

School Profile

Created Friday, December 05, 2014

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School Information

System Name:	Gordon County
School or Center Name:	Red Bud Middle
System ID	0664
School ID	0115

Level of School

Other (please specify): Middle (6-7)

Principal

Name:	Jennifer Hayes
Position:	Principal
Phone:	706-879-5261
Email:	jhayes@gcbe.org

School contact information

(the persons with rights to work on the application)

Name:	Beth Herod
Position:	Instructional Supervisor
Phone:	706-629-7366
Email:	bherod@gcbe.org

Grades represented in the building

example pre-k to 6

6 to 8

Number of Teachers in School

43

FTE Enrollment

544

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes

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

- Yes

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

- Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 4

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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.

Beth L. Herrod

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

Beth L. Herrod

Typed Name of Fiscal Agency Head and Position Title

12.5.14

Date

Susan Remillard

Signature of Applicant's Authorized Agency Head (required)

Susan Remillard - Superintendent

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

12-5-14

Date

Jennifer Hayes

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

Jennifer Hayes - Principal - Red Bud Middle School

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

12/5/14

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: Dr. Susan Remillard

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

Address: 205 Warrior Path

City: Calhoun Zip: 30701

Telephone: (706) 629-7366 Fax: (706) 879-5043

E-mail: sremillard@gcbe.org

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

Susan Remillard

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

12-5-14
Date (required)

System History

Gordon County School System is located in Northwest Georgia along the natural gateway where the first railroad was located in our region. Gordon County has historically been an area of leadership and southern culture. We are the home of New Echota, the last seat of the Cherokee Nation and the location of key battles fought during the Civil War. The economy is rooted in manufacturing including Mohawk Industries, Shaw Industries, and Mannington Carpets. Farming is also prevalent in Gordon County.

The mission of Gordon County Schools is to provide a relevant, rigorous, results-based education made possible through supportive and nurturing relationships. We have a strong commitment to increase academic achievement for all students and to improve their learning experience by analyzing data and by providing ongoing professional learning. Gordon County's ultimate goal is to increase the percentage of students who complete high school and are college and/or career ready. We have embraced the Common Core Georgia Performance Standards and work diligently to provide the professional learning and resources needed for all students to succeed. Gordon County Schools serves approximately 6,890 students within ten schools of which are comprised of two high schools, one career academy, two middle schools, and six elementary schools. We are submitting applications for the middle and elementary schools to be rewarded the fourth Striving Readers Comprehensive Leadership Grant in hopes of enhancing and improving the literacy for all students K-8.

Gordon County has made a commitment to professional learning and literacy by using an instructional coach model to provide job-embedded professional development. We have six literacy coaches of which support the elementary and middle schools. Through this model, we have been able to implement best practices in reading and writing, create units, and provide training on the Common Core Georgia Performance Standards. We have a structure in place to effectively use funds awarded with the Striving Reader Comprehensive Literacy Grant to improve literacy instruction.

System Demographics

Gordon County's population is 55,757 of which has a growth of 2.3% since the 2010 Census. The economy has taken a toll on the families of Gordon County with 19.9% living below the poverty level and the current Unemployment Rate is 8.9%. The demographics of Gordon County include:

Race:	Current Percentage in Gordon County:
African American	4.4 %
American Indian	.06%
Asian	1.1%
Hispanic	14.6%

White	78.9%
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Current Priorities

The current priorities with literacy include the implementation of rigorous instruction with the Common Core Georgia Performance Standards. The district and school leadership agree that literacy instruction must have a solid foundation K-2 and strategic instruction in place for grades 3-8 to meet the needs of a variety of learners. The literacy coaches provide job-embedded professional learning to implement priorities such as weekly collaboration during common planning time, system-level collaboration days, workshop model, analysis of data to guide instruction, and integrated units to support the implementation of CCGPS.

After an analysis of system and school achievement data, the current priorities are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices across all content areas
- Provide professional learning for all leadership and teachers based on data analysis, TKES, LKES, and CCRPI.
- Provide a rigorous education for all students to prepare them to exceed expectation on the Georgia Milestones Assessment System.
- Expand technology usage with students

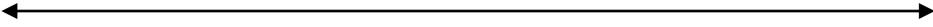
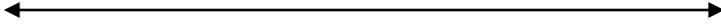
System Priorities

1. All students will increase academic achievement in their Pre-Kindergarten through 12th grade learning experience.
2. Student attendance will improve to maximize CCRPI School Attendance Indicator.
3. The percentage of Gordon County students who complete high school, college and/or career ready, will increase.
4. Provide a standardized centralized and consistent level of technology, informing services, and infrastructure will enhance and support teaching and learning.
5. Stakeholders' satisfaction with school environment will improve.

Strategic Planning:

The goals and objectives of our plan reflect the following priorities:

Goal 1: Appropriate tiered interventions will be implemented to will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Writer's Workshop	
Standards-Based Instruction	
Explicit Instruction on Reading Comprehension Strategies	
Awareness/Focus Walks by Administration and Coaches	
Integration of Content Areas with Literacy	
Academic Coaching Model	
Response to Intervention	
Analysis of Data to Guide Instruction	
The Fabulous Five Components of Reading Instruction	
Staff's Book of the Month	
Increase time for Independent Student Reading across the Curriculum	
Vertical Planning	

Read-Write-Talk across the Curriculum	←————→
Constructive Response	←————→
Integration of Literacy with Content Areas	←————→
Reader's Workshop	←————→
Guided Reading	←————→

Literacy Curriculum:

- Gordon County Schools has supported the implementation of Common Core Georgia Performance Standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of literacy.
- The literacy coaches have created detailed units that provide support for extended text that meet the Lexile Range requirements of Common Core and reflect the rigor of the standards.
- Literacy coaches have established model classrooms in strategic places to provide a place for all teachers to observe and learn best practices. Examples of best practices and strategies that have been priorities in the model classrooms:
 - Workshop framework for reading and writing
 - Guided Reading
 - Independent Reading
 - Read-Write-Talk
 - Critical thinking through constructed and extended response prompts
 - Effective read aloud instruction through the use of higher Lexile extended text
 - Long-term studies of literature and nonfiction through the implementation of extended text
 - Research on informational and argumentative topics through the use of both paper and digital text
- As evident in our Strategic Plan, literacy instruction is a priority for Gordon County Schools.

Literacy Assessments Used District Wide:

If Gordon County Schools is awarded the Striving Reader Comprehensive Literacy Grant, we will use the required assessments with fidelity. The following are assessments that are used system-wide now:

Grade Level(s)	Assessment:	Frequency
K-5	AIMS web	Three times a year*
	Secure Benchmarks	Three Times a Year
	Informal Phonics Inventories	Three Times a Year*
6-8	Secure Benchmarks	Three Times a Year

**(progress monitoring occurs throughout the year for students at-risk)*

Need for a Striving Reader Project:

Despite all of the hard work and achievement, Gordon County Schools are faced with budgetary constraints and our population continues to become more and more economically disadvantaged. The hope for all Gordon County students is to graduate high school, college and/or career ready.

District Access Scores:

ACCESS Scores for EL Students			
Proficiency Level	2012	2013	2014
Entering	12%	10%	10%
Beginning	11%	12%	11%
Developing	22%	21%	23%
Expanding	19%	21%	18%
Bridging	22%	21%	22%
Reaching	14%	15%	15%

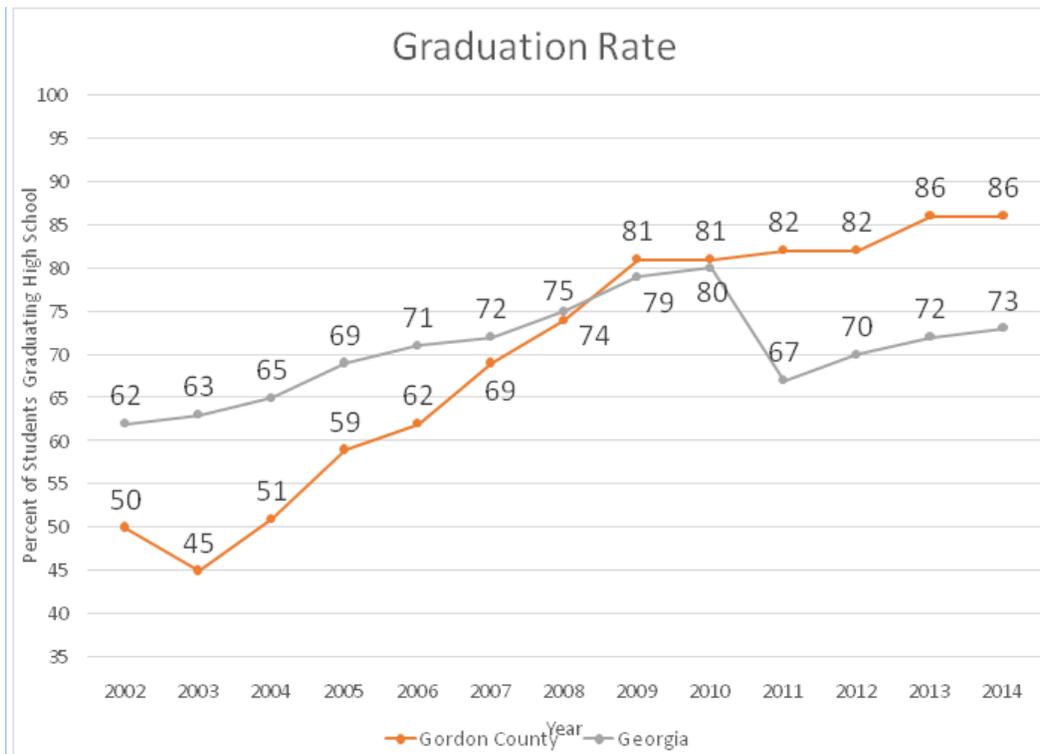
Reading CRCT Data for District:

Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	52.40%	94.90%	44.60%	94.70%
All 4th Grade Students	29.30%	92.80%	44.80%	93.00%	51.00%	93.90%
All 5th Grade Students	37.80%	95.10%	35.90%	95.20%	41.80%	96.80%
All 6th Grade Students	26.00%	94.70%	44.30%	97.20%	49.40%	98.80%
All 7th Grade Students	38.50%	93.70%	26.30%	95.80%	37.10%	94.90%
All 8th Grade Students	34.00%	96.20%	43.30%	97.40%	49.90%	98.90%
Black	28.60%	92.90%	22.00%	89.80%	28.00%	96.00%
White	38.00%	94.70%	42.70%	95.90%	47.30%	96.50%
Hispanic	28.80%	93.90%	34.40%	93.50%	33.80%	94.90%
Migrant	33.30%	88.90%	25%	100%	50%	100%
SWD	8.40%	78.10%	9.40%	83.40%	16.40%	87.30%
ELL	10.20%	83.10%	17.20%	82.80%	14.20%	88.50%
ED	31.00%	93.40%	34.60%	94.30%	39.60%	95.30%
Multi-Racial	38.00%	92.90%	32.80%	100.00%	47.10%	98.10%
Gender - Male	33.50%	93.50%	38.00%	95%	43.10%	95.70%
Gender - Female	39.40%	95.50%	44.10%	96.40%	48.30%	97.00%

Language Arts CRCT Data for District:

Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	31.30%	91.20%	31.40%	92.60%
All 4th Grade Students	29.30%	92.80%	35.20%	91.50%	34.20%	91.00%
All 5th Grade Students	37.80%	95.10%	38.10%	96.20%	39.20%	96.50%
All 6th Grade Students	26.00%	94.70%	32.90%	92.70%	30.60%	92.60%
All 7th Grade Students	38.50%	93.70%	37.20%	92.50%	42.10%	94.70%
All 8th Grade Students	34.00%	96.20%	39.10%	95.30%	41.80%	96.00%
Black	25.50%	94.60%	20.70%	84.50%	27.50%	96.10%
White	33.10%	93.80%	36.00%	92.90%	37.40%	93.70%
Hispanic	31.40%	95.60%	34.50%	94.70%	31.50%	93.80%
Migrant	22.20%	100%	0%	100%	50%	100%
SWD	5.30%	73.40%	6.10%	73.60%	6.00%	79.50%
ELL	3.30%	86.60%	11.90%	87.40%	9.80%	86.60%
ED	28.80%	93.60%	29.50%	91.90%	30.80%	92.40%
Multi-Racial	38.90%	91.70%	41.50%	98.40%	37.30%	92.20%
Gender - Male	28.60%	91.40%	31.00%	91.30%	33.20%	91.50%
Gender - Female	37.00%	96.80%	40.60%	95.30%	40.30%	96.20%

Graduation Rate:



It is our belief that a strong foundation in the early years of the student's education experience will impact their success with graduation. As evident in the scores above, we need to continue our work with focused and strategic planning and resources. Ultimately, it is the hope of Gordon County Schools that ALL students are able to exceed expectations on all state assessments. We believe the funds from the Striving Reader Comprehensive Literacy Grant will help us to create students that possess the self-awareness to work hard to become life-long learners.

