

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

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Jeff Davis County School System		Project Number: (DOE Assigned)
Total Grant Request: \$2,148,297		System Contact Information: Name: Dr. Martha McBride
Number of schools in system: 4 plus Pre-K	applying: 4 plus Pre-K inc. 0-5	Phone: 912-375-6705
Congressional District: First	Email: mmcbride@jeff-davis.k12.ga.us	

Sub-grant Status

- Large District (45,000 or more students)
 Mid-Sized District (10,000 to 44,999 students)
 Small District (0-9,999 students)

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

X	School District	Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Lula Mae Perry

Position>Title of Fiscal Agent's Contact Person: Superintendent, Jeff Davis County Schools

Address: P.O. Box 1780

City: Hazlehurst Zip: 31539

Telephone: (912) 375-6700 Fax: (912-375-6703)

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Lula Mae Perry

Signature of Fiscal Agency Head (required)

Dr. Lula Mae Perry

Typed Name of Fiscal Agency Head (required)

Superintendent, Jeff Davis County School System

Typed Position Title of Fiscal Agency Head (required)

December 15, 2011

Date (required)

Jeff Davis County Narrative for Striving Readers Comprehensive Literacy Grant 2011

Current priorities for Jeff Davis County Schools (JDCSS) are based on the system vision to "Lead the State in Improving Student Achievement." These priorities, based on areas of need identified by an analysis of both system and school achievement data, are to:

- Increase the graduation rate
- Increase English/language arts and reading Georgia High School Graduation Test (GHSGT) scores
- Increase writing scores in state-assessed grades of 5, 8, and 11
- Increase the number of days of instruction for pre-K
- Implement a comprehensive reading literacy program including birth-to-five
- Increase number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests (CRCTs) in third through eighth grades in reading and English/language arts
- Increase number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition End of Course Tests (EOCTs)
- Increase number of students in the students with disabilities and black subgroups scoring in the Meets category on the CRCTs and EOCTs
- Increase the use of differentiated instruction strategies
- Continue the implementation of the Thinking Maps program in K-12 classrooms
- Implement Write from the Beginning and Beyond-Writing Across the Curriculum in grades K-8
- Update Learning-Focused units to reflect Common Core Georgia Performance Standards
- Increase reading comprehension with a focus on using Lexiles
- Increase students' ability to read non-fiction texts and access to more non-fiction materials
- Improve science/social studies instruction through the use of higher-order thinking skills
- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure. The Jeff Davis County School System operates four schools, Jeff Davis Primary (K-2), Elementary (3-5), Middle (6-8), and High (9-12) as well as Jeff Davis Pre-K. The schools are governed by the JDCSS Board of Education members and Superintendent and are managed on a day-to-day basis by a principal and an assistant principal with the exception of the Pre-K led by the Pre-K director. Each school's instructional program is supported by a school improvement specialist, the overall program K-12 School Improvement Specialist, the Director of Instruction and Title I, Director of Professional Learning/CTAE/ Student Records, Director of Technology, Migrant, Gifted, and Title III, Director of Special Education, and Director of Testing and Attendance. The JDCSS financial records are

managed through the Finance Director, the Accounts Payable Director, and the Personnel/Payroll Director. The system does not employ any Directors of Reading/ELA to manage the system's literacy program.

Past Instructional Initiatives. The mission of the JDCSS is to "Lead the State in Improving Student Achievement." Past initiatives of the Jeff Davis County School System include having participated in the Reading Excellence Act (REA) that included the birth-to-five component, Enhancing Education Through Technology, Comprehensive School Reform Demonstration (CSRD), and 21st Century Community Learning Centers grants. Other past instructional initiatives include:

- Implementing of the Georgia Performance Standards (GPS)
- Integrating Technology into Instruction
- Implementing of Learning-Focused Strategies (Mathematics; Vocabulary; Differentiating Instruction; Reading Comprehension; Catching Kids Up; Flex Groups; Leadership & Accountability)
- Improving writing skills through implementing Thinking Maps and Six Traits of Writing
- Implementing Differentiated Instruction Strategies
- Increasing Rigor and Relevance in the Social Studies Classroom
- Increasing Literacy in the Science Classroom
- Increasing Student Literacy through Technology through Jeff Davis Primary Grant
- Implementing Six Effective Elements of Mathematics Instruction

Literacy Curriculum. The JDCSS utilizes the Learning-Focused model as well as a variety of instructional materials to implement the Georgia Performance Standards. The literacy curriculum is composed of Creative Curriculum, A Beka, Bright from the Start curriculum standards, basal readers, *Open Court*, SRA's *Reading Mastery*, McDougal-Littell's *The Language of Literature*, trade books, novels, literature, science, and social studies textbooks, and various other modes of text such as USA TestPrep reading selections and UpFront Scholastic magazines.

Literacy Assessments. The JDCSS student assessment system is arranged in three tiers consisting of state-mandated, district-level, and building-level assessments. Data analyses of results from

assessments are critical to the overall instructional and academic effectiveness of the JDCSS. In compliance with Georgia law, the General Assembly prescribed as part of the A+ Education Reform Act of 2000 that teacher evaluations include, “the role of the teacher in meeting school’s student achievement data, including the academic gains of students assigned to that teacher.” Administrators must closely examine the results of achievement tests. Careful study of this data assists teachers in establishing target goals and allows every school to set performance targets for critical areas as well as increased gains in achievement scores for high-performing students. These assessments follow a comprehensive continuum ranging from teacher-generated assessments to nationally-normed standardized assessments. The assessments within each tier serve as performance leading or lagging indicators and document changes in student performance based on comparisons to previous assessments. Through detailed analysis of these changes and benchmark assessment results, the district is able to identify achievement gaps, evaluate the effectiveness of both its curriculum and instructional program at all levels, and determine interventions to raise student achievement and close achievement gaps. Some of the assessments administered are as follows:

- Work Sampling System (portfolio system for Jeff Davis Pre-K) and Special Education Pre-School Intervention Program
- PS-4 Checklist (grade Pre-K)
- Criterion-Referenced Competency Tests (CRCTs, grades 1-8)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS, grade K)
- Assessing Comprehension and Communication in English State-to-State (ACCESS, grades K-12)
- World-Class Instructional Design and Assessment (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Georgia Alternate Assessment (GAA, grades 1-12)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS) (grades K-5)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) w/Special Education
- Cognitive Abilities Test (CogAT, grade 2)
- Iowa Test of Basic Skills (ITBS, grades 4 and 6)
- Online Assessment System (OAS benchmarking) (grades 1-12)
- JDCSS benchmark tests (grades K-12)
- Predictor tests (writing, grades 4, 6, 7, and 10; GHSST science and social studies, grade 10)
- Georgia Writing Assessments (grades 3, 5, 8, and 11)
- Scholastic Reading Inventory (SRI, grades 3-5)

- Georgia High School Graduation Tests (GHSGT, grade 11)
- End of Course Tests (EOCT, grades 9-12)
- PSAT, SAT, ACT, AP Exams (grades 9-12)
- Georgia Work Ready Assessment (grade 12)
- STAR Reading (grades 6-8)
- STAR Math (grades 6-8)
- Measures of Academic Progress (MAP) (grades K-8)
- Georgia RESA Assessment of Student Progress (GRASP) (grades K-10)
- Informal Phonics Inventory (grades K-2)

The system is currently streamlining the assessment process. In grades 1-8, the system is changing from administering the Georgia Online Assessment for benchmarking to the Measures of Academic Progress (MAP) for diagnostic and benchmarking purposes. MAP measures growth of each student and gives a Lexile score. GRASP is used in grades K-10 for progress monitoring for RTI purposes. System directors, building-level administrators, school improvement specialists, and teachers analyze both formative and summative assessment data by subgroup and domain in order to collaboratively make appropriate instructional decisions. Jeff Davis County School System administrators and school improvement specialists meet with teachers within their buildings to guide the data analysis process.

Need for a Striving Reader Project. There is and will continue to be a need for a reading project such as the Striving Reading Comprehensive Literacy Grant until every child in the JDCSS is reading on or above grade level. As state and federal funds continue to decrease, it is imperative that our system continue to seek competitive grant funds such as the SRCL grant to provide professional learning and instructional materials and technology to improve the academic achievement of all our students. There is a need for professional learning on the most current literacy research and for the instructional materials to support the implementation of the new CCGPS. Many students do not have access to a variety of leveled texts at school. Of adults over the age of 25, 36.7% have not completed high school, compared to 21.4% statewide. Because of the high poverty (32.9%) and high unemployment rates (14.41% in Jeff Davis County) in rural southeast Georgia, many of our students do not have access to

literacy materials at home; therefore, it is imperative they be provided these materials during the school day.

Reading is the foundation upon which all learning is based. Jeff Davis High and the Jeff Davis County School System did not make Adequate Yearly Progress (AYP) in 2011 because of the high school graduation rate and the number of students failing to meet and/or exceed the English/language arts portion of the Georgia High School Graduation Test. For several years, the data has indicated a need to improve teachers' skills and strategies in how to teach writing and students' abilities to write effectively. The SRCL grant would provide the necessary professional learning and materials to improve both the classroom teachers' and students' literacy skills; thereby, impacting the graduation rate and the number of students meeting and exceeding in reading/English/language arts on the CRCT.

