style="list-style-type: none"> <li>- 1A</li> <li>- 3 A,B,C,D,E</li> <li>- 5 A,B,C,D,E</li> <li>- 6 B</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of RTI data</li> <li>- Walk-through observations</li> <li>- Literacy Team meetings</li> <li>- Collaborative Team meeting minutes</li> <li>- Analysis of SRI and state assessments</li> </ul>

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	differentiation strategies as it relates to literacy instruction.		- TKES evaluations
Integration of technology as a tool to enhance literacy instruction and promote student engagement	<b>Goal 4:</b> To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.	- 1 E, F - 4 C - 6 B	- Walk-through observations - Literacy Team meetings - Collaborative Team meetings - Analysis of student data - Unit plans with documentation of technology - Data from perception surveys
Identification and implementation of best practices that promote parental and community involvement in the learning process	<b>Goal 4:</b> To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.	- 1 B, D, F - 2 C - 6 A, B	- Sign-in sheets from meetings - Parent and community survey data - Conference logs and documentation

Professional development and learning opportunities will utilize [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com) as appropriate from the GaDOE

## **Sustainability Plan**

*Addresses Scoring Rubric Elements: a), b), c), d), e), f), and g)*

Floyd County Schools is committed to sustaining and extending all components of the SRCL plan. As previously noted, FCS has effectively managed and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines for program and grant funds. The system will continue to utilize local, state, and federal program funds, along with area education foundations, partnerships with local colleges, additional grants, local businesses, school PTOs, RESA, GLRS, and FCS personnel as viable resources for the following literacy initiatives:

- provide ongoing professional learning opportunities
- continue the work of the school literacy team
- continue to schedule school data team meetings and collaborative planning for all teachers
- continue implementation of assessment protocols
- continue to review multiple sources of data and refine Literacy Plan goals and objectives to reflect student and staff needs
- reflect changes to goals and objectives in the school improvement plan
- provide training annually for all new employees on all SRCL grant initiatives during orientation
- maintain technology (including site licenses)
- replace consumable print materials

The Literacy Team will be developing a plan to increase or expand community partnerships and secure funding to assist with initiatives requiring yearly cost commitments, including, but not limited to:

- consultant fees and substitutes for ongoing professional learning

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- replacement of print materials
- replacement materials needed for intervention programs
- replacement of consumable supplies
- maintenance and/or replacement for technology devices
- site licenses for technology software

The ability to utilize Striving Reader funds to provide a consistent K-12 Literacy Plan in all Pepperell area schools will be a tremendous benefit to our students, teachers, system, and community. The details of this grant application provide compelling evidence of the need for continuity of literacy instruction, professional learning, and differentiated resources to meet the needs of not only Pepperell Middle School, but all schools in the Pepperell district. This process has revealed important information and provided invaluable learning experiences to guide the development of our school literacy plan. It is our desire to be able to implement the components of this plan as we strive to meet the literacy needs of an ever-changing student population and fulfill our system's mission...***“Destination Graduation...for every child.”***

## **Budget Summary**

As a result of the SRCL grant process that guided an analysis of current practices, data, and available resources, Pepperell Middle School has developed a viable and sustainable plan to help meet the literacy need of all students. In order to meet the literacy needs identified in the plan, grant funding will be utilized over a 3-5 year period. Details of the budget implementation process are listed below.

### **Year 1**

#### Instructional Materials/Resources

- Scientifically evidence-based literacy resources/materials to provide explicit literacy instruction across all content areas
- Leveled print materials for classrooms and the media center
- Leveled E-texts and e-readers
- Scholastic Reading Inventory
- Diagnostic assessments and progress monitoring tools
- Evidenced-based intervention materials and programs (print and digital)
- Consumable supplies

#### Professional Learning

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

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Technology Resources

- Wireless Web Enabled Devices (e.g. Chromebooks, Tablets, etc.)
- Interactive Displays (interactive whiteboards, televisions, projectors, etc.)
- Printers
- Integrated technology software (to include site licenses)

Miscellaneous

- Transportation costs associated with extended day/year programming

**Years 2 through 5**

- Funds for ongoing professional learning needs to support all literacy initiatives
- Costs to replenish consumable resources
- Cost of site licenses
- Transportation costs associated with extended day/year programming