District Management Plan

The Gordon County Schools management plan and key personnel in supporting, implementing, and overseeing the grant will include both system and school leaders. Beth Herod, System Curriculum Specialist, will collaborate with all grant recipients during the entire process of implementation and management of the grant. She has overall responsibility for managing the grant. The school-level administrators will have regular meetings and planning sessions with Beth Herod to ensure that the literacy needs are being met and that all stakeholders are working to meet the goals outlined in the Literacy Plan. All stakeholders will have voice in decisions made. The following chart provides information on individuals in the system and their role in the Striving Readers Project:

Person Responsible:	Individual Duties:	Duties with School Grant Management Teams
Beth Herod, System Curriculum Specialist	Coordinate grant implementation with district financial department including: <ul style="list-style-type: none"> • Oversee requests for resources and fund allocations. • Issue purchase orders • Advise on federal programs regulations • Manage grant audits • Maintain financial reports 	Meet with school-level key personnel to select appropriate resources aligned with needs <ul style="list-style-type: none"> • Develop grant budget and plan for sustainability • Ensure federal guidelines compliance • Audit grant
<p>The following individuals are the literacy coaches in Gordon County.</p> <p>Andrea Salmon, Ashworth and Red Bud Middle Schools</p> <p>Mandy Jackson, Belwood Elementary</p> <p>Kimm Smith, Fairmount Elementary</p> <p>Lindsay Baxter, Red Bud Elementary</p> <p>Bobbie Bruton, Sonoraville</p>	<ul style="list-style-type: none"> • The literacy coaches will be responsible for collaborating with the School Literacy Team. • The literacy coaches will lead professional learning and model best practices for teachers using new professional text or training that is expected of the teachers. • The literacy coaches will work with teachers with 	<p><i>(The principals are expected to be heavily involved with the project.)</i></p> <p>The literacy coaches will work with their school-level administration to follow all guidelines and goals in the Literacy Plan:</p> <p>Scott McClanahan, Principal Chad Moore, Principal Kimm Smith, Principal Katherine Vaughan, Principal Jennifer Hayes, Principal Elizabeth Anderson, Principal Kederia Angland, Principal</p>

Elementary Rebecca Richardson, Tolbert Elementary Christy Bundy, W.L. Swain Elementary	implementing DIBELS Next and Scholastic Reading Inventories and will lead meetings to analyze data.	Eppie Snider, Principal
Bryan Nicholson, Technology Director	Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in the system technology plan.	Work with teachers on professional learning and implementation of technology into daily instruction.
Ann Cross, Director of Exceptional Students	Mrs. Cross will support the Striving Readers Project and provide guidance and leadership as to how best serve students with Individual Education Plans.	Mrs. Cross works closely with all school personnel to ensure that all individual student needs as well as state and federal guidelines are met and followed.
Mendy Goble, Director of Finance	Submit completion reports and SRCL state-required reports	
Diane Richardson, Purchasing Agent	Sign off on all purchase orders	
Tammi Werner, Administrative Assistant	Creates all purchase orders to be signed off by Purchasing Agent	

Plan for Implementation and Management:

Upon successfully being awarded the SRCL grant, Beth Herod will include information and directions for all school administration during the monthly Leadership Meetings. Leadership Meetings are held the second Tuesday of each month. All directors including technology and finance attend the Leadership Meetings. Additionally, Beth Herod will meet with all literacy coaches once a month. The meetings are held at the individual schools. The implementation of the Literacy Plan and the use of all resources will be observed and all schools will receive feedback and next steps. The District Leadership meets every Monday. This team is called the Cabinet and all issues and questions concerning the grant will be discussed with all district leaders including the Superintendent, Dr. Susan Remillard. All stakeholders will have a voice in the decisions that are made.

Proposed Steps for Managing and Planning the Implementation of the SRCL Grant:

Step One:

Initially, the system-level and school-level individuals will meet to research and decide on any resources, technology, practice and training that will need to be purchased or organized. Training all grant recipients on the new assessments will be a priority. The schools' Literacy Plans, current data, and needs expressed will be taken into consideration. All participants will have voice in the decisions that are made.

Step Two:

The system-level and school-level individuals will create a plan for training grant recipients. Gordon County has the staff and structure in place to train teachers using both system-level and job-embedded professional learning methods. The teachers will receive the training needed to implement any new resources or instructional practices.

Step Three:

The principals will monitor the implementation of all practice and resources and lead the school Literacy Team in making school-level instructional decisions. Ongoing formative assessment will be conducted throughout all steps of the process. Data and conversation between school-level and district-level individuals will be conducted regularly.

Step Four:

After reviewing progress and data, the grant recipients will reflect and make any needed adjustments, revisions, or additions to the plan. *(At this time, the grant recipients may choose to purchase additional training and/or resources and steps will be followed again.)*

Experience of Applicant

Audit Report Information- Five Year Timeline					
Year		Project Title	Funded Amount	Is there an Audit?	Audit Results
2008		Title IA	1,297,970.00	No	N/A
		Title IIA	265,360.00	No	N/A
		Title III	62,384.00	No	N/A
2009					
		Title IA	1,318,124.00	No	N/A
		Title IIA	273,693.00	No	N/A
		Title III	77,783.00	Yes	Coding Correction
2010					
		Title IA	1,824,096.00	Yes	Parent Involvement Notification Correction
		Title IIA	310,222	Yes	Periodic Certification Form Correction
		Title III	71,137.00	No	N/A
2011					
		Title IA	1,658,618.00	No	N/A
		Title IIA	282,044.00	No	N/A
		Title III	72,786.00	No	N/A
2012					
		Title IA	1,802,769.00	No	N/A
		Title IIA	231,289.00	No	N/A
		Title III	58,987.00	No	N/A
		REAP Grant	156,062.00	No	N/A
2013					
		Title IA	1,851,265.00	Yes	Correction in school allocation funding totals
		Title IIA	224,515.00	Yes	Correction in approved budget expenditures
		Title III	52,821.00	No	N/A
2014					
		Title I A	1,469,499.00	No	N/A
		Title II A	203,776.00	No	N/A
		Title III	50,376.00	No	N/A
		REAP Grant	129,476.00	No	N/A

Description of LEA Capacity

Gordon County Schools has been a good steward of state and federal dollars and has utilized Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that the schools have experienced. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Dr. Tracy Wilson, School Improvement Director, Dr. Jeffery Clance, Human Resources Director, and Mr. Mike Evelt, Director of Student Services. System personnel routinely coordinate grant budgets and other federal, state and local fiscal resources.

LEA Use of Title I Resources

For a number of years, Gordon County Schools' Title I program has been heavily invested in literacy skills and working with students K-8 who have deficiencies in English Language Arts. There are currently six literacy coaches employed. The coaching model has made a positive impact on literacy in Gordon County. The system has also purchased all of the extended texts needed to implement CCGPS units that have been created by literacy coaches and teacher leaders.

An example of the impact that the coaching model has in Gordon County, is their relationship and commitment to the Special Education students in our system. In 2009, the Special Education and Curriculum Directors began utilizing the academic coaches to support front-load planning, professional development, more training and monitoring was provided for the co-teaching model to build relationships among the departments. From 2009 to present day, the relationships remain strong and professional development is an expectation for all faculty and staff members. This was made possible due to Title I Funds and resources. When Gordon County receives funding, the needs of the students and training for teachers is a priority. This occurs through precise and strategic planning by the School Improvement Director and Curriculum Specialists based on data and financial reports provided by the Finance Director.

Statements Regarding Audit Findings:

The audit findings for Title IA and Title III were issues with how the Gordon County coordinator either signed the forms or with the format of the forms. After the findings, the coordinator submitted a corrective action plan to address the findings of which involved creating and implementing new forms and procedures. After the new forms and procedures were submitted, the findings were cleared.

The audit findings for Title IA in 2013 were due to how the instructional coaches were assigned to schools. The Title I coordinator distributed the funding equally to each of the six elementary schools so that each of the locations could have instructional coaches for both the mathematics and the literacy position. After the 2013 audit, Gordon County had to remove a coaching position because the smallest school, Fairmount Elementary, does not earn two instructional coach positions. The Title I coordinator removed the coach and submitted a plan of action to resolve the finding. After the plan was submitted and the coach was removed, there were no more findings for allocation of funds. The Title IIA finding for

approved budget expenditures was resolved by rewriting a job description. After the job description was rewritten, there were no more findings for budget expenditures. The directors and coordinators that manage federal funding in Gordon County are transparent and have historically followed all guidelines and requests for revisions.

Gordon County Finance Department Audit Information:

Fiscal Year	Finding Control Number	Description
FY2013	Audit not Completed	N/A
FY2012	No Findings	N/A
FY2011	FS-6641-11-01	Restatement of Beginning Private Purpose Trust Fund
FY2010	FA-6641-10-01	Failure to Meet MOE
FY2009	No Findings	N/A

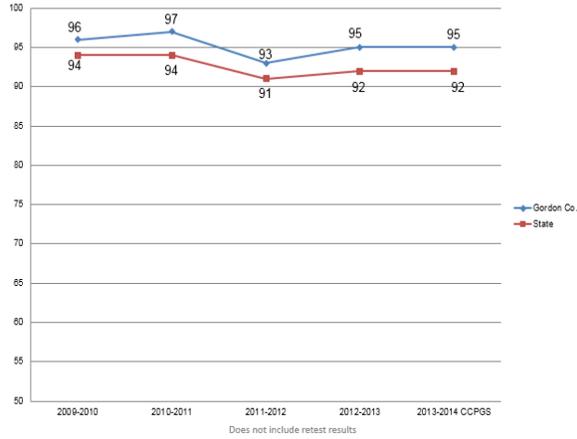
Initiatives implemented internally with no outside funding:

- Monthly Leadership Meetings to train and discuss professional development including FIP Modules and TKES.
- G6 Gifted Center for elementary and the Robotics Program for middle school
- Graduation Coaches for both high schools
- Promethean Scholars for advanced studies for high schools

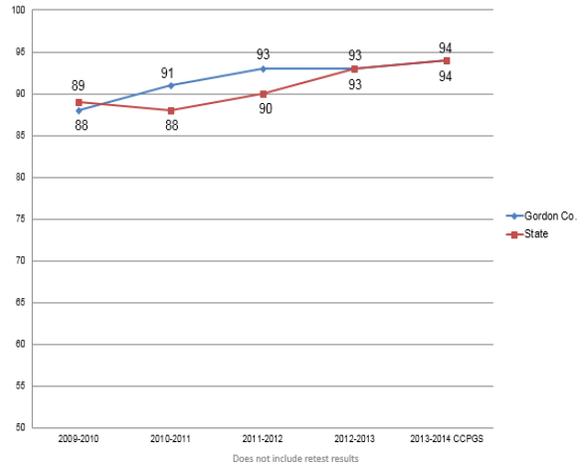
The charts below are evidence of our work in Gordon County. The instructional coaching model for professional learning has worked. The leaders in the system use data to plan for instruction and to make instructional decisions. The success of all students in Gordon County is first priority. The system would greatly benefit from this grant so new initiatives with technology and resources can be purchased to support 21st Century Classrooms and to continue to support the growth of students that are prepared for today’s workforce and college.

Gordon County School System

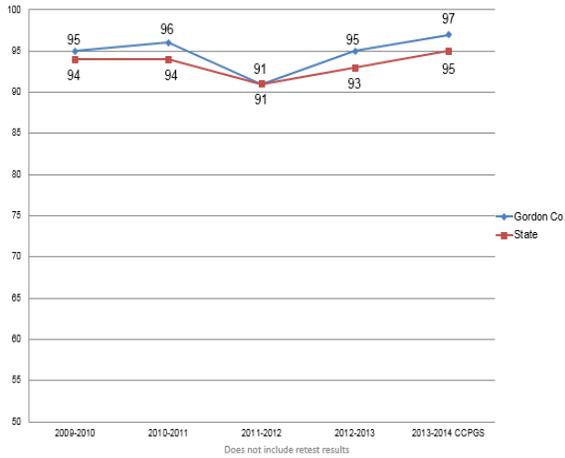
Percent of Grade 3 Students Meet or Exceed CRCT Reading



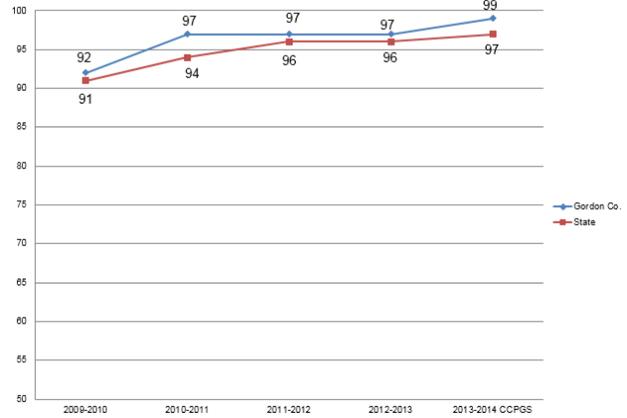
Percent of Grade 4 Students Meet or Exceed CRCT Reading



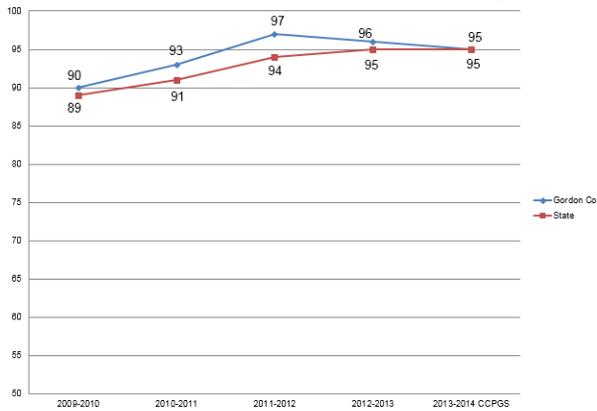
Percent of Grade 5 Students Meet or Exceed CRCT Reading



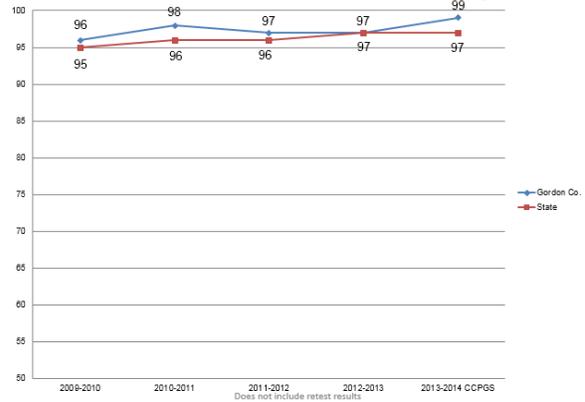
Percent of 6th Grade Students Pass CRCT - Reading



Percent of 7th Grade Students Pass CRCT - Reading



Percent of 8th Grade Students Pass CRCT - Reading



School Narrative

School History

Red Bud Middle School (RBMS) in Calhoun, Georgia was established as of January 2014. The current 2014-2015 school year is our first full year of learning in our new school. RBMS resides in a small community approximately seventy miles north of Atlanta, Georgia at the foothills of the Appalachian Mountains. Red Bud Middle School is one of two rural middle schools which make up the Gordon County School System. Once they returned from Christmas break last year, sixth and seventh grade students entered their brand new beautiful and spacious school which is right beside one of its feeder schools, Red Bud Elementary. These students and teachers began their 2013-2014 school year at Sonoraville Middle School which housed 6th-8th grade. This school became an eighth and ninth grade academy once Red Bud Middle opened its doors.

There was an instant sense of pride as students learned their words of encouragement: **Reaching Beyond and Motivating for Success** which is the RBMS motto. Of the 544 sixth and seventh grade students at Red Bud Middle School, fifty-seven percent are economically disadvantaged, identifying us as a Title I school. Even though this economical percentage is high, and we are challenged daily by the diverse cultural and academic student population, Red Bud Middle School hopes to meet these challenges with much success. While at Sonoraville Middle School, these teachers and the student body were recently awarded the State of Georgia Title I High Progress Rewards School 2012-2013 award as well as the State of Georgia Governor's Office of Student Achievement Greatest Gains Gold Award 2011.