Eligibility of Schools and Centers - 2011 Data

	% F/R	AYP Status	N DNM Mock CRCT Reading Grade 1	% DNM Mock CRCT Reading Grade 1	N DNM Mock CRCT Reading Grade 2	% DNM Mock CRCT Reading Grade 2
Jeff Davis Primary School	70.16%	Met AYP	43	17%	44	20%

	% F/R	AYP Status	N DNM Mock CRCT ELA Grade 1	% DNM Mock CRCT ELA Grade 1	N DNM Mock CRCT ELA Grade 2	% DNM Mock CRCT ELA Grade 2
Jeff Davis Primary School	70.16%	Met AYP	58	24%	52	25%

	% F/R	AYP Status	N DNM CRCT Reading Grade 3	% DNM CRCT Reading Grade 3	N DNM CRCT Reading Grade 4	% DNM CRCT Reading Grade 4	N DNM CRCT Reading Grade 5	% DNM CRCT Reading Grade 5
Jeff Davis Elementary School	59.8%	Met AYP	15	7%	31	14%	18	8%

		AYP	N DNM CRCT	% DNM CRCT	N DNM CRCT ELA	% DNM CRCT ELA	N DNM CRCT	% DNM CRCT
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	% F/R	Status	ELA Grade 3	ELA Grade 3	Grade 4	Grade 4	ELA Grade 5	ELA Grade 5
Jeff Davis Elementary School	59.8%	Met AYP	15	7%	30	13%	14	6%

	% F/R	AYP Status	N DNM CRCT Reading Grade 6	% DNM CRCT Reading Grade 6	N DNM CRCT Reading Grade 7	% DNM CRCT Reading Grade 7	N DNM CRCT Grade 8	% DNM CRCT Reading Grade 8
Jeff Davis Middle School	62.0%	Met AYP	23	9%	18	9%	8	4%

	% F/R	AYP Status	N DNM CRCT ELA Grade 6	% DNM CRCT ELA Grade 6	N DNM CRCT ELA Grade 7	% DNM CRCT ELA Grade 7	N DNM CRCT ELA Grade 8	% DNM CRCT ELA Grade 8
Jeff Davis Middle School	62.0%	Met AYP	28	11%	12	6%	12	6%

	% F/R	AYP Status	Graduation Rate	GHSgt ELA N DNM	% DNM GHSgt ELA
Jeff Davis High School	59.92%	Did not make AYP	72.2%	21	13.3%

	N DNM Grade 5	% DNM Grade 5	N DNM Grade 8	% DNM Grade 8	N DNM Grade 11	% DNM Grade 11
Georgia Writing Test Scores	67	30%	49	25%	38	24%

LEA Process for Selecting Schools. JDCSS only operates one school per grade span; therefore, to be a birth-to-grade 12 grant, no selection of schools was necessary. All Jeff Davis County Schools (Jeff Davis Primary School K-2; Jeff Davis Elementary School 3-5; Jeff Davis Middle School 6-8; Jeff Davis High School 9-12) as well as Jeff Davis Pre-K, Head Start, Mt. Zion Learning Center, and Jeff Davis Learning Center are all eligible and decided to participate.

The director of instruction invited the academic leadership team to the SRCL overview webinar November 1. Administrators presented the grant opportunity to their leadership teams and staffs. Needs assessments were conducted in each building, including the 0-5 centers, and this data was the

determining factor in all schools in the system pursuing the grant. The director of instruction and several school improvement specialists attended the Striving Readers' Grant Technical Assistance Workshop held at Heart of Georgia RESA on November 4, 2011. System administrators and school representatives were invited to a meeting on November 8 to review the grant requirements. The director of instruction and the K-12 school improvement specialist also met with interested birth-to-five representatives on November 10 to review grant requirements.

Assurances (Required): See preliminary grant pages before the LEA Cover Page.

EXPERIENCE OF THE APPLICANT

The Georgia Department of Audits conducts a financial audit of the Jeff Davis County School System's financial records each year. Programs receiving more than \$300,000 a year may be selected for a Federal Compliance Audit. No findings were found with state and federal funds for the years 2006-2010 with the exception of FY06. The finding was "fiscal requirements of schoolwide program not fully implemented for not fully consolidating funds." This was a Title IA nonmaterial noncompliance item and was not substantial enough to be required to be reported by OMB Circular-A133. The financial records for FY11 are currently being audited by the Georgia Department of Audits. See Appendices A and B for individual programs and amounts.

a) Jeff Davis County Funded Initiatives and Integration with SRCL
Writing is a major area of concern that is being addressed through Write from the Beginning and Beyond. It is a writing program that encompasses K-8 and teaches basic structure as well as strategies for teaching various genres of writing. The teachers will be incorporating mini lessons and focused modeled writing lessons from this program into integrated units that are being devised using the Common Core Georgia Performance Standards (CCGPS).
Critical thinking and writing are focused on through Thinking Maps. Thinking Maps is a language of eight visual patterns used in all content areas K-12. Thinking Maps incorporates teaching students how to think critically by drawing and using thinking maps to help them visualize, organize, and think about their

thought processes. Students are able to form links to their own emotional frames of reference and ownership of their thinking processes and learning by using the maps. Thinking Maps will be used in conjunction with reading materials purchased through the Striving Reader Grant in order to help students to process, understand, and write about information they are reading.

Best practices are addressed through the Learning-Focused model. Learning-Focused is a planning model for balanced instruction used to develop engaging lessons to assist students with transferring their learning to new information. The model is based on best teaching practices and effective teaching strategies. The Striving Reader grant may provide professional learning to update units and lessons based on CCGPS as well as the purchase of instructional materials and technology.

Decreasing gaps in academic achievement of subgroups is done through Georgia RESA Assessment of Student Progress (GRASP). GRASP is a universal screening/progress monitoring tool designed to identify and track students who are in need of reading and/or math intervention. It is a formative assessment that provides the teacher with a collection of curriculum-based measurements on an individual student's progress and provides probes for progress monitoring. GRASP may be used to identify students who are struggling; whereas, the SRCL grant funds will provide materials to assist in individualizing instruction based on tiered needs.

Decreasing gaps in academic achievement of subgroups is also done through Measures of Academic Progress (MAP). MAP is an adaptive testing tool that measures growth, indicates the precise instructional level of each student, and suggests areas of strengths and weaknesses for all students. Striving Reader Grant materials will enable us to achieve this goal and to purchase books at varying Lexile levels and interests to increase student motivation.

Another focus on improving the gaps in academic achievement of subgroups is addressed through the Jeff Davis 21st Century Community Learning Centers program. This program provides a seamless transition between the regular program and the afterschool and summer school programs. This transition will be enhanced as teachers in the CCLC programs will be trained in the most recent reading strategies through the SRCL grant. This is crucial since FY12 is the final year of the current CCLC grant.

Increasing rigor of units is imperative. This process has occurred through the Georgia Performance Standards and will continue as units are developed based on the Common Core Georgia Performance Standards (CCGPS). CCGPS are standards for K-12 in English/language arts and mathematics that will provide a consistent framework to prepare students for success in college and/or the 21st Century workplace. The CCGPS is aligned to the CRCT for grades 1-8 and the End of Course Tests (EOCTs) for grades 9-12. Striving Reader will allow us more flexibility in acquiring materials needed to improve instruction in reading and writing.

Increasing rigor into the social studies classroom has been concentrated on by giving teachers reading and other strategies to enhance the rigor of the social studies classroom. These strategies would be used in conjunction with strategies in the Striving Reader Grant (such as making predictions, making inferences, visualizing, synthesizing, etc.) to increase the student's ability to read complex text independently and to

increase student writing in the social studies classroom.

Increasing literacy in the science classroom is another area of concern. Integrating Reading into Science is an initiative where reading strategies are incorporated into the science curriculum and will be used in conjunction with strategies (such as making predictions, making inferences, visualizing, synthesizing, etc.) in the Striving Reader Grant to increase the students' abilities to read complex text independently and to increase student writing in the science classroom. SRCL will provide access to more science print materials.

Increasing literacy through technology has been focused on through the Increasing Student Literacy Technology Grant that was awarded to Jeff Davis Primary School. The grant builds capacity for using technology to improve literacy and technology as students are immersed in the CCGPS. The grant seeks to leverage the Lexile Framework to improve student reading and writing scores and improve professional learning opportunities for teachers.

b) Non-funded Initiatives. The LEA implemented Differentiated Instruction internally with no outside funding support. The differentiated instruction professional learning was developed by the K-12 school improvement specialist and redelivered in each building by the school improvement specialist. The focus of the differentiated instruction has been on the tiered model and the use of the menu strategy. Using materials purchased through the Striving Reader Grant will enable the teachers to plan more tiered activities and give students more choice when using the menu strategy.

c) LEA Capacity. All the personnel who have agreed to assist with the implementation are uniquely qualified to ensure that the grant funds are expended as budgeted. Previously, system and school personnel have been involved in grant management and in the designing and delivering of high-quality professional development through numerous grant projects:

- Comprehensive School Reform Demonstration Grant (CSRD) for all four schools - \$200,000.00
- K-12 Professional Development Enhancement Grant - \$25,000
- Technology Literacy Challenge Funds for four schools - \$600,000
- Reading Excellence Act Grant for two schools - \$1.5 million
- FY04-FY08, FY11 Title IID Technology Grants - \$772,334
- 21st Century Community Learning Centers Grant for four schools - \$3.15 million
- American Recovery and Reinvestment Act of 2009 (ARRA) - \$1.13 million

State and federal funds have been coordinated to ensure that both the regular day-to-day instructional programs and competitive grant monies are used to enhance student achievement. These funds include Title I Part A Disadvantaged Children, Title II A Improving Teacher Quality, Title III English to Speakers of Other Languages (ESOL), Title I C Migrant Education Program, 21st Century Community Learning Centers, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, American Recovery and Reinvestment Act of 2009 (ARRA), Early Intervention Program (EIP), Remedial Education Program (REP), and donations.

d) Sustainability. Through a coordination of all of the local, state, and federal funds mentioned above, any programs implemented through the receipt of grants have been sustained, as appropriate. The system will continue to seek outside funding to implement system initiatives.