Our new facility consists of one large building. We have 45 classrooms, 4 large computer labs, and 1 tablet lab. 1 band room, 1 chorus room, and one gymnasium. Along with general education classes we offer computer technology, and agriculture, education (CTAE), as well as band, chorus, art, and physical education. All students receive special education services in areas in which they are eligible, there are ten English Language Learners (ELL) students served by one ELL teacher, and gifted education is available to any student who qualifies. We currently have 34 students who are receiving Tier 3 Interventions.

Administrative and Teacher Leadership Team

Red Bud Middle School's administrative staff is composed of one principal and one assistant principal. Our leadership team includes the principal, assistant principal, one literacy coach, one math coach, teacher representatives from each grade level, one counselor, one media specialist, one representative from the connections (electives) team and a representative from special education. This leadership team, which meets once in the summer and bi-weekly during the school year, allows for shared decision making and strives to create and maintain an environment that educates all students in order to prepare them for life-long learning. After each meeting, the team leaders hold meetings with their respective teams to share information from the leadership meeting. A typical meeting consist of one or several of the following:

- Sharing of information from faculty and staff by the team members
- Sharing of information by principal and assistant principals
- School- wide calendar and event planning
- Data analysis of benchmark tests, former CRCT, Writing tests, and current Section three Georgia Milestones Prep Benchmarks
- School improvement planning, monitoring, review, and revision
- Planning for professional learning
- Discussions of research-based topics from educational resources

Past Instructional Initiatives

- Standards -Based Instruction
- Schlechty School Reform Initiative (Working on the Work)
- Learning Focused Strategies
- Minimal Depth of Knowledge Training
- Additional Support Classes for Students in Danger of Failing Reading and/or Math
- Grade- Level Planning During Common Planning Time
- Math and Literacy Academic Coaching Model
- Vertical planning at the Beginning Stages
- Teacher Observations of Peers

Current Instructional Initiatives

- Grade-Level Planning During Common Planning Time
- Common Core Standards-Based Instruction
- Writer's Workshop Model used with Best Practices with the Lucy Calkins Units of Study
- Math and Reading Coaching Model
- Teacher Keys Effectiveness System (TEKS)
- Beginning Stages of Integration of Literacy in the Content Areas
- Exposure to More Informational Text as Aligned with CCGPS
- Schlechty School Reform Initiative (Working on the Work)
- Attempting Vertical Planning in the Content Area of Social Studies
- Teacher Observation of Peers
- Formative Assessment Lessons (FALS)
- Science Technology Engineering Math Core (STEM)

Professional Learning Needs

- Response to Intervention (RTI)
- Incorporating Writing Across the Curriculum
- 21st Century Learning Framework
- Reading Comprehension Instruction
- Content Area Literacy
- Additional Depth Of Knowledge Training
- Additional Genre Writing Training in the ELA Classrooms
- Differentiation using Research –Based Instructional Strategies and Interventions
- Universal Screener
- Deeper Diagnostic Formative Literacy Assessment

Professional Learning Needs

The K-12 Georgia Literacy Plan Needs Assessment along with teacher questionnaires, indicate professional development is needed in the areas of writing instruction, disciplinary literacy across the curriculum, Response to Intervention (RTI) along with differentiated strategies, using a universal screener in order to collect data to drive instruction, and 21st century learning.

Need for a Striving Readers Project

Our need for the Striving Reader Comprehensive Literacy Grant directly relates to the goals set by Red Bud Middle School. These goals of **reaching beyond** and **motivating for success** have been designed based on the academic needs of our students and the vision of creating a community of lifelong learners who are college and career ready. Help, support, and funding from the SRCL grant will greatly strengthen our current instructional practices and provide more opportunities for students to advance in the 21st century. It is recognized the Striving Reader Comprehensive Literacy Grant will also provide appropriate resources and a means for much needed professional learning in order to strengthen our student's literacy skills. With the implementation and the depth of the CCGPS, students at Red Bud Middle School are in need of rigorous writing support as well as extended literacy support in the content areas. Our students come from extreme rural conditions, barely leaving Gordon County, therefore the funding for 21st century technology from SRCL grant would greatly impact our student's lives, giving them a chance to broaden their horizons and see that their future is in their grasp. Also, struggling readers who need interventions in order to succeed can be greatly impacted by a middle school teacher who has a "suitcase of knowledge" of how to correct those needs. Support from the

SRCL grant will provide the much needed professional development for teachers at Red Bud Middle School to fill the current, almost bare, “suitcase of the RTI process knowledge.” In order to achieve this, our teachers need to understand how utilize a universal screener, and diagnostic literacy assessments, how to incorporate Response to Intervention (RTI), and differentiated instructional strategies, as well as understand a reading intervention continuum and able to provide needs -based instruction. It is a shared concern among our faculty that middle school teachers feel lost as to how to help a child who is struggling with reading issues due to the lack of a reading continuum knowledge. Not only would the support and guidance from the Striving Reader Comprehensive Literacy Grant make all the difference in the lives of Red Bud Middle School teachers, struggling readers in middle school who feel alone due to a deficit in reading, writing, speaking listening, and or language, will be greatly impacted as they take their own “suitcase of knowledge” with them as they venture well into the 21st century.

Needs Assessment, Concerns, and Root Cause Analysis

Description of the Needs Assessment Process		
<p>Red Bud Middle School used a systematic and research-based process for determining the literacy needs of the school. The needs assessment process began with an analysis of several key documents by the district level literacy team. The team then created two literacy surveys to administer at each school. RBMS collected data from a variety of personnel including classroom teachers (including CTAE), the media specialist, connection (electives) teachers, special education teachers, the ESOL and gifted teachers, and paraprofessionals. AMS also completed the Georgia Literacy Plan Needs Assessment for Literacy: K-12. Once strengths and weaknesses were identified, then areas of concern were identified and categorized. These areas of concern along with analyzing formative and summative student data were categorized based on the components from the "What" document.</p>		
Description of Materials/Resources Used in the Needs Assessment		
<p>Georgia Literacy Plan Needs Assessment for Literacy: Kindergarten to Grade 12</p> <ul style="list-style-type: none"> This needs assessment was completed by members from the RBMS leadership team. This data was used to create the Gordon County Schools Online Literacy Survey in order to obtain a more comprehensive view of the opinions of our staff in regards to literacy instruction. <p>Gordon County Schools Online Literacy Survey</p> <ul style="list-style-type: none"> This survey was utilized by RBMS and the results were analyzed and disaggregated by the literacy coach. <p>Adapted Level of Technology Implementation Survey (LoTI)</p> <ul style="list-style-type: none"> This survey obtained information regarding classroom technology usage, current instructional practices, and multi-disciplinary units. <p>TKES Walk-Throughs Conducted by the Administrative Team</p>		
Main Findings from the “What” Document Concerning Engaged Leadership and Continuity of Instruction		
Area of Concern	Root Cause	Steps to Address Concerns
<ul style="list-style-type: none"> School level literacy leadership team (LLT) optimizes literacy instruction across all content areas, including time, personnel, scheduling, and collaboration 	<ul style="list-style-type: none"> Red Bud has an active Leadership Team but a literacy leadership team has not been formed. Limited professional learning, especially in the content areas Limited instructional time for teaching all the components of literacy instruction Current CCGPS 	<p style="text-align: center;"><u>Current Steps:</u></p> <ul style="list-style-type: none"> A LLT is envisioned and stakeholders have been identified Intensive professional learning has begun in the area of writing guided by the literacy coach The literacy coach has begun professional learning of literacy standards in one content area other than ELA Some cross-disciplinary

	<p>literacy standards are not being taught thoroughly in content areas</p> <ul style="list-style-type: none"> • There is no common, systematic procedure for teaching academic vocabulary in all subjects • Students are not reading sufficiently complex texts to increase literacy skills and content knowledge 	<p>teaming has begun to collaborate the literacy goals shared by all teachers</p> <ul style="list-style-type: none"> • <u>Future Steps:</u> Members of the LT lead by administrators and the literacy coach, will assume leadership roles in addressing the root causes identified during Needs Analysis and steps needed to address concerns. • The Literacy Team will monitor the implementation using the GA Literacy Instructional Checklist • Implementation of a daily schedule will include a two-four hour concentration of literacy throughout the content areas • Professional learning on literacy in the content areas and using <i>Lexile</i> levels
<p>Disaggregated Data</p> <ul style="list-style-type: none"> • This area of concern originates in all grade levels • Only 3.3% of the faculty surveyed stated that literacy instruction is fully operational in all content areas 		
<p>Main Findings from the “What” Document Concerning Ongoing Formative and Summative Assessments</p>		
<p>Area of Concern</p>	<p>Root Cause</p>	<p>Steps to Address Concerns</p>
<ul style="list-style-type: none"> • RBMS does not have a universal screener in order to help with the RTI process and/or for determining instructional levels, <i>Lexile</i> levels, vocabulary 	<ul style="list-style-type: none"> • Budget restraints will not allow for the purchase of a universal screener at this time • District- level 	<ul style="list-style-type: none"> • <u>Current Steps:</u> ELA and Math teachers have been made aware of more rigorous assessments needed in the classroom from the creation

<p>knowledge, etc</p> <ul style="list-style-type: none"> • Anticipated changes in CCGPS state tests and rising cut scores • Writing benchmark assessments have not been developed at this time 	<p>periodic assessments (PAS) are not available for all content areas</p> <ul style="list-style-type: none"> • Lack of common writing curriculum across all content areas • Content area teachers lack professional learning to integrate writing into their instruction 	<p>of the PAS at the district level.</p> <ul style="list-style-type: none"> • FIP modules • Benchmarks as well as a portfolio system are envisioned and discussed <p><u>Future Steps:</u></p> <ul style="list-style-type: none"> • Content area teachers (science, social studies) collaborate to design common rigorous assessments • The LLT will create procedures and expectations for benchmark writing and disseminating the results • Implementation of the Scholastic Reading Inventory
<p>Disaggregated Data</p> <ul style="list-style-type: none"> • Teachers at RBMS have expressed an interest in the need for a universal screener in order to help target students in need. • This concern originates in all grade levels 		
<p>Main Findings from the “What” Document Concerning Continuity of Instruction and Best Practices in Literacy Instruction</p>		
<p>Area of Concern</p>	<p>Root Cause</p>	<p>Steps to Address Concerns</p>
<ul style="list-style-type: none"> • Effective writing instruction in all content areas as well as CTAE • Access to instructional materials to supplement the CCGPS 	<ul style="list-style-type: none"> • Coordinated plan for writing instruction has not been implemented across the content areas • Limited professional 	<p><u>Current Steps:</u></p> <ul style="list-style-type: none"> • Best practices in writing are being implemented in the ELA classrooms with the roll-out of a

<p>units, especially with informational texts</p> <ul style="list-style-type: none"> Digital resources not being used for higher levels of learning 	<p>learning available to teachers in the content area with writing</p> <ul style="list-style-type: none"> Reduction in fiscal resources Technology is outdated for literacy skills which target 21st century college and career readiness. Cross-disciplinary collaborative teams have not been formed to address specific vertical issues in all content area 	<p>Writer's Workshop structure and Lucy Calkins Writing Units</p> <ul style="list-style-type: none"> Professional learning is being planned for content area specific disciplines Some content areas are attempting constructive response, as well as beginning to implement more argumentative and expository writings <u>Future Steps:</u> Continue to investigate the most effective research-based resources and strategies to fill “core” gaps Professional development and content area collaboration to support integrated inquiry projects in order to use digital resources for higher levels of learning Create cross-disciplinary collaborative teams school wide The Media Specialist teaches lessons to all classes on specific literacy strategies for reading and writing
<p>Disaggregated Data</p> <ul style="list-style-type: none"> The lack of writing instruction across the content areas originates in all grade levels Survey participants were asked to rate the writing instruction across content 		

areas at RBMS. 20% of teachers surveyed stated that genre-based writing to explore a content specific topic occurred only once per year in content area classrooms.

- Only 7% of survey participants meet regularly as a cross disciplinary team to examine student work and collaborate on literacy goals.

Main Findings from the “What” Document Concerning the System of Tiered Intervention (RTI) for All Students

Area of Concern	Root Cause	Steps to Address Concerns
<ul style="list-style-type: none"> • Teachers across all grade levels are not implementing RTI tiers II and III effectively within their classrooms 	<ul style="list-style-type: none"> • Middle school scheduling issues with lack of time for differentiated instruction in the classroom • Reduction of fiscal resources • Lack of targeted professional learning for RTI strategies, data collections, screenings, documentation, and differentiation 	<p><u>Current Steps:</u></p> <ul style="list-style-type: none"> • Some professional learning in differentiation and the basics of RTI has occurred <p><u>Future Steps:</u></p> <ul style="list-style-type: none"> • Additional materials, strategies, resources, and professional development are required for Tiers of intervention • The Literacy Leadership Team must create an RTI team to oversee the full implementation of the RTI process

Disaggregated Data

- The lack of knowledge of deficit specific interventions originates in all grade levels
- Only 3% of participants surveyed meet regularly for collaboration and planning to ensure that the goals of interventions are being achieved
- Only 20% of participants surveyed know how to diagnose and correct reading problems

Main Findings from the “What” Document Concerning Improved Instruction through Professional Learning

Area of Concern	Root Cause	Steps to Address Concerns
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<ul style="list-style-type: none"> • Specialized professional learning for: • Content area literacy • Writing instruction • RTI process and differentiation • Administering, analyzing, and interpreting assessment results from the placement of a much needed universal screener 	<ul style="list-style-type: none"> • Limited knowledge of the pedagogical shifts in literacy instruction across grade levels and content areas as required by CCGPS. • Middle school scheduling issues 	<p><u>Current Steps:</u> Professional development has begun on reading and writing instruction within the content areas</p> <ul style="list-style-type: none"> • Inquiry projects and opportunities for 21st century skills are beginning to take place in some classrooms <p><u>Future Steps:</u> Professional development, book studies, and strategies will be required</p> <ul style="list-style-type: none"> • The LLT will provide an explicit guideline for the utilization of the literacy block time, following the instructional “diets” shared through the Comprehensive Reading Solutions website • The Literacy Leadership team must incorporate more formal professional learning with the RTI process
<p>Disaggregated Data</p> <ul style="list-style-type: none"> • This area of concern originates in all grade levels • Only 20 % of administrative and instructional personnel participate in professional learning on all aspects of literacy instruction at an operational level 		

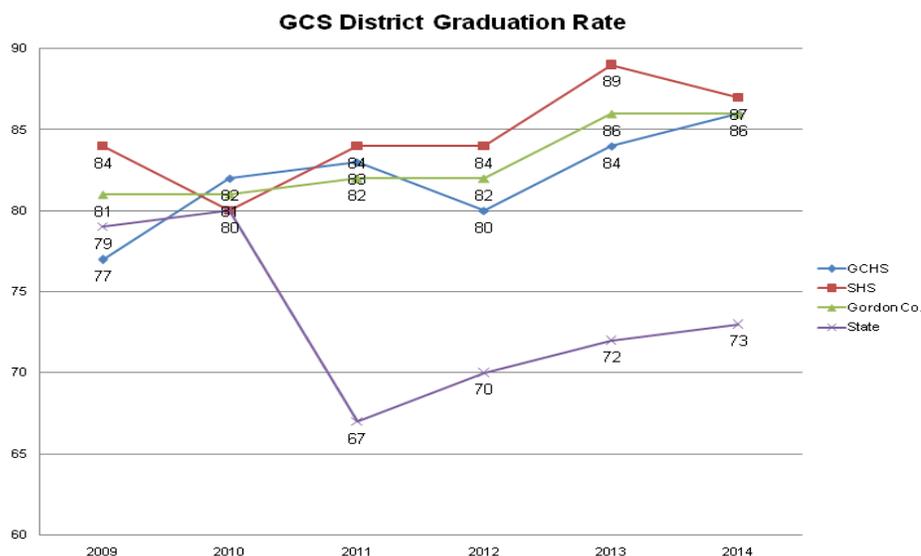
Scientific Evidence-Based Literacy Plan

Red Bud Middle School is striving to strengthen its literacy instruction effort, therefore the following literacy plan has been developed. This plan has been devised by utilizing the "Why", "What" and "How" documents set forth by the Georgia Literacy Task Force. Along with the Gordon County District literacy team, the current "literacy leaders" of Red Bud Middle School analyzed reading instruction data received from the needs assessment protocol and online literacy surveys. The results of these measures helped to develop a rigorous, in-depth, and strategic literacy plan which will improve student achievement in order to create active citizens who will be contributors to their communities and to global society. RBMS strives to provide the best opportunities for every teacher, as well as student, to learn and reach his or her full potential. It is the goal of Red Bud Middle School teachers to grow as professionals and be prepared to educate all students to be lifelong learners. Teachers' long term relationships with students and parents, as well as familiarity and longevity with system initiatives, are strengthened with high rates of teacher retention in our county which helps to sustain initiatives and provide a continuity of instruction between feeder schools throughout elementary, middle, and high schools. As seen in the chart below, school year 2012-2013 reveals an all time high of almost 90% teacher retention rate at Gordon County Schools

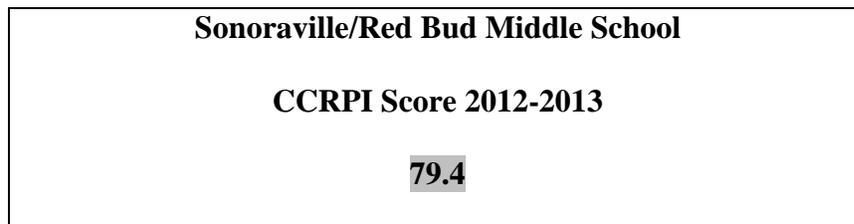
Gordon County Schools Teacher Retention

Year	Average Teacher Retention Rate
2003 - 2004	82.2%
2004 - 2005	84.4%
2005 - 2006	68.1%
2006 - 2007	79.8%
2007 - 2008	81.5%
2008 - 2009	78.1%
2009 - 2010	78.1%
2010 - 2011	76.4%
2011 - 2012	83.7%
2012 - 2013	89.6%

The next chart reveals a steady incline in the student graduation rate in Gordon County Schools over time. Red Bud's feeder high school is Sonoraville High School shown in red below. Gordon Central is the county's other high school shown in blue. Both High School graduation rates are much higher than the state rate. County wide initiatives, collaboration between schools, and the implementation of Graduation Coaches at the middle/high schools are some of the reasons for this achievement.



Red Bud Middle's recent CCRPI score from 2012-2013 indicates much progress is needed. This score reflects the former Sonoraville Middle School in which our students and teachers originated from. With our new facilities at Red Bud Middle, we would like a new mindset and a brighter vision for our school. As you can see from the chart below, a score in the 70's is not favorable. No matter what grading scale we are measured by, we have extremely high expectations for our teachers, parents, and students and strive to be progressive and rigorous at RBMS. Our goal is to continue to show improvement by incorporating a variety of initiatives that are reflected in Red Bud Middle School's literacy plan.



As the first goal of Red Bud Middle School's literacy plan, in the effort to continuously improve, we will create a formal literacy leadership team. Currently, Gordon County Schools has created an impressive literacy team at the district level, yet at RBMS we have been informal in this process. As stated in the "Why" document on page 148 in reference to Shanklin (2007), there are six ways in which administrators can support literacy coaches and one way is to develop a literacy leadership team and vision which includes the literacy coach. We currently have an active leadership team which has made literacy decisions in the past, however we will assemble new members from various roles inside our school which will have a focus on literacy to ensure the implementation of the school literacy plan. According to the report *Reading Next*, also referenced in the "Why" document, the establishment of a literacy leadership group is

necessary and holds the responsibility to read and discuss both research and research- into-practice articles on topics in order to acquire local expertise. This team will be led by the principal and assistant principal. The "Why" document on page 156 states "the role of leadership in developing literacy in the nation, state, district, school, and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level in education" (2010). Also, The Literacy Task Force further cements this administrative importance by stating that leadership by administrators is the key component in generating positive change in the education field.

Red Bud's literacy leadership team guided by administrators according to the "How" document, will need to ensure that in any grade in which instruction is departmentalized, students will receive two to four hours of literacy instruction across language arts and in content area classes. Due to this protected time, Red Bud will maximize the use of time and personnel through scheduling and collaborative planning. The literacy leadership team will also establish priorities for literacy, ensure literacy goals are accomplished by monitoring and reevaluating them on a consistent basis and will ensure that a comprehensive professional learning system is established.

The extremely crucial goal to improve writing instruction in all content-area classes as well as CTAE and technical subject classes is extremely important to Red Bud Middle School. On page 30 of the "Why" document, it recognizes that not only does literacy include a person's ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information. A student must be able to communicate information by producing quality writing or other delivery modes (e.g., speeches, visual presentations, debates) Georgia's mission and Red Bud Middle School's goal is to develop student's literacy skills, especially reading comprehension and writing productivity in multiple contexts. We have recently begun a writer's

workshop model using best practices with the Lucy Calkins Units of Study and are seeing impressive results in the English language arts classrooms, however the other content areas also need to be permeated with the life skill of writing in order to ensure those delivery modes can be accomplished. Writing for informational expository, and argumentative reasons is becoming more needed in our rapidly changing society as well as the need for explicit instruction in the fundamentals of writing. According to the National Commission on Writing (2004) and referenced by the "Why" document on page 27, with the fast pace of today's electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today's highly competitive, technology driven global economy. We must understand that each and every teacher and classroom irresponsible for this writing endeavor. "The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45). According to the report titled *Writing to Read*, referenced in the "Why" document, students should write about the texts they are reading, students must be taught the writing skills and processes that go into creating text, and teachers must increase how much students write. Red Bud Middle School's literacy plan will address this growing need with a focus on the key components discussed above.

Due to the implementation of the Common Core Georgia Performance Standards, literacy demands in the content areas are more rigorous for all students as stated in the "Why" document on page 49. This rigorous impact has created an environment where all teachers must be accountable for literacy instruction in order for students to be successful, no matter the content area taught. The "Why" document references the introduction of the CCGPS by stating that instruction in reading, writing, speaking, listening, and language be a shared responsibility within

the school. As part of Red Bud Middle School's literacy plan, an ongoing professional learning proposal centered on disciplinary literacy will be established. RBMS will also designate an extended amount of time spent on literacy in the content areas as part of the new schedule proposed as a result of the support of the Striving Reader Comprehensive Literacy Grant. The "Why" document references the following skills that are unique to content areas reading: identifying main idea, using diagrams, using text features, skimming to locate facts, and analyzing multiple accounts of the same event. These standards become even more specific in grades 6-12 in recognition that the technical nature of reading in science presents a different set of challenges from those in social studies, e.g., following multistep procedures in an experiment vs. analyzing primary and secondary sources such as the Constitution. ((p.48). Also, the "Why" document states, "comprehending text is no longer limited to books, but include internet and other modes of discourse from a variety of media and educational disciplines" (p.49). With so many conventional and non-conventional methods of reading and comprehension it is imperative that these amounts of skills need more attention and time spent in ALL classrooms, not just in the English language arts classrooms, especially in the middle school world. In order to support teachers with this literacy task, Red Bud Middle School will provide teachers with the tools necessary to encompass a learning environment "for adolescent literacy (grades 4-12) which requires students to progress to engaging to the text themselves, extending content learning by recognizing patterns of structure, and deciphering the complexity of texts specific to the discipline area" ("Why" document pg. 50) . This professional learning will be a key component in the RBMS literacy plan.

Another important goal we have here at Red Bud Middle School is to provide students with appropriate tiered instruction and interventions that will remediate or accelerate based on

formative and summative assessments. We realize the importance of the RTI process and want to improve the quality of our tiered instruction across all grade levels and subject areas. This has been identified as an area of concern in our school. According to the "Why" document on page 124, implementation of these strategies has become imperative as schools strive to comply with the imperatives of No child Left Behind Act (NCLB) of 2001 and individuals with Disabilities Education Act (IDEA). It is a goal of Red Bud Middle School to ensure that all teachers have a firm understanding of the four-tier delivery model and how to use a variety of assessment data to determine which students are at risk for not achieving academically or behaviorally. With such a diverse student population and an increasing amount of students who need help, it is crucial for our teachers to be able to interpret student data in order to prescribe deficit-specific interventions. "Schools have a responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document pg. 123).

Due to the overwhelming need for all children to succeed and become college and career ready, RBMS would like to be proactive, instead of waiting until a child has fallen behind. We would also like to incorporate into our RTI process, the use of a universal screener in order to assess all students three times a year to identify those who are "at risk" or "not at risk" for reading difficulties. A web-based assessment program will help drive effective use of data by monitoring progress and providing results instantly, allowing for more timely interventions. According to the "Why" document (pg.99), the one constant and urgent theme coming from all three 2011 Literacy Committees is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages. The RTI Network is an excellent resource for information and even provides a listing of the various instruments currently available for

students from preschool through grade twelve. These screenings are meant to take on different characteristics and purposes based on the age of the child therefore Red Bud Middle School would like to continue with the effective use of universal screeners and the RTI system that our feeder schools provide in order for students to further their education in order to be college and career ready. One less frequently mentioned reason for the use of a universal screener which the "Why" document explains is that they may allow administrators to detect patterns of achievement during the school-year to provide additional support to particular teachers or classrooms (pg.100).

This ongoing assessment aspect of our needs at Red Bud Middle School will require intensive professional learning. This professional learning must focus on a variety of elements including how to interpret data to determine student deficit areas, how to progress monitor, how to assign appropriate interventions based on the deficit area, and how to utilize efficient and effective student interventions. The "Why" document states that "professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information" (p.24).

Finally, Red Bud Middle School believes that a focus on technology must be mandated in order to prepare our students to be 21st century learners who excel globally. The "Why" document states that "Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" (p. 56). Technology must be integrated throughout all content areas, and both teachers and students must be competent in utilizing a variety of technological tools. To achieve academically, students must exhibit 21st century skills that include effective communication, inventive thinking, high productivity, and digital-age literacy. Technology is no longer a tool

solely for the workplace. The “Why” document states that “it has become the major tool for young people to communicate with one another” (p. 57). As part of Red Bud's literacy plan, our goal will be to provide teachers and students with training and opportunities to use current technological tools. “In an article for EdTech Magazine, titled “21st Century Skills”, the author said, ‘The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally’” (“Why” document, p. 58).

The research highlighted in the “Why” document references best practices for literacy instruction in order to raise academic achievement levels. Based on these findings, Red Bud Middle School compiled a list of goals and objectives in order to most accurately meet the diverse needs of our students. By employing the content found in the “What” and “How” documents, Red Bud Middle School was able to develop the following scientific, evidence-based literacy plan.

Red Bud Middle School Literacy Plan

The goal for Red Bud Middle School students is to receive "gold standard" literacy instruction and are college and career ready when they graduate from the Gordon county School District. Based on the results from the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12*, Red Bud Middle School will address the following Building Blocks that pertain to student growth in literacy explained in the "How" and "What" documents. The Red Bud Leadership team chose the following building blocks and action steps from the

"How" document that would best enable our school to become fully operational in the needs assessment areas in which we scored "Emergent" or " Not Addressed":

Building Block 1. Engaged Leadership

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

Red Bud Middle School determined that the administrator researches professional learning in literacy

Implementing:

The administrator will:

- Provide professional learning based on student data and teacher needs
- Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators
- Provide time and support for staff to participate in job embedded professional learning (including coaching when available, peer mentoring, learning community, grade-level meetings focused on student work etc.)
- Conduct literacy walkthroughs to monitor use of literacy strategies, student engagement, and learning, as well as to ensure consistent use of effective instructional practices

B. Action: Organize a Literacy Leadership Team

The Red Bud Literacy Coach is a member of the Gordon County Schools System Literacy Team. The System Literacy Team meets to design and deliver system professional development and assessments. Ashworth Middle School determined that a school level literacy team needs to be implemented.

Planning:

The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team. These may include:

➤ faculty

➤ representatives from within the feeder pattern for our school

- Create a shared literacy vision for the school aligned with the state literacy plan
- Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement
- Determine what additional data is needed in order to make informed decisions about the literacy plan
- Schedule and protect time for the Literacy Leadership Team to meet and plan
- Analyze multiple forms of student, school, and teacher data, including results of the observation or walkthrough tool to develop a list of prioritized recommendations and goals for improvement
- Select or develop a walk-through observation tool, such as the Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices
- Ensure that effective data analysis procedures and practices are understood and practiced

Implementing:

The literacy team led by the administrator will:

- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

The literacy team led by the administrator will:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals

Sustaining:

The literacy team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Stands (CCGPS)
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Share student achievement gains with the District Literacy Leadership Team

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

Red Bud Middle School's daily schedules do not include a two-four block for literacy instruction for all areas of English language arts literacy instruction including disciplinary literacy in all content areas.