RESOURCES

a) Alignment Plan for SRCL and Other Funding. No schools in the JDCSS are in needs improvement; therefore, they have not been eligible to receive any School Improvement Grants (SIG). Furthermore, the JDCSS is not a participant in Race to the Top and does not directly receive funds from this program. Jeff Davis Primary, Jeff Davis Elementary, and Jeff Davis Middle School are all Title I Distinguished Schools and should be receiving a minimal amount (\$742 per school in FY11) during FY12. JDCSS is fortunate to be the recipient of a 21st Century Community Learning Centers grant that provides afterschool and summer school learning that will be coordinated with the SRCL grant. A new CCLC application will be submitted for FY13.

b) Alignment of FY12 Federal and State Funds By Building								
	Title I A	Title I C	Title II A	Title III A	Title VI Part B	Professional Learning	21 st CCLC	IDEA
LEA	\$85,226	\$55	\$700	\$333	\$68	\$30,000	\$69,334	\$100,000

JDPS	\$270,878	\$2,172	\$35,897	\$11,542	\$13,000	\$1,800	\$88,787	\$625,000
JDES	\$285,927	\$2,172	\$35,897	\$11,500	\$12,000	\$ 2,100	\$86,264	\$625,000
JDMS	\$268,494	\$2,172	\$31,000	\$9,500	\$20,000	\$ 1,700	\$52,150	\$625,000
JDHS	\$56,525	\$2,172	\$20,800	\$4,500	\$23,000	\$1,900	\$53,465	\$625,000
Pre-K	\$790.000 is received from Bright from the Start Georgia Department of Early Care and Learning.							

c) **A plan to ensure that no supplanting takes place.** Not applicable per GaDOE.

d) **SRCL will add value to the existing resources in the schools by increasing:** access to non-fiction texts; professional learning based on the most current literacy research; access to 21st Century technology, software and digital content; access to print materials to include social studies and science; the knowledge base of how to use Lexile scores to enhance reading instruction; access to materials in media centers; and the pre-k days of instruction. The SRCL funds may provide for the upgrade and the professional learning of current software and/or web-based software aligned to the CCGPS and to the school literacy plans.

LEA Use of Federal and State Funds, including Title I and Title II Resources. Over \$760,000 in the Title I funding is allocated to personnel, mainly at the school level. Title I, Title I C, Title III, Title VI Part B, and Title VI B provide supplemental instructional materials, parent involvement activities, equipment, trade books, technology, and software to assist program-specific learners in meeting annual measureable goals. CCLC funds can only provide these same services for use in afterschool and summer programs. Title I has provided Riverdeep's Destination Reading and Compass Reading/ELA, but no professional learning has been provided on either of these programs in six years. Title II A and state professional learning funds are devoted to professional learning including stipends for off-contract training and may supplement the SRCL funds, when necessary.

MANAGEMENT PLAN AND KEY PERSONNEL

a) In addition to monthly school literacy team meetings, the Jeff Davis SRCL grant will be managed system-wide through the monthly leadership team meetings that include all program directors and the superintendent. Grant implementation will also be monitored through the monthly Academic Leadership Team Professional Learning Community (PLC) and the monthly School Improvement Specialist PLC coordinated by the SRCL system contact Dr. Martha McBride, Director of Instruction & Title I. Periodic meetings will be held between the Finance Director and Dr. McBride to review the budget and expenditures and submit the state-required reports. a), b), and c) are in the management plan below.

a), b), & c) MANAGEMENT PLAN AND KEY PERSONNEL	
for Day-to-Day Jeff Davis SRCL Program Implementation	

Area of Responsibility	Individual Responsible	Supervisor
Purchasing – originate & process purchase orders	Saralyn Stapleton, Pre-K Director Cathy Varnadoe, Marcia Hillsman, Natalie Hayes, Debbie Hobbs, Denise Darley, Letta Cox, Deneta Lightsey, Janellda Cain	Dr. Martha McBride, Director of Instruction and Title I; SRCL System Contact
Finance Director – approve SRCL budgets & submit completion reports & SRCL state-required reports	Betty Corbitt	Dr. Lula Mae Perry, Superintendent
Accounts Payable Clerk – match invoices with packing slips & resolve, if necessary; process SRCL payments on time	Debbie Montford	Dr. Lula Mae Perry
SRCL Site-Level Coordinators –	School Improvement Specialists (SISs):	Principals: K-2 Sandy Layman, 3-5

manage SRCL grant activities in their buildings;	K-2 Cathy Varnadoe; 3-5 Marcia Hillsman, 6-8 Natalie Hayes, 9-12 Debbie Hobbs	Chuck Crosby, 6-8 Richard Stone, 9-12 Dr. Cecelia McLoon
Director of Pre-K & CCLC – manage the birth-to-five SRCL & CCLC, parent activities, & professional learning; approve & purchase orders; budgets	Saralyn Stapleton (SRCL 0-5 Coordinator over: Denise Darley, Family Connection Director; Letta Cox, Head Start Resource Specialist; Deneta Lightsey, Mt. Zion Learning Center Director)	Dr. Martha McBride
Dir. of Instruction & Title I; SRCL System Contact; approve & process SRCL purchase orders; budget; coordinate implementation of SRCL activities & professional learning	Dr. Martha McBride	Dr. Lula Mae Perry
K-12 School Improvement Specialist – manage SRCL professional learning & assist SISs with SRCL grant	Janellda Cain	Dr. Martha McBride
Director of Professional Learning/CTAE/Student Records – approve & process professional learning purchase orders, registration, & travel	Joyce Davis	Dr. Lula Mae Perry
Dir. of Technology/Title IC & Title III/Gifted – obtain bids; approve technology purchase orders; coordinate installation & maintenance of technology & infrastructure	Keith Osburn	Dr. Lula Mae Perry
Director of Special Education; manage RTI	Kaye Hudgens	Dr. Lula Mae Perry
Director of Assessment – coordinate required SRCL	Gail Jump	Dr. Lula Mae Perry

assessments		
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d) All of the system and school administrators and birth-to-five center directors are excited about the opportunities the SRCL grant will afford our teachers and students. Each is aware of the expectations of the SRCL, is willing to be responsible for their portion of the grant implementation, and will provide the system-level support necessary to successfully implement the SRCL goals and objectives in each of the Jeff Davis County Schools and in the birth-to-five community. See Appendix C for Letter of Support.

SUSTAINABILITY PLAN

a) **Lessons** learned through the SRCL project will be **shared** with new staff members each fall. This training will be provided by the K-12 school improvement specialist and/or the building school improvement specialists. Information may be shared with other schools through regional, state, and RESA meetings and conferences. Lessons will be shared within the LEA through the collaborative professional learning communities that are presently in place.

b) The JDCSS will dedicate the necessary funds to **extend the assessments** beyond the grant period. Title I A, Title III, Title VI Part B, CTAE, and Title VI B funds, as well as local and QBE funds, will be coordinated, as necessary, to continue the assessment of our students.

c) **Professional learning will be extended** beyond the grant period by school improvement specialists attending state-sponsored professional learning opportunities and redelivering to the staffs during professional learning days or during their weekly collaborative meetings. Each certified new hire will receive SRCL training completed during the grant by attending professional learning sessions scheduled by the building school improvement specialists or by the K-12 school improvement specialist.

Funding may be provided by Title I A, Title II A, Title I C, Title III, Title VI Part B, Title VI B, CTAE, local, QBE, and/or state staff development funds.

d) The technology and site licenses acquired and maintained through the SRCL funds will be sustained through coordinating Title I A, Title I C, Title III, Title II D, Title VI Part B, Title VI B, local, CTAE, SPLOST, and QBE funds. Grant monies such as Title II D will be sought when the system is eligible. Professional learning to continue integrating technology into instruction may be provided through coordinating Title I A, Title I Part C, Title II A, Title III, Title VI Part B, Title VI B, CTAE, and/or state professional learning funds. eRate funds will be sought to continue infrastructure upgrades and development. The system will supply the necessary technology personnel to sustain the technology beyond the grant period.

BUDGET SUMMARY

The overarching need of the SRCL grant is to improve the reading and writing achievement of the Jeff Davis County students. This will be achieved through increasing pre-k instructional days; professional learning; increasing access to print materials, especially in science and social studies, in the classroom and in the media centers; unit writing to reflect the CCGPS in all subject areas; access to technology and software; additional wireless access points to access digital content and web-based literacy programs; digital content; interactive white boards; laptops; mobile devices (exp. eReaders, iPads, Kindle Fire); classroom libraries; non-fiction texts; Lexiled libraries and stipend funds to Lexile media center and classroom books; textbooks/supplemental trade books; supplemental reading programs; school pads; and instructional materials; and administrative costs.

APPENDIX A

a) Experience of the Applicant - LEA Audit Chart			
LEA-Project Title	Funded Amount	Is there audit?	Audit results
National School Lunch Program	\$6,732,287.36	Yes	** No findings were found with our state and federal funds for the years 2006-2010 with the exception of FY06 as described above.
ARRA 2009 Child Nutrition	\$32,398.63	Yes	
Education Technology State Grant	\$7,313.51	Yes	
GDOE Food Donation	\$232,136.51	Yes	
Special Education	\$2,967,083.63	Yes	
ARRA Stabilization Funds	\$1,934,811.00	Yes	
English Language Acquisition Grants	\$120,726.19	Yes	
Enhancing Education through Technology	\$379,844.395	Yes	
Improving Teacher Quality State Grant	\$729,094.88	Yes	
Rural Education	\$405,844.85	Yes	
State Grants for Innovative Programs	\$18,882.21	Yes	
Title I Grants	\$4,088,793.68	Yes	
Title I ARRA	\$183,502.49	Yes	
American Recovery and Reinvestment 2009 (ARRA) Child Care and Development Block Grant	\$3,200.00	Yes	
21 st Century Community Learning Centers	\$2,513,083.18	Yes	
Vocational Education/ Career and Technical Education	\$208,006.37	Yes	
Migrant Education	\$324,068.38	Yes	
R.O.T.C. Program	\$190,688.92	Yes	

Total of State Grants including Pre-K	\$81,599,398.52	Yes	
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APPENDIX B

a) Experience of the Applicant – School Audit Chart								
Schools	FY06	FY07	FY08	FY09	FY11	Funded Amount	Is there audit?	Audit results
	Project Title	Project Title	Project Title	Project Title	Project Title			
JDPS					Title IID ARRA Student Literacy Competitive Grant	\$93,538	Yes	Presently being audited
JDES		Title IID eMath Grant				\$40,356	Yes	No findings
	Title IID eMath Grant					\$124,369	Yes	No findings
JDMS			Teachers, Teamwork and Technology			\$93,952	Yes	No findings
JDHS					Title IIA Advanced Placement Grant	\$1400	Yes	Presently being audited
		Title IID ITEE				\$92,250	Yes	No findings
	Title IID Competitive Wireless Grant					\$75,000	Yes	No findings

APPENDIX C

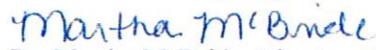
To Whom It May Concern:

We are pleased to pledge our support for the Jeff Davis County Birth-to-Five Striving Readers Comprehensive Literacy (SRCL) grant program. Funding acquired through the SRCL grant will afford the most current scientifically-researched reading instruction for our staffs, as well as provide professional learning, instructional materials, books, media materials, equipment, technology, and extended pre-K days. We are aware of the grant expectations and will work collaboratively to ensure all grant requirements are met.