Planning:

The literacy team led by the administrator will

- Ensure that any grade in which instruction is departmentalized, students receive two to four hours of literacy(reading and writing) instruction across language arts and in content area classes
- Study flexible scheduling options to include additional time for reading intervention (double-dosing)
- Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas
- Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments
- Consider the utilization of entire staff when developing a schedule for literacy instruction
- Schedule time for collaborative planning teams within and across the curriculum
- Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule

Implementing:

The administrator literacy team led by the administrator will:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled times for collaborative meetings by preparing agendas and use protocols for examining work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from looking at student work website <http://www.lasw.org/index.html>
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following:
http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx

Expanding:

The literacy team led by the administrator will:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc within and among schools

Sustaining:

The administrator will:

- Collaborate with literacy team to determine and share appropriate professional learning at team and staff meetings
- Prepare agendas for all meetings
- Use technology to provide professional learning to new and continuing teachers
- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)

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

Red Bud Middle School faculty and staff have received minimal professional learning in disciplinary literacy in one content areas but not all.

Planning:

The literacy team led by the administrator will:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Engage in professional learning with a focus on facilitation of group processes and teaming

Implementing:

The literacy team led by the administrator will:

- utilize all staff to support literacy instruction

Expanding:

The literacy team led by the administrator will:

- Provide family-focused services and outreach that engage parents and family members in literacy programs and services
- Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations)
- Develop strategies for maintain momentum and progress of a learning support system

Sustaining:

The administrator will:

- Keep the focus on literacy development even when faced with competing initiatives
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

E. Action: Optimize literacy instruction across all content areas

Content area teachers consistently incorporate the teaching of **one** of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.

Implementing:

The literacy team led by the administrator will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in teaching academic vocabulary with providing common best practice systematic strategies
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Require writing as an integral part of every class every day
- Ensure instruction in and opportunities for:

-Writing argumentative pieces on topics or texts, supporting a point of view with reasons and information

-Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly

-Writing narratives to develop real or imaginary experiences

- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

The literacy team led by the administrator will:

- Monitor literacy instruction across the content areas through:
 - -Formal and informal observations
 - -Lesson plans
 - -Walkthroughs
 - -Student work samples
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all content areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic
- Ask teachers to identify exemplary samples of student work to model features of quality writing

Sustaining:

The school leadership will

- Expand the types of writing across the subject areas (e.g. manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas

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

A community literacy council participates in developing literacy goals, but a system of learning supports has not yet been developed.

Expanding:

The school leadership will:

- Investigate similar efforts in other communities
- Actively support teachers in their efforts in schools
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:

The school leadership will

- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students so as to encourage them and to explain the potential for schools to change lives

- Pursue additional funding sources for specialized literacy staff and materials

Building Block 2: Continuity of Instruction

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

Cross disciplinary teams are not currently meeting. Establishing cross disciplinary teams is most certainly a goal for Red Bud Middle School. Analyzing student work samples is a practice that is currently being pursued at the administrative level however, this practice has not been implemented among cross disciplinary teams.

Planning:

Collaborative teams will

- Develop administrative awareness of the need to identify gaps
- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the curriculum

Implementing:

Collaborative teams will

- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible
- Plan and implement lessons that address the literacy needs of students
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work

Expanding:

Collaborative teams will

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible

Sustaining:

Collaborative teams will

- Share professional learning online and at team and staff meetings

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

Literacy instruction occurs only in the language arts classroom. Red Bud Middle School utilizes CCGPS units as well as pacing guides in order to provide a rigorous and comprehensive core

program, Literacy instruction is not consistently occurring in all content areas.

Planning:

Content area teachers will:

- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Provide professional learning on research-based instructional strategies and other effective tools shown to improve literacy instruction
- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in content areas
- Study the text structures most frequently used in the text of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary and background knowledge that students need to learn for subject areas
- Study a variety of strategies for incorporating writing in all content areas

Implementing:

Content area teachers will

- Make writing a required part of every class every day, using technology when possible
- Be supported through the coach, model, co-teach, observe, and give feedback to fellow teachers using videos or other resources on the use of literacy strategies in the classroom
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Expanding:

Content area teachers will

- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inference, graphic organizers)
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement

Sustaining:

Teachers will

- Stay abreast of effective strategies for literacy instruction
- Expand the types of writing across the subject areas (e.g. manuals, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate assignments by offering student choice
- Discuss alternative instructional strategies for modifications that may be better suited to

promoting student learning of the CCGPS (and for ELs, English language proficiency standards)

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

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

Out of school organizations and agencies are making plans to develop learning supports to complement literacy instruction. Red Bud Middle School has established partnerships with a couple of out of school organizations and agencies such as the Calhoun-Gordon Council For a Literate Community, and are currently collaborating with Huddle House in order to create a strategic partnership through their Write to Win Campaign. Red Bud also collaborates with IHOP for literacy as well.

Implementing:

Red Bud Middle School will:

- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)

Expanding:

Red Bud Middle School will:

- Provide English language services that extend beyond the classroom

Sustaining:

Red Bud Middle School will:

- Continue to foster relationships/networks among schools (particularly within feeder patterns), families and communities
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

Building Block 3. Ongoing formative and summative assessments

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

A system of mid-course assessments that are common across classrooms is in place, but as of yet screening, progress monitoring, and diagnostic tools have not been selected.

Planning:

Red Bud Middle School:

- Research and select effective screening, progress monitoring, and diagnostics tools to identify achievement levels of all students
- Define a process for selecting appropriate interventions for struggling readers
- Identify and purchase assessment and intervention materials aligned with students' needs
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording

Implementing:

Red Bud Middle School will:

- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

Expanding:

Red Bud Middle School will:

- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user friendly format

Sustaining:

Red Bud Middle School will:

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

- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to purchase assessment and intervention materials aligned with student needs

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

Some formative and summative assessments are administered and used to guide classroom and intervention instruction, however Red Bud Middle School does not have a universal screener in place.

Planning:

Red Bud Middle School will

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general- outcome literacy competencies

Implementing:

Red Bud Middle School will

- Develop an assessment calendar to include universal screenings and progress monitoring, designate persons responsible
- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

Red Bud Middle School will

- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted format

Sustaining:

Red Bud Middle School will

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction

- Make data-driven budget decisions aligned with literacy priority

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

Problems found in literacy screenings are sometimes followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs.

Planning:

Red Bud Middle School will

- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Select intervention that include diagnostic assessments and multiple-entry points to avoid a one-size-fits- all approach

Expanding:

Red Bud Middle School will

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

Sustaining:

Red Bud Middle School will

- Recognize and celebrate individual students' incremental improvements toward reaching literacy goals

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

Teachers meet with administrator to discuss progress of individual students on summative assessments due to lack of time during team meetings.

Planning:

Teachers and Coaches will

- Study how disciplinary standards are assessed on state and local test

Implementing:

Red Bud Middle School will

- Discuss assessment goals with students to set individual goals
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- During teacher meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:

Red Bud Middle School will

- Use online training options and/or offer professional learning on strategies to address specific skills identified as school-wide or subject area weakness
- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

Red Bud Middle School will

- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - Adjust curriculum alignment to eliminate gaps
 - Ensure that students are appropriately placed in specific programs
 - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

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

All appropriate staff members follow the established protocol for making decisions when they have access to necessary data to identify the instructional needs of students.

Planning:

Red Bud Middle School will

- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

Red Bud Middle School will

- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities

Expanding:

Red Bud Middle School will

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

Sustaining:

Red Bud Middle School will

- Ensure that the data storage and retrieval system is effective and efficient
- Continue to build collaborative data meetings

Building Block 4. Best Practices in Literacy Instruction

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

Red Bud Middle School uses the CCGPS units and pacing guides as our core program, however it does not provide a strong basis for instruction in all aspects of literacy in all content areas. English language arts teachers participate in some aspects of explicit literacy (e.g., reading standards for literature and standards for informational text; selection of texts for instruction; modeling, guided and independent practice). Red Bud Middle School’s daily schedules do not specify a two-four hour literacy concentration across the curriculum. We will need to alter our current schedule to meet the needs of the SRCLG.

Planning:

Administration and Coaches will

- Plan and provide professional learning on direct , explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each content area
- Plan and provide professional learning on differentiated instructional options for literacy assignments

Implementing:

Red Bud Middle School will

- Provide professional learning on the tenets of explicit instruction:
 - Use data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Guided and independent practice with feedback
 - Discussion of when and where strategies need to be applied

Expanding:

Red Bud Middle School will

- Address both academic and workplace literacy skills across all content area and provide students with knowledge of a variety of career pathways
- Collaborate with and obtain additional support from other educators who offer differentiated instruction via online communities of educators
- Share effective differentiated lessons and differentiated strategies in teacher team meetings
- Use videotaping of differentiated lessons to share with other educators

Sustaining:

Red Bud Middle School will

- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities
- Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners

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

Writing is only taught by English language arts teachers. Best practices in writing using the Lucy Calkins Units of Study as well as following a Writer's Workshop Model is currently being implemented. Red Bud Middle School would like to develop a writing plan that promotes rigorous writing across the content areas. At least one time per year, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory text, or writing narratives to explore content area topics.

Planning:

Red Bud Middle School will

- Develop a coordinated plan for writing instruction across all subject areas to include
 - Explicit instruction
 - Guided practice
 - Independent practice

- Provide professional learning on best practices in writing instruction across the content areas

Implementing:

Red Bud Middle School will

- require writing as an integral part of every class every day

Expanding:

Red Bud Middle School will

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

Sustaining:

Red Bud Middle School will

- Expand the types of writing across the subject areas (e.g., manuals, captions, word problems, e-mails, ads, instructions, etc..)

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

Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate for middle school students. Red Bud Middle School continues to send teacher leaders to conferences and trainings that focus on engagement. These teacher leaders then provide follow-up professional learning for other staff members.

Sustaining:

Red Bud Middle School will

- Continue to receive professional development on engagement strategies and will utilize them effectively throughout the literacy block and all content areas
- Conduct peer observations to observe effective strategies for developing and maintaining interest. Teachers will be encouraged to participate in professional communities to share ideas, questions, and lesson plans in an effort to promote active engagement based on student interest levels

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

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

Intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity.

Planning:

Red Bud Middle School will

- Develop protocols for identifying students and matching them to the appropriate intervention
- Articulate goals /objectives at building and system level based on identified grade-level and building needs, as well as system needs
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation

Implementing:

Red Bud Middle School will

- Purchase train and implement data collection
- Purchase, schedule, train providers and implement intervention
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor results of formative assessments to ensure students are progressing
- Continue to monitor to ensure that interventions are occurring regularly and with fidelity

Expanding :

Red Bud Middle School will

- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process for monitoring the implementation of researched-based interventions at the building level and across the system

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

All students at Red Bud Middle School receive Tier 1 instruction based on the CCGPS in all content areas. Student and classroom data need to be further analyzed to determine the instructional area and classrooms in greatest need of support.

Planning:

Red Bud Middle School will

- Develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each content area
- If fewer than 80% of students are successful
 - Examine student data to focus on instructional areas of greatest need
 - Compile data from classroom observations and review plans to determine current practice in literacy instruction in each subject area using a checklist
 - Provide professional learning on direct, explicit instructional strategies that build students word identification, fluency, vocabulary, comprehension, and writing skills
 - Provide professional learning on Ga.DOE resources for RTI and universal screening
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

Red Bud Middle School will

- Use data from universal screening process to identify general weaknesses in instruction Tier 1 as well as struggling students
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Schedule a time for instructional planning as well as for student progress conversations across and within grade levels
- Promote the formation of professional learning communities with protected meeting times
- Provide professional learning to support literacy, either face to face or online

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

At Red Bud Middle School, interventions are provided by competent instructors, in spaces that are adequate,, however this process needs improvement greatly.

Planning:

Red Bud Middle School will

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

Ensure effectiveness of intervention by building sufficient blocks of time into the daily schedule

Implementing:

Red Bud Middle School will

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

Expanding:

Red Bud Middle School will

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

Sustaining:

Red Bud Middle School

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student needs
- Document data points to monitor student response to intervention
- Use technology to track and endure the movement of students between T1 and T2 based on response to intervention

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

SST teams meet to ensure that interventions are at appropriate teacher-student ratio and is delivered with fidelity

Implementing:

Red Bud Middle School

- 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
- T3 SST/ data teams follow established protocol to determine if specific nature of ELs lack progress (i.e., language difficulty or difference vs. disorder)

Expanding:

Red Bud Middle School

- Teachers consistently provide research-validated intervention designed to meet individual student's needs
- Data points will be documented to monitor student response to daily intervention
- Ensure that T3 includes proven intervention that address behavior

Sustaining:

Red Bud Middle School will continue to ensure that:

- Students move into and out of T2 and T3
- Data is used to support response to intervention
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

School schedules are developed to ensure that students receive instruction in the least restrictive environment and highly qualified teachers provide Tier 4 instruction and maintain strict alignment with CCGPS, however true learning communities of SpEd, ESOL, and gifted teachers is rare. This does happen in separate settings at times.

Sustaining:

Red Bud Middle School will

- Ensures student data supports the exit of students from T4
- Maintains a system of checks and balances to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

Representatives for the community and/or school administration are aware of the need for pre-service teachers to receive coursework in disciplinary literacy in the content areas

Implementing:

Red Bud Middle School will

- Provide professional learning, where necessary, for postsecondary faculty

Expanding:

Red Bud Middle School will:

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

Sustaining:

Red Bud Middle School will

- Continue to monitor and support the integration of disciplinary literacy

- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

At Red Bud Middle School ELA instructors are currently participating in professional learning in the area of writing through the guidance of a literacy coach. Professional learning in the content areas is being planned at this time.

Planning:

Red Bud Middle School will

- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target learning needs
- Provide training in administering and interpreting results of assessments in terms of literacy
- Consider the inclusion of some or all of the following in personnel in professional learning communities:
 - Paraprofessionals
 - Support Staff
 - Interventionists
 - Substitute teachers
 - Pre-service teachers working at the school

Implementing:

Red Bud Middle School will

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams to support teachers in using literacy strategies effectively
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

Expanding:

Red Bud Middle School will

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

- Use formal and informal observations to monitor and improve literacy instruction
- Continue program specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:

Red Bud Middle School will

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.
- Ensure that new personnel receive vital professional learning from earlier years
- Continue to encourage professional talk among staff and provide time for discussions

Analysis and Identification of Student and Teacher Data

- **CRCT Data Key:**
- **DNM =Does not meet**
- **M= Meets**
- **E= Exceeds Standards**

CRCT Reading Scores

READING - GRADES 6-8 - CRCT Summary Data						
Reading - Meets or Exceeds						
Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 6th Grade Students	40.20%	99.00%	43.20%	96.70%	51.40%	98.50%
All 7th Grade Students	26.30%	97.70%	26.60%	95.80%	36.80%	94.90%
Black	50.00%	93.80%	22.20%	88.90%	22.20%	88.90%
White	37.40%	97.60%	38.80%	96.50%	46.90%	96.70%
Hispanic	29.60%	98.70%	27.10%	96.50%	29.40%	94.10%
Migrant	0.00%	100.00%	100.00%	100.00%	N/A	N/A
SWD	10.80%	84.60%	7.10%	80.00%	6.80%	81.80%
ELL	13.30%	100.00%	5.60%	88.90%	0%	77.80%
ED	28.20%	97.20%	28.20%	95.20%	38.00%	94.50%
Multi-Racial	40.00%	95.00%	42.90%	100.00%	33.30%	100%
Gender - Male	33.30%	96.30%	31.20%	96.10%	41.50%	96.50%
Gender - Female	40.50%	98.60%	43.80%	96.80%	49.40%	96.90%

Strengths and Weaknesses Based on Prescribed Data

RBMS has continued to maintain a 90% or more meets/exceeds rate for the last three years in both sixth and seventh grade with a growing exceeds rate. With the expected rise of cut scores based on the GADOE's new Readiness Level Indicators, as well as changes to the 2014-2015 state assessment, continued growth in achievement will be a greater challenge.

CRCT Language Arts Scores

LANGUAGE ARTS - GRADES 6-8 - CRCT Summary Data						
Language Arts - Meets or Exceeds						
Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 6th Grade Students	28.60%	96.10%	33.60%	93.00%	31.50%	94.50%
All 7th Grade Students	41.20%	93.00%	36.80%	92.10%	40.50%	92.70%
Black	31.30%	93.80%	23.50%	100.00%	12.50%	100%
White	34.00%	94.70%	36.30%	93.40%	36.60%	93.40%
Hispanic	29.60%	98.70%	34.90%	89.60%	35.30%	88.20%
Migrant	25.00%	100.00%	0.00%	100.00%	N/A	N/A
SWD	3.00%	75.70%	5.90%	67.70%	0%	80.50%
ELL	6.70%	93.40%	5.30%	73.70%	0%	60%
ED	24.90%	94.60%	27.50%	91.50%	28.80%	91.60%
Multi-Racial	50.00%	100.00%	64.30%	100.00%	41.70%	91.70%
Gender - Male	27.00%	92.20%	28.70%	91.50%	31.50%	91.00%
Gender - Female	40.00%	97.70%	44.10%	95.20%	40.80%	96.30%

Strengths and Weaknesses Based on Prescribed Data

RBMS has maintained at or around 90% in the meets/exceeds category in English Language Arts in grades 6th and 7th. We have had a increase in scores in this area due to the emphasis on the writing curriculum. With the rising rigor of the CCGPS, we have incorporated best practices in a writer's workshop model framework for this school year using the Lucy Calkins Units of Study. Through this effort and future efforts of incorporating writing across the content areas , we will hopefully continue to see a rise in of student achievement in this area.

CRCT Math Scores

Grade	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
6th	11%	61%	28%	11%	54%	35%	7%	56%	37%
7th	8%	50%	42%	11%	53%	36%	14%	51%	35%

Strengths and Weaknesses Based on Prescribed Data

Math achievement has a 90% average in the meets/exceeds category. Improvements are necessary in order to increase the number of students exceeding. Along with reasoning skills, it has been determined students struggle with word problems which require literacy skills. It is imperative that we move towards increasing literacy practices that are utilized mathematics classes.

CRCT Science Scores

	2012			2013			2014		
Grade	DNM	M	E	DNM	M	E	DNM	M	E
6th	25%	63%	12%	21%	60%	19%	20%	62%	18%
7th	12%	44%	44%	9%	47%	43%	14%	43%	43%

CRCT Social Studies Scores

	2012			2013			2014		
Grade	DNM	M	E	DNM	M	E	DNM	M	E
6th	23%	43%	34%	19%	43%	38%	10%	40%	50%
7th	17%	41%	43%	13%	45%	43%	16%	36%	48%

Strengths and Weaknesses Based on Prescribed Data

Disciplinary literacy and writing across the curriculum are two fundamental goals or Red Bud Middle School's literacy plan. These components are crucial in order to close the achievement gap that is reflected in the science and social studies data. Increasing the

literacy skills that student's utilize in the within these content areas will help facilitate the acquisition of content area standards.

- **Disaggregation of Data into Subgroups by Middle School**

CRCT - ESS Scores

Subject	2012			2013		
	DNM	M	E	DNM	M	E
Reading	23%	69%	8%	17%	74%	9%
Language	27%	68%	5%	26%	68%	6%
Math	44%	49%	8%	35%	48%	17%
Science	50%	43%	7%	45%	43%	12%
Social St	57%	37%	6%	49%	44%	8%

CRCT- ELL Scores

Subject	2012			2013		
	DNM	M	E	DNM	M	E
Reading	18%	72%	10%	17%	66%	17%
Language	13%	83%	3%	13%	75%	12%
Math	28%	61%	10%	20%	58%	22%
Science	42%	51%	7%	33%	56%	12%
Social St	39%	58%	3%	37%	53%	10%

Strengths and Weaknesses Based on Prescribed Data

Our ESS and ELL subgroups have raised their level of performance, especially in the exceeds category. It is apparent there has been more emphasis on using effective strategies and interventions. However, improvement is needed.

CRCT - Gifted Scores

Subject	2012			2013		
	DNM	M	E	DNM	M	E
Reading	0%	13%	87%	0%	10%	90%
Language	0%	13%	87%	0%	11%	89%
Math	0%	10%	90%	0%	11%	89%
Science	0%	21%	79%	0%	15%	85%
Social St	0%	16%	83%	0%	21%	79%

Strengths and Weaknesses Based on Prescribed Data

Even though our gifted subgroup remains at 100% meeting, we would like to increase our students exceeding in this category. With new technology, resources, and teacher knowledge of rigorous instructional strategies throughout the content areas, this subgroup could achieve greater possibilities.

Additional Data:

All students at Red Bud Middle School participate in career education as part of

Career, Technology and Agriculture Education (CTAE) with a pass rate of 100%.

Students which have participated in technology and agriculture education have a pass rate of 98%.

- **Additional District Prescribed Data**

Gordon County Schools Formative Periodic Assessments

Red Bud Middle School does not have a universal screener. We do administer formative benchmarks called periodic assessments in sixth and seventh grades which are designed and aligned to the CCGPS.. Students are assessed in reading, language arts, math, science, and social studies at 9, 18, and 27 week intervals for each school year. The reading, ELA, and math periodic assessments are created and revised by the district level literacy team. The science and social studies periodic assessments are currently created by the classroom teachers.

This school year Red Bud Middle School along with our elementary feeder schools, are in the process of preparing our students for the expected writing rigor of the Georgia Milestones, through the use of constructed response reading assessments given during our periodic assessment time. A "3 or 4" is "meets" or "exceed" on a four-point constructed response item. Ashworth's performance is charted below and reveals that very low percentages of students are meeting /exceeding with constructed response, especially students with disabilities (SWD).

Constructed Response Data

Grade Level:	Total Number of Students Tested:	Total of Score 0	Total of Score 1	Total of Score 2	Total of Score 3	Total of Score 4
6th Grade	233	101	99	24	9	0
7th Grade	258	11	126	75	24	22

6th- Grade- Periodic Assessment - Reading- Average % Correct

6th Grade	2010-2011	2011-2012	2012-2013
9-Week Periodic Assessment	83%	80%	72%
18-Week Periodic Assessment	78%	75%	82%
27 - Week Periodic Assessment	86%	87%	89%

7th Grade- Periodic Assessment - Reading - Average % Correct

7th Grade	2010-2011	2011-2012	2012-2013
9-Week Periodic Assessment	81%	79%	88%
18-Week Periodic Assessment	85%	85%	82%
27 - Week Periodic Assessment	89%	87%	83%

- **Goals and Objectives based on Formative and Summative Assessments**
- Goal : RBMS will increase the number of student's meeting/exceeding in all content areas on formative and summative assessments.
- Objective: Disciplinary literacy and writing across the curriculum will be incorporated across content areas.

- **Teacher Data:**

Red Bud Middle School has 43 highly-certified teachers on staff. Of those 43 highly certified teachers, 79% have earned graduate degrees. There are about 15 members of the faculty with various endorsements and add-on's such as Reading, ESOL, Gifted, and TSS. Our attrition rate is stable at less than 5%.

Faculty demographics are below:

Administration and Instructional Coaches		4		
6th Grade		13		
7th Grade		11		
ESS, ELL, part-time-Speech, Gifted,		6		
Special Areas: Counselor, Media, Connections, GAA and CTAE		13		
21% Bachelor Degrees	35% Master's Degree	42% Specialist Degrees	2% Doctorate Degree	35% Endorsements: ESOL, Gifted, Reading or TSS

- **Teacher Retention Data:**

Average Years Teaching	13 years
1-3 Years Teaching	10%
4-10 Years Teaching	48%
11-25 Years Teaching	28%
25+	14%

- **Teacher Participation in Professional Learning Communities**

- **Depth of Knowledge (minimal training)**
- **Writer's Workshop Using Best Practices in ELA Classrooms**
- **Common Core Georgia Performance Standards**
- **SLDS**
- **Poverty Training**
- **Technology Integration**
- **Thinking Maps & Math Strategies**
- **Differentiation Strategies (minimal training)**
- **Working on the Work (WOW)**
- **Teacher & Leader Keys Effectiveness System**

Project Plan-Procedures, Goals, Objectives and Support

Project Need: Red Bud School lacks effective disciplinary literacy across the curriculum and content areas.

Goal 1: Red Bud will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.

Objectives:

- The school literacy leadership framework will be led by the principal and other literacy stakeholders.
- Daily schedule will reflect a two-four hour concentration on literacy across the content areas
- Cross-disciplinary teams will maintain a literacy focus across the curriculum.
- Professional learning will be provided to content area teachers in literacy instruction within their discipline
- Professional learning will be provided on instructional materials that target the essential components of the cognitive reading model used across the content areas

Timeline:

- Literacy Leadership Team will be created: Winter-Spring 2014-2015
- Professional Learning: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: Spring 2015
- Literacy Schedule implemented: Fall 2015

Implementation:

- Teachers will receive training on how to incorporate literacy instruction across the content areas.

Alignment to Researched-Based Practices:

- The “Why” document states that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Project Need: Red Bud Middle School lacks an ongoing formative assessment to determine the need for interventions and to evaluate effectiveness of literacy instruction

Goal 2: RBMS will utilize a universal screener and progress monitor to ensure that struggling readers are identified and receive effective deficit specific interventions

Objectives:

- RBMS will identify, purchase, and utilize a universal screener
- RBMS will progress monitor as a result of the use of a universal screener
- RBMS will use the data collected in order to determine deficit specific interventions

Timeline:

- Professional Learning: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: 2015-2016

Implementation:

- Members of the Literacy Team and any other identified personnel will receive training on how to administer the universal screener
- Teachers will receive training on how utilize the universal screener data in order to drive instruction

Alignment to Researched-Based Practices:

- “The one consistent and urgent theme coming from all three 2011 Literacy Committees

is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages." ("Why" document, p. 99).
Project Need: Red Bud Middle School lacks effective writing instruction across the curriculum.
Goal 3: Students will receive researched-based writing instruction across the curriculum. Objectives: <ul style="list-style-type: none">• RBMS will adopt a consistent plan for writing instruction across the curriculum.• RBMS will offer professional learning to teachers that will impact writing instruction.• RBMS will incorporate writing Assessments and rubrics across the curriculum• RBMS will continue writing portfolios extended from elementary grades Timeline: <ul style="list-style-type: none">• Professional Learning: 2014-2015 and 2015-2016• Classroom Introduction and Implementation: Spring 2015 Implementation: <ul style="list-style-type: none">• Teachers will receive training on how to incorporate writing instruction across the curriculum. Alignment to Researched-Based Practices: <ul style="list-style-type: none">• "The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45).
Project Need: Teachers across all grade-levels are not implementing RTI tiers II and III effectively within our classrooms
Goal 4: RBMS will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. Objectives: <ul style="list-style-type: none">• The Literacy Leadership Team will create a RTI committee and utilize data teams to establish a consistent system of RTI.• RBMS will offer professional learning opportunities to gain a more thorough knowledge of deficit specific interventions.• RBMS will use data to assist teachers and students in setting learning goals and in monitoring progress toward those goals Timeline: <ul style="list-style-type: none">• Professional Learning: 2014-2015 and 2015-2016• Model RTI Classroom: Fall 2015• Classroom Introduction and Implementation: Spring 2015 Implementation: <ul style="list-style-type: none">• RBMS will provide training on the effective use of RTI skills and deficit-specific interventions. Alignment to Researched-Based Practices: <ul style="list-style-type: none">• RBMS has the "responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123).
Project Need: Red Bud Middle School has a shortage of current technological resources that prevent students from gaining skills necessary to truly excel globally in the 21st century.
Goal 5: Technology at RBMS will be relevant to students and ensure that they develop the latest

skills necessary to excel globally in the 21st century.

Objectives:

- RBMS will ensure that teachers and students have access to technological resources.
- RBMS will strengthen technology integration school wide with interactive media tools such as computers, electronic tablets, e-readers, etc.

Timeline:

- Teacher Training: 2015-2016
- Technology Acquisition: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: Spring 2015

Implementation:

- RBMS will offer training on the use of technology to support literacy.

Alignment to Researched-Based Practices:

- “Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education” (“Why” document, p. 56).

Formative and Summative Measuring of Project Goals/Objectives:

Teachers use formative and summative measures and will continue to do so to measure the goals and objectives set forth in the project plan. Formative and summative benchmarks are effectively utilized to monitor student progress. The utilization of a universal screener funded by the SRCL grant will greatly enhance our assessment system.

Tiered Instruction:

RBMS's schedule allows for a 65-minute literacy block which does not incorporate tiered instruction. Students that are identified as exhibiting deficits receive needs-based instruction and placed in the appropriate tier in the RTI model. Tiered instruction is provided by highly qualified classroom teachers and ESS teachers. If awarded the SRCL grant, RBMS would need to further investigate a schedule.