We welcome the opportunity to participate in this grant opportunity in an effort to increase the literacy achievement of our students.



Dr. Lula Mae Perry, Superintendent



Dr. Martha McBride, Director of Instruction/Title I



Joyce Davis, Director of Professional Learning/CTAE/Student Records



Gail Jump, Director of Testing and Attendance



Keith Osburn, Director of Technology/Title IC/Title III/Gifted



Kaye Hudgens, Director of Special Education



Janellda Cain, K-12 School Improvement Specialist



Saralyn Stapleton, Jeff Davis Pre-K and CCLC Director



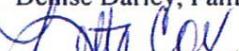
Sandy Layman, Jeff Davis Primary Principal



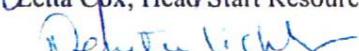
Richard Stone, Jeff Davis Middle Principal



Denise Darley, Family Connection Director & Pre-K Project Director



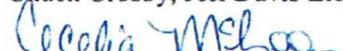
Letta Cox, Head Start Resource Specialist



Deneta Lightsey, Mt. Zion Learning Center Director



Chuck Crosby, Jeff Davis Elementary Principal

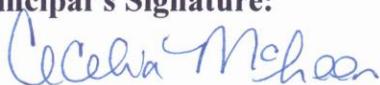


Dr. Cecelia McLoon, Jeff Davis High Principal

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Jeff Davis High School		Total Grant Request: \$500,000.00
System: Jeff Davis County		School Contact Information:
		Name: Debbie Hobbs
		Position: School Improvement Specialist
Number of Students		Phone Number: 912-375-6760
		Fax Number: 912-375-0945
760		Email Address: Debbie Hobbs – <u>dhobbs@jeff-davis.k12.ga.us</u> Cecelia McLoon – <u>cmcloon@jeff-davis.k12.ga.us</u>
Number of Teachers		
46		
Free/Reduced Lunch %	56.56%	
Principal's Name: Dr. Cecelia McLoon		Other Reform Efforts in School: CCLC – 21st Century Community Learning Centers
		Principal's Signature: 

**SCHOOL/CENTER APPLICATION FOR STRIVING READERS
COMPREHENSIVE LITERACY GRANT 2011**

School history. Jeff Davis High School (JDHS) is a rural school and serves 736 students in grades 9 through 12. The student body consists of 70% white, 16% black, 10% Hispanic, .2% Asian, and 2.9% multiracial. JDHS operates schoolwide Title I, English to Speakers of Other Languages, remedial education (6-12), gifted, and migrant programs as well as 21st Century Community Learning Centers intervention programs, which include Credit Recovery, School Year Extension, and after-school tutoring to meet the needs of JDHS students. Special education services are provided for any high school student qualifying for the services.

The school day is structured on a 4 x 4 block schedule, with each block consisting of 90 minutes of instructional time. Each student is enrolled in four classes during each semester. In addition to traditional core curriculum, we offer programs such as CTAE pathways, Dual Enrollment, Work-Based Learning, AP programs, Move on When Ready (MOWR), and ACCEL to prepare students to be college and career ready.

Jeff Davis High School received Title 1 Distinguished School honors for five consecutive years and made AYP for seven consecutive years. However, JDHS did not make AYP for the 2010-11 school year because of our English Language Arts (ELA) scores and graduation rate. The ELA Annual Measurable Objectives (AMO) was 90.8%, and JDHS had an 83.5% pass rate. The graduation rate AMO was 85%, and JDHS had a 72.2% graduation rate.

JDHS faculty is 100% highly qualified, and 60% of the faculty members have advanced degrees. Teachers offer tutoring services outside the normal school day in an effort to increase student

achievement. Implementation of a core literacy plan would enhance the instructional best practices currently in place.

Administrative and teacher leadership team. Jeff Davis High School encourages all staff members to provide input and respond to inquiries regarding programs and activities. The school recognizes that success involves effective lines of communication among all stakeholders. Moreover, the process of distributed leadership provides all stakeholders opportunities to ask questions, express concerns, volunteer, and offer suggestions for system improvement. The principal maintains an open-door policy and welcomes the opportunity to hear from all stakeholders.

Opportunities are provided for JDHS staff to demonstrate leadership abilities and contribute to the decision-making process. Teachers serve as department chairpersons and leadership team members. The Instructional Leadership/Literacy Team (ILT) at JDHS consists of administration, teacher representatives from each academic content area, the media specialist, the special education department chair, and a CTAE representative. Team participation provides an avenue for teachers to freely practice their leadership skills. The team is involved with numerous decision-making opportunities including program decisions, curriculum alignment/articulation/ implementation, instructional design/implementation, data-driven interventions, technology requisition, professional learning, and academic/school improvement initiatives. District personnel meet with the ILT to collaboratively analyze data, identify and address needs, and monitor progress. Examples of involvement in decision making include input solicited on recent state-mandated budget cuts, improvement in school and system facilities, the development of system-wide school calendar, employment recommendations of prospective staff members, participation in board/leadership retreats, textbook adoption, allotment of resources, grant opportunity approval, professional learning activities, and extra-curricular activities. The ILT members conduct weekly departmental professional

learning community meetings to provide an opportunity for each staff member to have input with instructional and curriculum decisions being addressed by the ILT.

In addition, Jeff Davis High School has a Site Based Management Team composed of nine teachers selected by their peers. The role of the SBM team member is to act as a liaison between the JDHS staff and the SBM team in receiving input and making decisions concerning the daily operations of the school. The team is responsible to lead their liaison group in the responsibilities necessary for conducting the Honor's Night Program and the graduation ceremony.

Through the utilization of the ILT and SBM teams, each staff member is given the opportunity to provide input in the decision-making process for curriculum, instructional, and daily operational needs.

Past instructional initiatives. There has not been a structured literacy initiative implemented at Jeff Davis High School since the CSRD grant. The staff members have participated in professional learning to implement various literacy strategies such as Type 1 and Type 2 writing activities. However, professional learning has not been provided for a structured across-curriculum literacy program. We are in need of training and resources to prepare our staff for the implementation of literacy standards.

Current instructional initiatives. The Georgia Performance Standards provides clear expectations for instruction, assessment, and student work. The performance standards identify the skills necessary to solve problems, reason, communicate, and make connections with other information. The performance standards also allow teachers to assess the extent to which students comprehend the material or can manipulate and apply new information. The GADOE encourages Georgia's teachers to incorporate authentic activities and projects that will stimulate critical thinking and in-depth learning for students. Many of these processes meet the criteria set forth in the Georgia Keys to Quality.

Learning-Focused is a comprehensive continuous school improvement model utilized by the Jeff Davis County School System that provides schools with consistent learning, provides exemplary strategies of instruction, and integrates research-based exemplary practices. The Learning-Focused Model, developed by Dr. Max Thompson, is based on the research of Marzano, Wiggins, and McTighe. Learning-Focused Strategies are research-based classroom instructional practices which are utilized by teachers to assist in delivery of the curriculum.

Differentiated instruction is an approach to teaching and learning that provides students multiple options, including technology, for taking in information and making sense of ideas. This approach requires facilitators and teachers to be flexible in their approach to teaching and adjusting the presentation of information to learners rather than expecting students to modify the curriculum and instruction themselves.

Inclusion is an instructional delivery approach in which general and special educators share responsibility for planning, delivery and evaluation of instructional techniques for a group of students; general and special educators work in a coactive and coordinated fashion, which involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings. This approach allows for the least restrictive environment which enhances the achievement of individualized educational plan (IEP) objectives and social and communication skills development.

Thinking maps are tools used to link specific thinking skills to visual representations, thereby enabling students to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks.

Math, science, and social studies teachers have a designated day each week in which non-fiction reading and writing occurs during the first ten minutes of class. Students read teacher-provided information and complete a writing activity based on the reading.

Professional learning needs. Below is a list of professional learning needs for the implementation of a comprehensive literacy curriculum.

- Differentiating Instruction
- Understanding and utilizing Lexile scores
- Integrating reading and writing into all aspects of curriculum
- Creating literacy lessons for use with technology tools (Intewrite Boards, Classroom Response Systems, etc.)
- Creating units for and integrating CCGPS Literacy Standards in Social Studies, Science, and Technical Subjects
- Creating units for CCGPS in Math and English

Need for a striving readers project. Jeff Davis High School has seen a continual, reasonable increase in the Meets area of the EOCT in the academic areas of biology, Mathematics I, Mathematics II, ninth grade literature and composition, American literature, physical science, and economics business free enterprise. JDHS, however, has had a slight decrease in the Meets area of the EOCT in the academic area of United States history. While our students are making slow but positive gains, we have seen fewer gains in the Exceeds category. The literacy team concludes a significant positive gain could be made in the Exceeds category through appropriate funding that supports a strong school wide literacy program, along with technological resources in the classrooms. The literacy team feels that all students will benefit from both literacy programs and the increased use of technology in the classroom.

JDHS faculty understands the need for strong student writing skills and embraces any opportunities for professional development which will enable us to assist our students to become proficient writers. Our students are challenged in the areas of persuasive and technical writing. Student writing scores are below the state average, and the literacy team feels that through the use of technology-based writing programs, our students' scores can improve considerably.

The Jeff Davis County Schools' mission statement is "The Jeff Davis County School System will lead the state in improving student achievement in order to ensure that our students are prepared to

meet the demands of a global society." In an effort to parallel our mission statement, JDHS has set a school goal to achieve or surpass the state percentage rate in the Exceeds category of the EOCT state tests. The literacy team has identified the areas of opportunity for improvement as follows:

- Ninth Grade Literature and Composition: 4.7% below the state Exceeds rate
- American Literature and Composition: 1% below the state Exceeds rate
- Economics Business Free Enterprise: 21% below the state Exceeds rate
- United States History: 13% below the state Exceeds rate
- Mathematics I: equaled the state Exceeds rate
- Mathematics II: 6% below the state Exceeds rate
- Writing GHSWT: 7% below the state Exceeds rate

During the 2012-2013 school year, Jeff Davis High School will implement the Common Core Literacy Standards and the Common Core College and Career Readiness Anchor Standards. The Striving Readers Comprehensive Literacy Grant will support the school's efforts to promote both the new CCGPS and the existing GPS. Because of the gaps between our school's scores and the state's scores in both the Meets and the Exceeds categories, additional resources are necessary to provide greater instructional opportunities for all students.