RTI Model:

Tier II		
Time	Personnel	Strategies
<ul style="list-style-type: none"> • Identified students will receive small group instruction as needed 	<ul style="list-style-type: none"> • Certified teachers 	<ul style="list-style-type: none"> • Identified students receive frequent segments of instruction • Targeted Scaffolding • Differentiation

Tier III		
Time	Personnel	Strategies
<ul style="list-style-type: none"> • Specific identified students will intensive small group instruction as needed 	<ul style="list-style-type: none"> • Certified Teacher, ELL 	<ul style="list-style-type: none"> • Provide intensive interventions in smaller group sizes in substantial blocks of time with targeted instructional materials
Tier IV		
Time	Personnel	Strategies
<ul style="list-style-type: none"> • Students will receive the following inclusion or pull-out services based on needs: Gifted, EIP, EL, and ESS. 	<ul style="list-style-type: none"> ○ Speech/Language Pathologist, ESS, and Gifted Teachers , ELL 	<ul style="list-style-type: none"> ▪ Specialized Programs, methodologies and instructional deliveries will be provided

Practices in Place When Determining Goals/Objectives:

- Goal 1: Professional learning is being planned to support content area teachers for use in. A Literacy Team is envisioned and members are being aligned.
- Goal 2: Stakeholders are becoming educated on the need for a universal screener
- Goal 3: Professional learning has begun in ELA classrooms using a writer's workshop
- Goal 4: Newly formed data teams have been created
- Goal 5: Tablets are being utilized in the media center.

Goals to be Funded with Other Sources:

- Red Bud Middle School will continue to fund educational websites and magazine subscriptions through other sources.

Sample Schedule Indicating Tiered Instructional Schedule:

** Schedule indicates tiered reading intervention only*

Time	Team 1	Team 2
8:10-8:30	Homeroom	Homeroom
8:30-9:35	Inclusion ELA	ELA
9:40-10:45	ELA	Inclusion ELL ELA
10:50-11:35	Collaborative	Collaborative

	Planning Time and Connections/Electives Tier II & Tier III Interventions	Planning Time and Connections/Electives Tier II & Tier III Interventions	
11:40:12:25	Collaborative Planning Time and Connections/Electives Tier II & Tier III Interventions	Collaborative Planning Time and Connections/Electives Tier II & Tier III Interventions	
12:30-2:10	Inclusion ELA	Gifted/Advanced ELA	
2:15-3:20	Inclusion ELA Inclusion	Gifted/Advanced ELA	

Assessment/Data Analysis Plan

Assessment	Purpose	Skills Measured	Frequency of Assessment	Grade Levels Assessment is Utilized
<ul style="list-style-type: none"> District-wide Benchmarks/ Periodic Assessments Aligned to CCGPS 	<ul style="list-style-type: none"> To determine students' acquisition of grade level standards To target weaknesses through re-teaching and needs-based groups 	<ul style="list-style-type: none"> Grade Level CCGPS 	<ul style="list-style-type: none"> Formative Benchmarks are administered at the 9, 18, and 27-week point 	<ul style="list-style-type: none"> 6th-7th Grade
<ul style="list-style-type: none"> Georgia Milestones 	<ul style="list-style-type: none"> To determine students' acquisition of grade level standards 	<ul style="list-style-type: none"> Grade Level CCGPS 	<ul style="list-style-type: none"> A. 1 X Per Year 	<ul style="list-style-type: none"> 6th-7th Grade
Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
<ul style="list-style-type: none"> ACCESS 	<ul style="list-style-type: none"> ELL's screening 	<ul style="list-style-type: none"> English Language Proficiency 	<ul style="list-style-type: none"> A. 1x Per Year 	<ul style="list-style-type: none"> 6th-7th Grade
<ul style="list-style-type: none"> WIDA 	<ul style="list-style-type: none"> To assist with programmatic placement decisions such as identification and placement of ELL's 	<ul style="list-style-type: none"> Four Language Domains of Listening, Speaking, Reading, And Writing 	<ul style="list-style-type: none"> A. 1x Per Year 	<ul style="list-style-type: none"> As Needed
<ul style="list-style-type: none"> CoGAT 	<ul style="list-style-type: none"> To assess student's acquired reasoning abilities 	<ul style="list-style-type: none"> Verbal, Quantitative, and Nonverbal Reasoning 	<ul style="list-style-type: none"> A. Gifted Eligibility Screening 	<ul style="list-style-type: none"> As Needed

<ul style="list-style-type: none"> ITBS 	<ul style="list-style-type: none"> To assess students' academic achievement levels 	<ul style="list-style-type: none"> Achievement 	A. Gifted Eligibility Screening	<ul style="list-style-type: none"> As Needed
<ul style="list-style-type: none"> Torrance 	<ul style="list-style-type: none"> To assess students' creative mental abilities 	<ul style="list-style-type: none"> Creativity 	A. Gifted Eligibility Screening	<ul style="list-style-type: none"> As Needed
<ul style="list-style-type: none"> GAA 	<ul style="list-style-type: none"> To assess student achievement Special Ed 	<ul style="list-style-type: none"> Subject Areas 	Yearly	6th-7th Grade

Comparison of the Current Assessment Protocol with SRCL Assessment Plan:

Red Bud Middle School’s assessment protocol mostly aligns with the Striving Readers protocol for assessments, except for the use of a universal screener. To adhere to this plan, Red Bud will administer the Scholastic Reading Inventory to assess reading comprehension.

How New Assessments Will Be Implemented Into the Current Assessment Schedule:

Professional development will be provided for teachers on strategies and protocols for disaggregating data to improve instruction with the Scholastic Reading Inventory. Along with the SRI teachers will need to receive professional development to dig deeper with reading issues using diagnostic literacy assessments. This professional development will help teachers address individual student needs and to drive their instruction through the data. It is imperative that teachers have a thorough understanding of how to administer the assessments, how to interpret the data, and how to use data to drive instruction.

Current Assessments That Might be Discontinued as a Result of the Implementation of the Striving Readers Comprehensive Literacy Grant:

Since Red Bud Middle School does not currently have a universal screener in place, we will not need to discontinue any assessments. All assessments thus far given at RBMS are state or district mandated.

Professional Learning Needs:

Teachers administering the Scholastic Reading Inventory will receive professional learning on those new assessments. It is imperative that teachers have a thorough understanding of what each assessment measures, how to administer the assessments, how to interpret the data, and how to use the data to drive instruction.

Data presented to parents and other stakeholders:

Parents are given progress reports every 4.5 weeks and report cards are sent home at the end of each grading period which is at the conclusion of a nine week period. Data will also be presented to parents and stakeholders at school council meetings that occur throughout the year. Data is shared at quarterly PTA (parent and teacher association) meetings as well as parent-teacher conferences. Red Bud Middle School will also provides a link on the school website for parents and stakeholders to view data. Parents can also be informed of specific data in regards to their child if Student Support Team (SST) meetings are held. Access of detailed information regarding their child's academic achievement through an online parent portal, infinite campus, which is utilized by Gordon County Schools can also be utilized by parents. The Leadership Team along with newly formed literacy members will also review data on a summer retreat held annually once summative data is received. Summative data will be analyzed to re-evaluate school improvement goals and professional development needs.

How Data Will Be Used to Develop Instructional Strategies, As Well as Determine

Materials and Need:

The assessment data will be utilized for different instructional purposes. Multiple assessments will be used to assess abilities, developmental levels, progress rate, and achievement level. Formative classroom data will occur on a frequent basis to make adjustments to whole group and small group instruction in regards to strategies, resources, and materials used to teach the content area. The reading interventions provided will be based on need, not necessarily by grade level. The reading interventions will be monitored for effectiveness on an on-going basis. Students and teachers will be an active participant in goal setting and monitoring progression of those goals. During collaborative design days teachers will also have an opportunity to research and determine any materials or other needs they may have in order to target student weaknesses. The instructional coaches will serve as planning assets to teachers, as well as supporting them in gathering appropriate materials and resources.

Assessment Plan: How will the plan be accomplished?

Assessments	Who Will Perform Assessment	Frequency of Assessment
<ul style="list-style-type: none"> District-wide Periodic Assessments/Benchmarks Aligned to CCGPS 	Certified Teachers	<ul style="list-style-type: none"> Formative Benchmarks are administered at the 9, 18, and 27 week points
<ul style="list-style-type: none"> Georgia Milestones 	Certified Teachers	<ul style="list-style-type: none"> 1 X per year
<ul style="list-style-type: none"> Scholastic Reading Inventory 	Certified Teachers	<ul style="list-style-type: none"> 3 X per year
<ul style="list-style-type: none"> WIDA Placement Test (W-APT) 	ELL Teacher	<ul style="list-style-type: none"> Eligibility screening

<ul style="list-style-type: none">• ACCESS test	ELL Teacher	<ul style="list-style-type: none">• 1 X per year
<ul style="list-style-type: none">• GAA	ESS Teacher	<ul style="list-style-type: none">• 1 X per year
<ul style="list-style-type: none">• CoGAT, ITBS, Torrance, and Hawthorne Assessments	Gifted Teacher	<ul style="list-style-type: none">• Placement

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

Resources Needed to Implement the Literacy Plan
Classroom Resources Needed
Materials to support Tier 2 and Tier 3 intervention, updated classroom libraries (literary and informational in various genres, reading levels, and formats, in topics to support CCGPS and student interest, including high interest/ low readability), class sets of chapter books and informational books/materials to support CCGPS, interactive media tools (electronic tablets, e-readers, electronic response systems, digital video equipment to support online collaboration and distance learning, computers, interactive software, interactive slates, audio equipment), materials to support the essential components of reading, and Lucy Calkins CCGPS Units of study
Shared Resources Needed
Writing resources and professional development materials for writing in the content areas, small group sets of electronic tablets for checkout, professional texts to use in book study teams
Library Resources Needed
Updated titles to support CCGPS (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest)
Impact on Student Engagement
Only materials that have been proven effective to meet the unique needs, skills, and interests of students will be purchased and utilized. Additionally, teachers were surveyed in order to determine materials that could best help their struggling readers and writers.
Activities that Support Literacy Intervention Programs: Needed
<ul style="list-style-type: none"> • Informal and diagnostic assessments, differentiated instruction, explicit and systematic research-based strategies, flexible grouping • 45 minutes of small group intervention 3 x per week, additional screenings and progress monitoring, individualized instructional reading programs • Professional development on deficit specific interventions and collaborative planning time on the appropriate utilization of interventions • Universal screener
Shared Resources Available
<ul style="list-style-type: none"> • 2 large computer labs, 1 small computer lab • Activoters • Laptop carts
Library and Resource Room Shared Materials
<ul style="list-style-type: none"> • Library books • Digital and audio/visual materials (digital camera, digital video camera, listening stations, some student response devices for checkout) • Reference books • Leveled book sets for small group and guided reading • SRA materials, and professional learning texts • DVD/VHS collection • literature that supports comprehension strategy instruction

- school subscriptions for various teacher and student use

Activities That Support Classroom Practice :Existing

CCGPS-driven instruction, instructional technology programs, graphic organizers and anchor charts, exemplars of student work, instructional strategies, essential questions, student-teacher conferencing, workshop learning environment, collaborative feedback, student goal setting and feedback, formative assessment with periodic assessments, student collaboration and inquiry, Thinking Maps, project -based learning, support of academic coaches in gathering materials and recourses for teachers and informal observations with feedback

Current Classroom Resources

- 3-4 student computers per classroom, one teacher computer, one projector
- Most classrooms with working document camera
- Gordon County Schools CCGPS Units and Extended Texts
- Activboards or SmartBoards
- Limited iPads

Additional Strategies Needed to Ensure Student Success

- Implementing the CCGPS literacy Standards in the Content Area Classrooms (including CTAE)
- Strategies for Increasing Student Achievement and engagement
- Strategies for Increasing Parent Involvement
- Strategies for Improving Reading Interests
- Strategies for Improving Writing Performance
- Differentiation Strategies
- RTI Intervention Model Strategies, Data Collection, and Progress Monitoring
- Incorporate Intervention Time into Every Class Period

Clear Alignment Plan for SRCL and All Other Funding

March- April 2015 Performance plans and budget timelines due; wait for approval
 April-August 2015 Plan and begin monthly professional learning to support new screeners, resources, strategies, and materials
 May-June 2015 Place orders for start-up literacy, technology, and professional development resources/materials
 August-September 2015 Process and distribute new resources, materials, and technologies
 January 2016 Conduct Mid Year review
 January-May 2016 Continue Literacy Plan implementation
 March-May 2016 Budget, plan, and place orders for Year 2 SRCL implementation

Strategies, Materials, and Instructional Resources that Will be Used or Purchased as a Result of SRCL Funding

Goal 1: RBMS will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.

Strategies, Materials, and Instructional Resources to Meet Goal 1:

- Professional development and books that address the need of low-socioeconomic students and students in crisis, particularly those involving the gradual release of responsibility

from teacher to reduce scaffolding in effort to foster independent and successful learners

- Professional development, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies
- Collaboration between RBMS teachers and effective teachers in the field with similar student populations
- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners
- Print resources, within a variety of informational content area text and Lexile levels, to support interdisciplinary literacy across the grades

Goal 2: RBMS will utilize a universal screener in order to target and monitor struggling readers

Strategies, Materials, and Instructional Resources to Meet Goal 2:

- Professional learning, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies in order to train teachers on effective reading materials
- Funding for the implementation of the Scholastic Reading Inventory

Goal 3: Students will receive researched-based writing instruction across the curriculum.

Strategies, Materials, and Instructional Resources to Meet Goal 3:

- Strategies and resources to support a 6th-7th framework for interdisciplinary writing and publishing/sharing of student writing in order to make writing relevant and meaningful to students
- Professional learning, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies in order to train teachers on effective writing instruction across the curriculum

Goal 4: RBMS will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Strategies, Materials, and Instructional Resources to Meet Goal 4:

Funding for research-based materials to fill gaps in “core” Tier 1 literacy instruction and to broaden and enhance instruction within Tiers 2, 3, and 4

- explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades 6th-7th
- explicit and sequential materials for teaching of all aspects of the cognitive reading and to expand the current list of strategies and resources being used in grades 6-7
- specialized resources and strategies for English Language Learners
- supplies and strategies necessary for instructional engagement
- professional development, taking into consideration the costs of supplies, workshops, SRCL trainings, travels, professional books for book studies, and substitutes
- supplies and collaboration time needed to improve and design formative and summative assessments
- supplies and collaboration time needed to support instructional planning to reach higher DOK levels, as well as student learning goals and feedback
- professional development to ensure seamless integration of new screeners, to include

Scholastic Reading Inventory

Goal 5: Technology at RBMS will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.