Analysis and Identification of Student and Teacher Data

(a & d) Student GHSGT, GHSWT, and EOCT data - disaggregated in subgroups

See Appendix A for disaggregated data. Based on the English Language Arts GHSGT and the GHSWT scores there is a need for literacy implementation across the curriculum at JDHS. Only the white subgroup has met or exceeded the state AMO rate for the past four consecutive years on the ELA GHSGT. Students in the economically disadvantaged and students with disabilities subgroups have not met the state AMO for the past four consecutive years. In addition, no subgroup has met the state

passing rate on the GHSWT. There is a strong need for improving reading and writing skills among JDHS students to close the achievement gap between us and the state.

The EOCT data indicates stronger deficiencies among 9th grade students. JDHS freshmen have scored below the state average in meets and exceeds on the 9th grade literature/composition EOCT for two consecutive years, and the state data for this past year was unavailable to make a comparison. The scores on the American Literature EOCT show JDHS juniors being more competitive with the state meets and exceeds average. Important to note, however, is that the testing group in eleventh grade is smaller than the testing group in ninth grade due to students dropping out of school. The lack of literacy skills is a contributing factor to students dropping out of school. Therefore, it is necessary to implement a strong, system-wide literacy program to close the achievement gaps and provide programs and resources that will help students increase their literacy skills, experience success, and remain in high school to graduate.

As mentioned above, the lack of literacy skills is a contributing factor to Jeff Davis High School's graduation rate. Research indicates that almost seven thousand students drop out of high school every school day (Alliance for Excellent Education, 2006). One of the most commonly cited reasons for this is that students simply do not have the literacy skills to keep up with the increasingly complex high school curriculum (Kamil, 2003; Snow & Biancarosa, 2003). <http://www.all4ed.org/files/ReadingNext.pdf>. The JDHS graduation rate is clearly in line with the research; once again emphasizing the need for a comprehensive literacy program.

(e) Teacher retention data

RETENTION RATE OF TEACHERS		
School Year	Number Retained	% of Teacher Population
2010 – 2011	46*	94%
2009 – 2010	45*	92%
2008 - 2009	44*	90%

*One or more teachers not returning transferred to another school in the system

(f) Teacher participation in professional learning

PROFESSIONAL LEARNING OF JDHS STAFF (2009 to Present)			
Professional Learning Activity	Year(s) Offered	Number of Participants	Location
Rigor and Relevance in Social Studies through the implementation of Literacy	2011/12	5	JD Annex – RESA Consultant
Common Core GPS (In- house PLs during weekly sessions)	2011/12	All Staff	JDHS
Differentiated Instruction/Menu Strategies	2011/12	All Staff	JDHS
Nonviolent Crisis Prevention & Intervention-CPI	2010/11	10	JD System
Belita Gordan Writing Workshop – Style	2010/11	5	HGRESA
Belita Gordan Writing Workshop – Conventions	2010/11	2	HGRESA
GA Conference on Reading & Writing	2010/11	2	Perry
Reading First Workshop for High School	2010/11	2	HGRESA
GRASP/WGRETC redelivery	2010/11	All staff	JDHS

Thinking Maps	2010/11	All staff	JDHS
Thinking Maps for Mathematics	2010/11	5	Macon GA
Differentiated Instruction/Rapid Pre-assessments and tiered activities	2010/12	All staff	JDHS
Writing Training w/ Belita Gordan	2010/11	2	JDHS
Differentiated Assignments w/ Learning-Focused	2009-10	All staff	JDHS – LF consultant

Teacher professional learning needs. The JDHS staff members need professional learning to become equipped with the necessary tools for integrating reading and writing across the curriculum. Literacy strategies have been practiced; however, they have not been pervasively and consistently implemented. In addition, teachers need technology training to enable them to incorporate literacy with the use of technology. The staff members also need training on the understanding of Lexiles, as the identification of a student's Lexile can guide the remediation and instruction for the student. It is imperative to provide professional learning time to study and update units to incorporate the literacy standards for implementation.

Curriculum needs. A comprehensive literacy program is needed to assist teachers with the implementation of writing and reading strategies in all content areas. The pervasive and consistent implementation of this program will help increase student achievement and graduation rate.

Technology needs. The mission of all JDHS employees is to prepare our students to meet the demands of a global society. Employees understand that in order for students to meet such demands, students must be able to not only read, comprehend, write, calculate, apply, and communicate, but also to use the tools of today and tomorrow. Technology drives our world and

the world that we are striving to prepare our students to enter. We would be completely remiss if we attempted to prepare students for tomorrow's world using yesterday's technology.

While at first glance our technology inventory may seem very robust, quantity does not equal quality; it does not matter if we have a 1:1 computer to student ratio if the computers are not equipped with up-to-date processors and software. Educators must first determine educational needs and then purchase technology to meet those needs; it is a waste of funds to reverse this process. Based on the needs assessment surveys, JDHS teachers and paraprofessionals have identified the following technology needs:

- 1) Wireless Devices
 - a) Tablets
 - b) Laptops
 - c) eReaders
- 2) Updated Computer Stations
- 3) Printers and Toner
- 4) Online Resources
- 5) School Managed Student Email System
- 6) Supplemental Textbook Materials
 - a) Magazine Subscriptions
 - b) Encyclopedia Subscriptions
- 7) Interactive Whiteboards
- 8) Interactive School Pads
- 9) Interactive Board Lesson Plan Software
- 10) Wireless Access Points (including needed licenses, cabling, and installation)

Needs Assessment

- a) A description of the materials used in the needs assessment*

See Appendix B for comprehensive literacy needs assessment and results. All teachers and paraprofessionals were asked to complete the Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey, a two-part Likert scale survey. Part I: Literacy Instructional and Technology Practices surveyed JDH employees on their knowledge of core literacy curriculum

and program, program materials, teacher's ability to provide literacy instruction to all students through the use of technology, and teacher's need for training in understanding a using Lexiles.

Part II: Literacy Instructional and Technology Resources surveyed JDH employees on their opinion of classroom literacy instructional materials and technology. Both parts of the survey gave employees an opportunity to express comments and/or concerns about the school's literacy program and classroom instructional and/or technology resources.

b) A description of the needs assessment process

All teachers, paraprofessionals, and media specialists were given both surveys. Completed surveys were turned in at the office, and teachers initialed a sign-in sheet to document that all individuals that completed surveys.

Several departments completed surveys in their weekly department meetings. Surveys responses were tabulated and comments were compiled. The ILT then used the results to prepare an overall list of professional learning and technology needs.

c) A listing of individuals who participated in the needs assessment.

- Teachers – 38
 - CTAE – 6
 - Math – 7
 - English – 6
 - Social Studies – 4
 - Science – 5
 - Special Education – 7
 - Band – 1
 - Foreign Language – 1
 - Media - 1
- Paraprofessionals - 3

Areas of Concern

- a) Clearly identifies the areas of concern as they relate to the researched-based practices found in the "What" document.**

Instruction needs to be organized to improve learning. Teachers must consistently and pervasively incorporate problem-solving exercises throughout the curriculum and provide opportunities for students to read and write in all content areas. Social studies, science, and technical subject teachers will not serve as reading teachers; nevertheless, students can be provided opportunities to write about the texts they read by responding to the text in writing, by writing summaries or notes, or by answering application-based questions. The CCGPS literacy standards will provide structure for the curriculum; however, professional learning will be required for the incorporation of literacy standards. Therefore, all teachers and paraprofessionals will participate in professional learning that will equip them with the necessary tools to incorporate rigor and relevance through literacy within their content.

Leadership will play an important role in the implementation of the comprehensive literacy curriculum. It will be necessary to continue with common planning by academic departments to provide the opportunity for the teacher teams to work together to develop literacy lessons and activities for the students. In addition, leadership will need to continuously monitor the implementation of the literacy standards, so the practice will become consistent and pervasive.

- b) Identifies the specific age, grade levels, or content areas in which the concern originates.**

A number of students are entering ninth grade at Jeff Davis High School deficient in reading and writing skills. The percentage of students passing the CRCT in reading has increased; however, the number of students in the exceed category has not met the state's exceed rate. The students with these deficiencies need a strong reading/writing curriculum. As seen in the previous 9th grade literature/composition data, JDHS has not met the state passing rate for the past four year. There is a strong concern about the performance of the ninth grade students, especially those in the SWD and ED subgroups. Further, incoming freshmen struggle with reading and interpreting the meaning of text in all

content areas. Implementing a comprehensive literacy curriculum could provide opportunities to close the literacy gap and increase student achievement, thereby encouraging students to remain in school, which in turn will increase the graduation rate.

c) *Identifies the areas of concern and details the steps the school has or has not taken to address the problems.*

Steps have been taken to address the concerns stated above. Short professional learning segments were provided to train teachers how to incorporate type one and type two writing activities into their content-based curriculum. The practice, however, diminished after one year of implementation. Providing time for teachers to build literacy-based activities into their units as a reminder from year to year to implement reading and writing activities consistently is a very necessary objective. Further, the leadership staff must monitor the activities to ensure consistency and accuracy of use across the school.

Root Cause Analysis

a) *The root or underlying causes of the areas of concern found in the needs assessment*

Based on the needs assessment, the underlying cause for the current deficiencies in literacy is the lack of a comprehensive literacy curriculum that is pervasively and consistently implemented; however, the CCGPS literacy standards in social studies, science, and technical studies will help address this issue. Even though the CCGPS literacy curriculum will be in place for the 2012-2013 school years, the content area teachers are not equipped with the tools necessary to effectively implement literacy standards. Therefore, it is imperative that teachers participate in structured professional learning opportunities to gain the tools needed. These opportunities should include such topics as responding to text in writing, writing summaries or notes, and/or answering application-based questions.

b) *The specific grade levels that are affected*

All grade levels are affected by literacy deficiencies; however, ninth grade students are our primary concern. As seen in the previous 9th grade literature/composition data, JDHS has not met the state passing rate for the past four year. There is a strong concern about the performance of the ninth grade students, especially those in the SWD and ED subgroups. In addition, teachers have indicated that incoming 9th grade students consistently struggle with reading and interpreting the meaning of text in all content areas.

c) *A specific rationale for the determination of the cause*

The needs assessment completed by teachers and paraprofessionals led to the determination of the cause for deficiencies in literacy skills. Needs assessment results indicated that the high school lacks a comprehensive literacy curriculum, supplemental reading resources for literacy implementation, and teaching strategies for implementing literacy standards.

d) *What has been done in the past to address the problem?*

Teachers utilize best teaching practices daily; however, they are not necessarily directed towards literacy within the curriculum. Seeing a need for some type of literacy training, in 2008-2009 professional learning for incorporating type 1 and type 2 writing was provided. In addition, differentiated instruction professional learning (held during the 2010-2011 and 2011-2012 school years) provided various strategies for incorporating writing. Previous training has provided a good starting point or a foundation on which to build. However, additional professional learning that is specifically related to the implementation of a comprehensive literacy program is greatly needed to equip the teachers to take literacy to the next level. The teachers at Jeff Davis High feel confident in their ability to incorporate a comprehensive literacy curriculum if they are given the supplemental resources, technology, and professional learning needed for effective implementation.

e) *New information the needs assessment uncovered*

The needs assessment uncovered the fact that 85 percent of the teachers do not understand Lexile scores. Professional learning will be delivered to educate teachers on Lexile scores and how to use them to increase student achievement. The needs assessment also indicated that literacy activities are occurring within the building, but they are not pervasive and consistent due to the absence of a comprehensive literacy curriculum.

School Literacy Team**a) *A listing of the members of the site based literacy team***

- Dr. Cecelia McLoon, Principal
- Jack Mosley, Assistant Principal
- Debbie Hobbs, School Improvement Specialist
- Beth Davis, Media Specialist
- Deidra Tanner, Mathematics Instructor (AP Calc)
- Jim Howard, Science Department Chairperson
- Kathy Howard, English Department Chairperson
- Melanie McLemore, Social Studies Department Chairperson
- Cheryl Lovett, Special Education Department Chairperson
- Christy Norris, CTAE Representative

b) *The function of the site based literacy team in terms of the needs assessment*

The Instructional Leadership/Literacy Team (ILT) at JDHS consists of administration, teacher representatives from each academic content area, the media specialist, the special education department chair, and a CTAE representative. Team participation provides an avenue for teachers to freely practice their leadership skills. The team is involved with numerous decision-making opportunities including program decisions, curriculum alignment/articulation/ implementation, instructional design/implementation, data-driven interventions, technology requisition, professional learning, and academic/school improvement initiatives. District personnel meet with the ILT to collaboratively analyze data, identify and address needs, and monitor progress. Examples of

involvement in decision making include input solicited on recent state-mandated budget cuts, improvement in school and system facilities, the construction of system-wide school calendar, employment recommendations of prospective staff members, participation in board/leadership retreats, textbook adoption, allotment of resources, grant opportunity approval, professional learning activities, and extra-curricular activities. The ILT members conduct weekly departmental professional learning community meetings to provide an opportunity for each staff member to have input with instructional and curriculum decisions being addressed by the ILT.

c) *Minutes of the meetings of the site-based literacy team*

See Appendix C

d) *How the site based literacy team communicates and includes all members of the staff in the decision making process.*

The ILT members conduct weekly departmental professional learning community meetings to provide an opportunity for each staff member to have input with instructional and curriculum decisions being addressed by the ILT.

Literacy team schedule. The ILT members agreed to hold monthly meetings on the 2nd Tuesday of each month immediately after school in the conference room. The meeting dates are as follows:

August 9, 2011	December 13, 2011	April 10, 2012
September 13, 2011	January 10, 2012	May 15, 2012
October 11, 2011	February 14, 2012	
November 15, 2011	March 13, 2012	

Literacy team initiatives. At the ILT Summer retreat, the members selected the following goals on which to focus during the 2011-2012 school year:

- Improve reading and writing skills
- Continue Differentiated Instruction implementation to include menu strategies, tiered activities, and rapid pre-assessment
- Continue unit creation and revision to include LF strategies and CCGPS

- Increase student achievement, with strong emphasis on at-risk students
- Increase use of technology

Project Goals and Objectives

Goals to Be Funded by Striving Reader. The following table lists the goals to be funded by the SRCL Grant.

a) Goals:	<ol style="list-style-type: none"> 1) To increase literacy achievement for all students in grades 9 – 12 at Jeff Davis High School, through improvements in instructional practices using advanced technology provided by the SRCL grant. 2) To achieve or surpass the State Exceeds percentage rate on EOCTs using technology and supplemental literacy materials provided by the SRCL grant. 3) To produce College and Career ready students upon graduation by providing instruction aligned to CCGPS College and Career Readiness Anchor Standards using materials provided by the SRCL grant. 4) To increase graduation rate.
b) Objectives:	<ol style="list-style-type: none"> 1) The SRCL grant will equip all classrooms with appropriate literacy materials to enhance student success. 2) The SRCL grant will equip all classrooms with needed technology to support literacy development. 3) The SRCL grant will provide professional learning plans for 60 faculty and support members to assist in the implementation of the literacy program which will ultimately reach 736 students per school year.

c & d. The researched-based practices in the “What and Why” document as a guide for establishing goals and objectives, and considers practices already in place when determining goals and objectives

With a focus on literacy achievement for all students, improvements in instructional practices will be made using advanced technology. While some classroom teachers currently utilize Interactive whiteboards and interactive schoolpads, funds have not been available to place this technology in all classrooms. In addition, eReaders are needed in academic and technical subject classrooms. Electronic tablets will be utilized by students to enhance achievement. Through the use of advanced technology, students can conduct research and utilize a variety of texts to include the seven main research-based strategies (visualizing, questioning, making connections, predicting, inferring, determining importance,

and synthesizing/creating) for reading comprehension to enable all students to increase their academic achievement.

In compliance with our mission statement, JDHS strives to enhance our school's EOCT scores to achieve or surpass the state Exceeds percentage EOCT scores. Academic and technical subject classrooms will house a set of supplemental EOCT preparation materials, including workbooks, texts, and databases that meet the standard "Read and comprehend complex literary and informational texts independently and proficiently" which is one of the CCGPS for each grade level. In addition, the texts and databases will provide models for improving student writing, which reinforce the reading/writing connection.

In an effort to parallel to the College and Career Readiness Standards, a wide variety of texts, materials, and data will be available on an appropriate Lexile level to increase student readiness for post secondary education. The educational materials will focus on a wide variety of careers, trades, cultural societies, leveled texts, and periodicals. Exercising best teaching practices by using differentiated instruction, thinking maps, tasks, and projects will provide students with superior instruction and specific feedback to enhance student learning.

The 2011 graduation rate requirement for AYP was 85%. Jeff Davis High School had a graduation rate of 72.2%, with 212 students starting the 9th grade and 153 students graduating on time with their class. With increased materials, texts, and technology supplied by the SRCL grant, students will have a better opportunity to make graduation an attainable goal.

e) *Goals to be funded with other sources*

Teacher salaries will be funded by state and local funds, as they implement literacy standards in the classrooms. In addition, Title I will fund paraprofessional salaries to assist with struggling readers.

Title IIA will provide additional funds for professional learning needed to incorporate a comprehensive literacy curriculum. Should additional funds be needed, Title VIB will assist.

Scientific, Evidence-based Literacy Plan

- a) Proposes a plan to implement the goals and objectives identified.**
- b) Establishes who will implement.**
- c) Clearly defines what will take place in the project based on the “what” document.**
- d) Details the current instructional schedule.**
- e) Details a plan for tiered instruction.**
- f) Details the materials currently used for tier 1 instruction.**
- g) Lists the time, personnel and strategies for tier II, III and IV instruction.**
- h) Includes a statement regarding conflict with other initiatives.**

Literacy plan is located below, as well as, in Appendix D.

Jeff Davis High School Literacy Plan (2011-2014) – (a)

School Name:	Component:	Manager: (b)
Jeff Davis High School	Literacy	School Improvement Specialist
Goals: (a & c)	Statement of Need:	
1) To increase literacy achievement for all students in grades 9 – 12 at Jeff Davis High School, through improvements in instructional practices using advanced technology provided by the SRCL grant.	Percent passing for the past three years on the 9 th grade literature EOCT has been below the state percent passing.	
2) To achieve or surpass the State Exceeds percentage rate on EOCTs using technology and supplemental literacy materials provided by the SRCL grant.	Percent passing on the GHSWT has been below the state percent passing for the past 4 years.	
3) To produce College and Career ready students upon graduation by providing instruction aligned to CCGPS College and Career Readiness Anchor Standards using materials provided by the	Observations, surveys, and walkthroughs indicate a lack of reading and writing instruction across the content.	
	Little or no collaboration of literacy strategies is taking place during planning time.	

SRCL grant. 4) To increase graduation rate.	
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Objectives (measurable): (a & c)

- Teachers will incorporate reading and writing into their instructional practices.
- Curriculum is aligned with GPS with the implementation of CCGPS forthcoming.
- Teachers actively engage students in the College and Career Readiness Anchor Standards for reading, writing, listening and speaking, and language in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences by using the literacy strategies and other strategies specific to their content.
- Teachers analyze students' performance, provide timely feedback, and adjust instruction accordingly.

Evidence of Success (for each objective):

Teachers across academic contents and technical subjects will participate in Literacy Trainings as evidenced by sign in sheets.

Teachers across academic content and technical subjects will demonstrate the incorporation of effective literacy strategies incorporating College and Career Readiness Anchor Standards for reading, writing, listening and speaking, and language as evidenced by unit plans, observations, walkthroughs, and student work samples.