Strategies, Materials, and Instructional Resources to Meet Goal 5:

- Computer, electronic, and digital equipment to support student engagement with literacy and 21st century performance skills
- Student access to online literacy resources
- Upgrade to schools network infrastructure to accommodate additional data storage
- Classroom libraries and other print media and resources that will complement CCGPS literacy across the grades and content areas, as well as student interest and choice
- Professional development pertaining to 21st century technologies and best instructional practices for both student and teacher usage, taking into consideration supplies, professional books for study, and substitutes

Professional Learning Strategies Identified on the Basis of Documented Needs

Table Indicating Professional Learning Activities the RBMS Staff Attended in 2012-2013		
Activities	Participants	Percent Attending
<ul style="list-style-type: none"> • CCGPS Rollout Training 	<ul style="list-style-type: none"> • All Certified Teachers 	<ul style="list-style-type: none"> • 100%
<ul style="list-style-type: none"> • Depth of Knowledge Training 	<ul style="list-style-type: none"> • All Certified Teachers 	<ul style="list-style-type: none"> • 100 %
<ul style="list-style-type: none"> • SLDS 	<ul style="list-style-type: none"> • All Certified Teachers 	<ul style="list-style-type: none"> • 100%
<ul style="list-style-type: none"> • Schlecty School Reform Initiative (WOW) 	<ul style="list-style-type: none"> • All Certified Teachers 	<ul style="list-style-type: none"> • 100%

Ongoing Professional Learning	
Activities	Participants
<ul style="list-style-type: none"> • Lucy Calkins' Writing Units of Study 	<ul style="list-style-type: none"> • 6th -7th Grade Teachers
<ul style="list-style-type: none"> • 6th-7th Vertical Writing Team 	<ul style="list-style-type: none"> • 6th-7th Writing Teachers
<ul style="list-style-type: none"> • Writing Best Practices with Workshop Model 	<ul style="list-style-type: none"> • 6th-7th Grade ELA Teachers and ESS Teachers
<ul style="list-style-type: none"> • Disciplinary Literacy 	<ul style="list-style-type: none"> • 6th-7th Social Studies and Math Teachers
<ul style="list-style-type: none"> • Differentiation 	<ul style="list-style-type: none"> • All Certified Teachers
<ul style="list-style-type: none"> • Literacy Plan Review <ul style="list-style-type: none"> ○ Needs Assessment Survey review and analysis ○ Modify and Finalize Literacy Plan 	<ul style="list-style-type: none"> • Literacy Team
<ul style="list-style-type: none"> • Quarterly Data Analysis Meetings 	<ul style="list-style-type: none"> • All Academic Teachers
<ul style="list-style-type: none"> • TKES 	<ul style="list-style-type: none"> • All Certified Teachers

Programmatic Professional Learning Needs Identified in the Needs Assessment:

Content Area Concerns Identified in the Needs Assessment	Programmatic Professional Learning (PL) Needs to Address Areas of Concern
<ul style="list-style-type: none"> • RBMS lacks effective disciplinary literacy across the curriculum and content areas. 	<ul style="list-style-type: none"> • PL will be provided on how to incorporate best literacy practices across all content areas.
<ul style="list-style-type: none"> • RBMS does not utilize a universal screener. 	<ul style="list-style-type: none"> • PL will be provided on any new resources that are purchased in regards to the Scholastic Reading Inventory. • PL will be provided on how to administer, collect and interpret the data from the universal screener.

<ul style="list-style-type: none"> • RBMS lacks effective writing instruction across the curriculum. 	<ul style="list-style-type: none"> • PL will be provided in order to develop goals for the writing curriculum and to support teachers in utilizing effective writing strategies across the curriculum as well as assessments and a portfolio system.
<ul style="list-style-type: none"> • Teachers at RBMS have not been adequately trained in ways to best meet the needs of students by implementing appropriate deficit specific interventions as the RTI process. 	<ul style="list-style-type: none"> • PL will be provided to teachers on ways to analyze data in order to determine specific deficit areas. • PL pertaining to intervention purposes, uses, etc. will be offered. • PL will be provided on the RTI process as a whole • PL will be provided on vocabulary acquisition, and reading comprehension in relation to all tiered instruction.
<ul style="list-style-type: none"> • RBMS has a shortage of current technological resources that prevent students from gaining skills necessary to truly excel globally in the 21st century. 	<ul style="list-style-type: none"> • PL will be offered on the appropriate use of technology to support literacy instruction.

Process Used to determine if Professional Development was Adequate and Effective:

RBMS will adhere to the Multiple Stages of Professional Development Learning process referenced in the “Why” document: No Knowledge, First Exposure, Deep Learning with Limited Capacity, Practicing with Coaching, Refined and Expanded Learning, and Expertise and the Ability to Coach Others. RBMS will also develop teacher feedback forms or surveys to gather evidence of professional development effectiveness. The LLT will also conduct classroom observations using the literacy checklist.

Professional Learning Plan is Detailed and Targeted to Stated Goals and Objectives

Outlined in Literacy Plan:

Ongoing professional learning opportunities at RBMS along with those proposed below will be implemented through the process of Plan-Do-Check-Act. The following measures will

be used as RBMS's protocol for the “Check” part of the cycle: student achievement through formative and summative assessment, system benchmarks, universal screeners, informal forms of teacher data, TKES observations and walkthroughs, Georgia Literacy Observation Checklist, and teacher surveys and interviews.

Literacy Plan Goals and Objectives and Proposed Professional Learning		
Goals	Objectives	Proposed Professional Learning
<ul style="list-style-type: none"> Goal 1: RBMS will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum. 	<ul style="list-style-type: none"> The school literacy leadership framework will be led by the principal and other literacy stakeholders. Cross-disciplinary teams will maintain a literacy focus across the curriculum. Create a schedule that reflects two-four hour literacy instruction across the content areas 	<ul style="list-style-type: none"> Specific training on new strategies, technologies, materials, and resources Comprehensive Reading Solutions Specialized Professional Book Studies led by the Literacy Leadership Team Scholastic Reading Inventory Best practices: Literacy Across the Content Areas Fostering Student Independence in Literacy Skills (through gradual release of responsibility)
<ul style="list-style-type: none"> Goal 2: RBMS will utilize a universal screener as part of it's ongoing formative and summative infrastructure, in order to determine the need for the intensity of interventions and to evaluate the effectiveness of instruction. 	<ul style="list-style-type: none"> RBMS will utilize the Scholastic Reading Inventory RBMS will offer professional learning on the administration, utilization and data collection of the screener. RBMS will ensure implementation of effective instruction guided by the screener . 	<ul style="list-style-type: none"> Specific training on strategies, technologies, materials, and resources related to the Scholastic Reading Inventory

<ul style="list-style-type: none"> • Goal 3: RBMS students will receive researched-based writing instruction across the curriculum. 	<ul style="list-style-type: none"> • RBMS will adopt a consistent plan for writing instruction across the curriculum. • RBMS will offer professional learning to teachers which impact writing instruction. • RBMS will implement assessments, a common rubric among the content areas, and portfolio system of writing. 	<ul style="list-style-type: none"> • Professional learning on developing a consistent plan for writing instruction across the curriculum • Specific training on new strategies, technologies, materials, and resources • Professional learning on writing assessments
<ul style="list-style-type: none"> • Goal 4: RBMS will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. 	<ul style="list-style-type: none"> • RBMS will create and utilize data teams to establish a consistent system of RTI. • RBMS will offer professional learning opportunities to gain a thorough knowledge of deficit specific interventions. 	<ul style="list-style-type: none"> • Scholastic Reading Inventory • Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions • RTI: New Strategies and Resources for Tier 2, Tier 3, and Tier 4 • Specialized Strategies for ELL • Georgia’s FIP Modules • Using Webb’s Depth of Knowledge to Create Higher-Level Assessments

<ul style="list-style-type: none">• Goal 5: Technology at RBMS will be relevant to students and ensure they develop the latest skills necessary to excel globally in the 21st century.	<ul style="list-style-type: none">• RBMS will teachers and students have access to technological resources.• RBMS will strengthen technology integration school wide with interactive media tools such as computers, electronic tablets, e-readers, etc.	<ul style="list-style-type: none">• Specific training on new strategies, technologies, materials, and resources• Comprehensive Reading Solutions• Engaging Students with Collaborative Projects
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Professional Learning Plan Based on the “Why” Document

All professional learning will follow the established standards set forth by the National Staff Development Council.

Red Bud Middle School will ensure that all professional learning improves the learning of all students:

- Context Standards:
 - Requires skillful school and district leaders who guide continuous instructional improvement
- Process Standards:
 - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Content Standards:
 - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments

Effectiveness of Professional Learning:

Red Bud Middle School's method of measuring the effectiveness of professional learning that can be tied back to goals and objectives involves:

- Evaluation forms and teacher surveys
- Redelivery to colleagues
- Implementing practices into classroom settings
- Peer observations of practices learned from professional development sessions
- Feedback to/from administrators on effectiveness of implementation of professional learning
- Student achievement

Sustainability Plan

Red Bud Middle School will:	Red Bud Middle School will:
➤ RBMS will extend the assessments protocol beyond the grant period.	<ul style="list-style-type: none"> • continue to adhere to currently established district-wide assessment protocols derived from the CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses.
➤ RBMS will develop community partnerships to assist with funding.	<ul style="list-style-type: none"> • conduct multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. RBMS will hold funding initiatives involving stakeholders and form partnerships with local organizations such as churches and businesses to assist in supplementing funds.
➤ RBMS will expand lessons learned.	<ul style="list-style-type: none"> • incorporate the literacy specialist and other curriculum specialists to redeliver training and enrichment lessons to teachers. • incorporate literacy trainings from information learned from the SRCLG to be offered to teachers so they can keep current on trends and teaching strategies. • use professional development courses in the areas of literacy, writing, technology integration, and RTI

	implementation.
➤ RBMS will extend the assessment protocols.	<ul style="list-style-type: none"> • RBMS is committed to maintaining the current assessment protocol established by the Gordon County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. Teachers and coaches will continue to use RTI, Periodic Assessments, Study Island, CRCT, and other school-wide data.
➤ RBMS will train new system employees.	<ul style="list-style-type: none"> • offer trainings throughout the school year, as well as, district-wide, so that new teachers will have opportunities to benefit from the SRCLG information and findings. Teacher mentors will be established to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. RBMS will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
➤ RBMS will maintain technology after funding has ended.	<ul style="list-style-type: none"> • work collaboratively with the Gordon County School Technology Department to maintain a strong infrastructure. • continue to have a technology specialist as part of the district-wide technology team, who will support our

	<p>school with hardware and instructional technology needs.</p> <ul style="list-style-type: none"> • continue to maintain the insurance and site licenses by way of Gordon County Schools. • follow the Gordon County Schools' Technology Plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school. • ensure that teachers maintain cutting-edge technological skills by having the administrators and teacher leaders to attend technology integration professional learning. This, in turn, will allow teacher to continuously apply 21st century learning practices during instruction.
<p>➤ RBMS will maintain on-going professional learning after funding has ended.</p>	<ul style="list-style-type: none"> • continue using the Georgia DOE's Striving Literacy Resources. • incorporate research-based, data-driven professional learning. • provide leadership opportunities for teachers to put into practice tiered instruction.
<p>➤ RBMS will ensure new teachers receive professional learning after funding has ended.</p>	<ul style="list-style-type: none"> • offer a mentoring program for new teachers to offer support, resources, and advice. Each new teacher will be assigned an individual mentor who is an effective teacher within the particular grade level/content area.

<p>➤ RBMS will ensure print materials are replaced when necessary.</p>	<ul style="list-style-type: none">• continue to efficiently utilize Title I funds to replace print materials when necessary.• use fiscal resources generated from various fundraisers and donations to supplement and support printed materials needed.
<p>➤ RBMS will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA.</p>	<ul style="list-style-type: none">• continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, RBMS will continue to provide training to new system employees.

Budget Summary

Providing effective literacy instruction is a priority for Gordon County Schools. If Red Bud Middle School is awarded the Striving Readers Comprehensive Literacy Grant, the funds will be used to enhance instruction and professional learning in the areas of literacy leadership, effective interdisciplinary literacy instruction, reading, writing, technology and tiered interventions. Professional learning, technology, and resources will be used to continue our implementation of Common Core Georgia Performance Standards. Achievement gains and progress will be monitored by the administration along with the Literacy Leadership Team at Red Bud Middle School.

If Red Bud Middle School is awarded the SRCL grant, these funds will be used to address literacy needs in the following five identified problem areas for sixth and seventh

1. Red Bud Middle School will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum. The funds will be used to purchase:

- Professional learning for administration as well as a school literacy team (on campus, online, and conferences off campus)
- Professional text for book studies
- Professional learning for content area teachers on effective literacy instruction based on the cognitive reading model
- Regular collaborative planning to analyze data and to plan effective literacy instruction

- Professional text to support the professional learning and best practices to improve instruction in all content areas
- Leveled text within the content areas
- Writing resources
- Higher order thinking skills
- Vocabulary instruction across the curriculum

2. A universal screener will be utilized at Red Bud Middle School. This formative assessment tool will target the achievement of struggling readers. The funds will be used to purchase:

- Scholastic Reading Inventory
- Professional learning, texts, and resources to support teachers in with this process of screening and data collection
- Technology infrastructure support needed to maintain additional data

3. Students at Red Bud Middle School I will receive researched-based writing instruction across the curriculum. The funds will be used to purchase:

- Professional learning for all teachers on how to incorporate effective writing instruction across the curriculum
- Strategies and resources to support a sixth and seventh grade framework for interdisciplinary writing

4. Technology at Red Bud Middle School will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century. The funds will be used to purchase:

- Computers, tablets, and/or e-readers
- Software
- Assistive Technology
- Digital recorders
- Document cameras
- Professional learning opportunities to train teachers on new technology

5. Red Bud Middle School will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. The funds will be used to purchase:

- Professional learning for all literacy teachers and support staff on how to determine specific deficit areas, interventions that are appropriate in addressing deficit areas, the five areas of the cognitive reading model, etc.
- Intervention materials to be utilized in tiers I, II, III, and IV to target the five areas of the cognitive reading model
- Regular collaborative planning to analyze data and to plan effective literacy instruction
- Scholastic Reading Inventory training and support
- Level Readers and other support materials
- Literacy manipulatives