Current Instructional Schedule: (d)

Students in Jeff Davis High School are scheduled in four 90 minute blocks of instruction daily for each semester. Academic courses are balanced between the two semesters. Students are required to take English, mathematics, social studies and science each year of high school. The schedule is built to assign only two of the required academic courses per semester. The majority of the students are provided two 90-minute blocks of instruction in academic subjects and two 90-minute blocks of instruction in technical subjects allowing them the opportunity to receive 2-4 hours of instruction in literacy.

Strategies: (c)	Persons Responsible: (b)	Time Frame:

Academic and technical subject teachers will attend the summer training provided by Georgia DOE.	School Improvement Specialist/Administrators	By end of Summer 2012
Teachers will participate in a CCGPS literacy training provided by Georgia DOE via webinars and live streaming through GPB.	School Improvement Specialist/Administrators	By end of second semester 2012
Conduct monthly professional learning community meetings with all teachers to discuss implementation and success of literacy strategies and analyze student work with instructional leadership in attendance.	School Improvement Specialist/Administrators	Ongoing
Walkthroughs will be conducted to determine the implementation of effective literacy strategies.	School Improvement Specialist/Administrators	Ongoing
Conduct Instructional Literacy/ Leadership Team Meetings to discuss implementation and long range literacy plans.	School Improvement Specialist/Administrators	Ongoing
Provide professional learning plans for 60 faculty and support members to assist in the implementation of the literacy program which will impact 736 students per school year.	School Improvement Specialist/Administrators	2012-13 and on-going as

		needed based on needs assessment
Plan for Tiered Literacy Instruction (e)		
Literacy implementation will occur one course at a time with each teacher.	School Improvement Specialist/Administrators	2012-2013
Professional learning will be provided for literacy implementation.	School Improvement Specialist/Administrators	2012-2013
Literacy lessons will be developed collaboratively for the first course of the teacher.	Teachers produce & School Improvement Specialist/Administrators provide support and resources	2012-2013
Literacy lessons will be developed collaboratively for the second course of the teacher.	Teachers produce & School Improvement Specialist/Administrators provide support and resources	2013-2014
Resources for Tier I Instruction		
Resources Needed		
Equip all classrooms with appropriate literacy materials to enhance student success.	School Improvement Specialist/Administrators	Ongoing

<p>Equip all classrooms with needed technology to support literacy development.</p> <p>Resources Currently used for Tier 1 Instruction (f)</p> <p>Computers/laptops Document Cameras Student Response Systems Interactive Whiteboards Web-based Programs – GRASP, USA Test Prep Supplemental Resources – EOCT Coach Books, Science Interactive Readers</p>	<p>School Improvement Specialist/Administrators</p>	<p>Ongoing</p>
<p>Plans for Tiers II, III, and IV (g)</p> <p>Tiers II & III</p> <p>Same plan for Tier I - in addition, provide remediation in deficient areas. Supplemental literacy resources on Lexile level reading.</p> <p>Tier IV</p> <p>Same plans as Tiers I, II, & III In addition, implementation of a structured reading curriculum. Inclusion instructional environment</p>	<p>School Improvement Specialist/Administrators</p>	<p>SPED Director/SPED Department Chairperson/English Inclusion Teacher</p> <p>2012-13</p>

(h) Statement regarding conflict with other initiatives. The Jeff Davis County Schools' mission statement is "The Jeff Davis County School System will lead the state in improving student achievement in order to ensure that our students are prepared to meet the demands of a global society." This philosophy drives the educational decisions made for Jeff Davis students; therefore, programs or

initiatives implemented will complement the plans in place for Striving Readers. The Instructional Literacy/Leadership team recognizes the need for a comprehensive literacy curriculum. The reading and writing strategies will unify with the current researched based instructional best practices currently implemented. Literacy is the component that has been missing from the curriculum. With the implementation of a comprehensive literacy curriculum across the curriculum, positive gains should occur in student achievement.

Strategies and Materials Including Technology to Support the Literacy Plan**a) A general list of current classroom resources for each classroom in the school**

Each classroom is equipped with a networked teacher computer station, mounted LCD projector, mounted projector screen, mounted television, and VHS player. Fifteen of our forty-one instructional classrooms have mounted interactive whiteboards and document cameras. We have CPS (classroom performance systems) in ten of our classrooms, and seven classrooms have interactive schoolpads.

b) A generic list of shared resources

- Two school-wide labs
- Media Center

c) A general list of library resources or a description of the library as equipped

Our Media Center has 21 student stations that together, on a daily basis, function as a classroom lab. Seven televisions on carts are available for checkout with three having closed caption capabilities. We have over 15,600 items in our collection; unfortunately, the average age of the items in our collection is 31 years. Our media center holds subscriptions to 12 periodicals as well as the local newspaper.

d) A list of resources needed to implement the literacy plan including student engagement

Wireless Devices – Tablets, Laptops,
eReaders
Updated Computer Stations
Installation and Maintenance of technology
Printers and Toner
Online Resources
School Managed Student Email System

Supplemental Textbook Materials
Magazine Subscriptions
Encyclopedia Subscriptions
Interactive Whiteboards
Interactive School Pads
Interactive Board Lesson Plan Software

Wireless Access Points (including needed licenses, cabling, and installation)

Consumable classroom supplies

Textbooks

Classroom libraries of periodicals and

CCGPS EOCT review books

Professional Learning – Substitutes, Stipends, Travel, Consultant, Training materials/supplies

Lexile identification of books in media center – stipends and supplies

e) A generic list of activities that support classroom practices

- Differentiated Instruction activities – rapid pre-assessment, tiered activities, menu strategies
- Performance-based instructional activities
- Technology-based instructional activities
- Learning Focused instructional activities (Student learning maps, essential questions, common assessments (formative and summative), common unit plans, pacing guides, flexible grouping, etc.)
- Extended time as needed
- Type 1 and 2 writing activities
- Thinking maps
- Non-fiction reading

f) A generic list of activities that support literacy intervention programs

- Remedial instruction (provides smaller classes and/or a paraprofessional to provide additional assistance)
- Inclusion model for SPED students
- Reading comprehension screening – GRASP
- Progress monitoring – GRASP
- Academic assistance program offered outside of school hours
- EOCT review sessions offered outside of school hours
- GHSGT review sessions offered outside of school hours
- MAD center available Monday – Thursday after school

g) A generic list of additional strategies needed to support student success

- Comprehensive literacy curriculum
- Use of Lexiles

Project Procedures and Support

a) Details a sample schedule by grade level indicating a tiered instructional schedule

See Appendix E for pyramid of interventions. Students in Jeff Davis High School are scheduled in

four 90 minute blocks of instruction daily for each semester. Academic courses are balanced between

the two semesters. Students are required to take English, mathematics, social studies and science each year of high school. The schedule is built to assign only two of the required academic courses per semester. Below is a sample schedule for each grade level for *tier one* students.

SUGGESTED COURSE SEQUENCE - 9TH GRADE	
HSD with COLLEGE PREP SEAL (For advanced students)	HIGH SCHOOL DIPLOMA (HSD)
Semester 1	Semester 1
CP World History	World History
GPS Algebra or Accel GPS Alg/Geometry	GPS Algebra or GPS Algebra with support (remedial math)
Personal Fitness/Health	Personal Fitness/Health
Technical or Fine Arts Subject	Technical or Fine Arts subject
Semester 2	Semester 2
CP Biology I	Biology I
CP 9th English or Adv. CP 9 th English	9th English
Technical or Fine Arts Subject or Weightlifting	GPS Algebra with support (remedial math) Required if GPS Algebra with support was taken semester 1. OR Technical or Fine Arts Subject or Weightlifting
Technical or Fine Arts Subject or Weightlifting	Technical or Fine Arts Subject or Weightlifting

SUGGESTED COURSE SEQUENCE - 10TH GRADE	
HSD with COLLEGE PREP SEAL (For advanced students)	HIGH SCHOOL DIPLOMA (HSD)
Semester 1	Semester 1
CP Government	Government
GPS Geometry or Accel GPS Geometry/Adv. Algebra	GPS Geometry or GPS Geometry with support (remedial math)
Foreign Language 1	Technical or Fine Arts subject
Technical or Fine Arts Subject	Technical or Fine Arts subject
Semester 2	Semester 2
CP Physical Science	Physical Science
CP 10 th English or Adv. CP 10 th English	10th English
Foreign Language 2	GPS Geometry with support (remedial math) Required if GPS Geometry with support was taken semester 1. OR Technical or Fine Arts Subject or Weightlifting
Technical or Fine Arts Subject or Weightlifting	Technical or Fine Arts Subject or Weightlifting

SUGGESTED COURSE SEQUENCE - 11TH GRADE	
HSD with COLLEGE PREP SEAL (For advanced students)	HIGH SCHOOL DIPLOMA (HSD)

Semester 1	Semester 1
Chemistry	US History
GPS Adv. Alg. or Accel GPS Pre-Calc	GPS Adv. Alg. or GPS Adv. Alg. with support (remedial math)
Technical or Fine Arts Subject	Technical or Fine Arts subject
Technical or Fine Arts Subject	Technical or Fine Arts subject
Semester 2	Semester 2
US History	Environmental Science
CP American Lit or Adv. CP Amer Lit	American Literature
AP Chemistry OR Technical or Fine Arts Subject or Weightlifting	GPS Adv. Alg. with support (remedial math) Required if GPS Adv. Alg. with support was taken semester 1. OR Technical or Fine Arts Subject or Weightlifting
Technical or Fine Arts Subject or Weightlifting	Technical or Fine Arts Subject or Weightlifting

SUGGESTED COURSE SEQUENCE - 12TH GRADE	
HSD with COLLEGE PREP SEAL (For advanced students)	HIGH SCHOOL DIPLOMA (HSD)
Semester 1	Semester 1
Physics or other 4 th science options	Economics
GPS Pre-Calc, AMDM or AP Calc AB	AMDM
Technical or Fine Arts Subject	Technical or Fine Arts subject
Technical or Fine Arts Subject	Technical or Fine Arts subject

Semester 2	Semester 2
Economics	4 th Science option (approved CTAE courses)
CP English Lit or ACCEL – ENGL 1101 & ENGL 1102	English Literature
Technical or Fine Arts Subject or Weightlifting	Technical or Fine Arts Subject or Weightlifting
Technical or Fine Arts Subject or Weightlifting	Technical or Fine Arts Subject or Weightlifting

- b) Shows that students in elementary will receive at least 90 minutes of tiered instruction and middle/high school 2-4 hours through the content areas**

Students in Jeff Davis High School are scheduled in four 90 minute blocks of instruction daily for each semester. Academic courses are balanced between the two semesters. Students are required to take English, mathematics, social studies and science each year of high school. The schedule is built to assign only two of the required academic courses per semester. The majority of the students are provided two 90-minute blocks of instruction in academic subjects and two 90-minute blocks of instruction in technical subjects allowing them the opportunity to receive 2-4 hours of instruction in literacy. As shown above, some students receive academic instruction three blocks a day depending on program of study.

- c) Shows a schedule that is designed for RTI**

Students on tiers two, three, and four are provided additional assistance based on needs. Entering ninth grade students who demonstrate deficiencies in literacy based on CRCT reading and/or language arts scores are scheduled in a 90-minute language enrichment course to address the

deficiencies and narrow the literacy gap. This course takes the place of an elective during the first semester, and it prepares them for 9th grade literature/composition. Students who demonstrate deficiencies in mathematics are scheduled in math support simultaneously with their grade level math course; the math support course serves as an elective. In addition, inclusion and remedial education programs provide additional assistance to students demonstrating deficiencies in content areas based on class performance and/or test data on the EOCT, GHSGT, or GHSWT.

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

- a) *A table indicating the professional learning activities staff have attended in the past year*
- b) *The number of hours of professional learning that staff members have attended*
- c) *The % of staff attending professional learning*

Professional Learning Activity	Year(s) Offered	% of Staff	Number of Hours
Rigor and Relevance in Social Studies through the implementation of Literacy	2011/12	9% (All SS teachers)	10
Common Core GPS (In- house PLs during weekly sessions)	2011/12	100%	25-35
Differentiated Instruction/Menu Strategies	2011/12	100%	5
Georgia Council of Teachers Mathematics Conference	2011-12	9% (5 of 10 math teachers)	10
Nonviolent Crisis Prevention & Intervention-CPI	2010/11	20%	10
Belita Gordan Writing Workshop – Style	2010/11	9% (5 of 7 English teachers)	10
Belita Gordan Writing Workshop – Conventions	2010/11	4% (2 of 7 English Teachers)	10
GA Conference on Reading & Writing	2010/11	4% (2 of 7 English Teachers)	10

Reading First Workshop for High School	2010/11	4% (2 of 7 English Teachers)	10
GRASP/WGRETC redelivery	2010/11	32% (All math and English teachers)	5
Thinking Maps	2010/11	100%	10
Thinking Maps for Mathematics	2010/11	9% (5 of 10 math teachers)	8
Differentiated Instruction/Rapid Pre-assessments and tiered activities	2010/12	100%	10

d) A detailed list of on-going professional learning

Writing/Reading Workshops – English department teachers attend annual workshops so they will be able to organize and maintain classroom activities that strongly engage students in writing and literacy learning; improve their teaching of writing as a craft, including writing traits and other conventions of written language; demonstrate superior writing practices; and model strategies for students to gain proficiency in phonemic awareness, phonics, comprehension, fluency and vocabulary development.

Differentiated Instruction – DI has been system-wide professional learning focus for two years. DI implementation will continue with the roll out of the CCGPS curriculum. The strategies provide activities to address the varying readiness levels, learning profile, and interests. This is a tier I strategy to help all students to achieve.

Georgia Council of Teachers Mathematics Conference – Mathematics department teachers attend annual mathematics conference to gain instructional strategies to help students understand mathematical concepts and skills presented and practiced in the classroom.

e) The preferred method of delivery of professional learning

The preferred method for the delivery of professional learning is face-to-face presentation of the content delivered by a qualified trainer. The trainer may be a professional hired from outside the school system or a system employee who has been trained to redeliver content.

f) *The programmatic professional learning needs identified in the needs assessment*

- Differentiating Instruction
- Understanding and utilizing Lexile scores
- Integrating reading and writing into all aspects of curriculum
- Creating literacy lessons for use with technology tools (Intewrite Boards, Classroom Response Systems, etc.)
- Creating units for and integrating CCGPS Literacy Standards in Social Studies, Science, and Technical Subjects
- Creating units for CCGPS in Math and English

Assessment/Data Analysis Plan

a) *A detailed listing of the school's current assessment protocol*

As mandated by No Child Left Behind (NCLB), state initiatives, and in keeping with the system's vision and mission statement that all students in the Jeff Davis County School System will lead the state in improving student achievement, the JDHS student assessment system is arranged in tiers consisting of state mandated assessments and building-level assessments.

b) *An explanation of the current data analysis protocol*

Data analyses of results from assessments are critical to the overall instructional and academic effectiveness of JDHS. System directors, building-level administrators, the school improvement specialist, and teachers analyze both formative and summative assessment data by subgroup and domain in order to collaboratively make appropriate instructional decisions. Administrators and the school improvement specialist meet with teachers to guide the data analysis process. These data meetings generate ideas for implementation of strategies presented in the Comprehensive LEA

Improvement Plan (CLIP). Data charts are used in instructional planning and in determining appropriate interventions needed for students. The analysis of the data guides the development of professional learning activities and improvement plan revisions. Decisions are reflected in budget allotments for programs such as the Remedial Education Program (REP), after school academic assistance, School Year Extension, summer school, co-teaching, GHSGT remediation, and alternative education. Thus, the data generated from comprehensive assessments target expectations for student learning and support decisions for continuous improvement in both teaching and learning.

c) *A comparison of the current protocol with the SRCL assessment plan*

Students will continue to be screened routinely three times per semester (block schedule) with the utilization of GRASP. The weakness will be identified and prescriptive probes will be administered to close the literacy gap. Progress monitoring will be recorded in SST, RTI, and/or SPED records.

d) *A brief narrative detailing how the new assessments will be implemented into the current assessment schedule*

At the current time, new assessments will not be implemented, provided that Lexile data is reported through the state assessments 9th grade literature EOCT and American Literature EOCT. If the Lexiles are not provided in a useable format, an assessment to measure Lexiles will be implemented.

e) *A narrative listing current assessments that might be discontinued as a result of the implementation of SRCL*

There is no plan to discontinue the use of current assessments at this time. The only assessments administered at Jeff Davis High School are End of Course Tests, Georgia High School Graduation Tests, Georgia High School Writing Test, GRASP, and the Work Ready Assessment. Each of these assessments provides valuable data that drives the instruction to increase student achievement.

Assessment	Purpose	Skills	Frequency
GRASP	To identify literacy deficiencies. (Screening)	Reading Comprehension	Three times a semester (on block).
Content pre-assessments	To identify the readiness level of the students	Content Georgia Performance Standards	Beginning of course and beginning of domains/units
Formative assessments	Assess progress towards the learning target	Georgia Performance Standards associated with the content of the unit/domain	End of units/ domains
Practice writing test	Assess skill level	Writing and language	1 time in 10 th grade
EOCT	Assess mastery of the content or skill	Content standards	End of the course for 9 th grade literature, American Literature, Biology, Physical Science, US History, Economics, GPS Algebra/Math I, GPS Geometry/Math II
GHSWT	Assess mastery of writing skills	Writing and language skills	1 time during student's junior year (4 retest opportunities provided during the senior year)
GHSGT	Assess mastery of skills in academic areas	English Language Arts, Mathematics, Social Studies, Science	1 time during student's junior year (4 retest opportunities provided during the senior year)

f) *A listing of training that teacher will need to implement any new assessments*

If the Lexiles are not provided in a useable format, an assessment measure Lexiles will be needed. If it becomes necessary to administer an assessment to measure Lexiles, teachers will need professional learning for the administration of the assessment.

g) A brief narrative on how data is presented to parents and stakeholders

Parents are kept abreast of important information via newsletters; newspaper articles; radio announcements; parent meetings; school, system, and state websites; personal contacts; mailed flyers; monthly calendars; "What's Happening," and school handbooks. JDHS utilizes a new student data information system that is comprehensive, accurate, and secure. The system, PowerSchool, has provided opportunities to improve maintenance of student records, scheduling, and communication. In addition, PowerSchool has a parent component to provide parents access to their children's attendance, grades, and assignments. Stakeholders also receive valuable information through press releases and the system website.

Jeff Davis High parents are eager to receive individual score reports. Reports are available to parents at school or are mailed to parents' home addresses. JDHS communicates assessment results to all stakeholders in a variety of ways including, but are not limited to

- Progress reports
- AYP reports
- State report card
- Parent/teacher conferences
- Report cards
- Open House meetings
- Newsletters
- Parent nights
- Student assessment reports
- Newspaper
- Board minutes
- School council meetings
- Professional Learning Communities
- School and/or system website, and
- Informal family contacts (emails, notes, phone calls).

Budget

Budget summary. JDHS will utilize SRCL funds for professional learning (stipends and/or substitutes as well as travel and registration). This will include study of and unit writing for the Common Core GPS, additional writing training, and the training necessary for utilization of resources that SRCL grant monies will afford. In addition, ample funds have been set aside for any school wide training that the grant requires. We have budgeted technology items that will help us to incorporate literacy across all content areas. They include tablets, interactive boards, projectors, printers, mobile laptop labs, new desktops for school wide labs as well as new desktops for all teachers to have in their classrooms. Since all of our technology personnel are not 12 month employees, we have budgeted money to pay them stipends for installation and maintenance. In addition, funds were set aside to replace technology items that are in existence now such as projectors, computers, etc. that will be necessary accompaniments to new technology we seek to purchase. We need richer classroom libraries and have budgeted for periodicals and Coach books for the classrooms. There has also been an allotment for new books in the media center, including eReaders and titles for download. Monies to the media specialist, and paraprofessionals to label books according to their Lexile have been budgeted. Supplies have been included for CCGPS units and other professional learning endeavors, including paper, toner, and ink. In addition, extra projectors and bulbs will be needed for interactive board use. Dollars have also been set aside for extra wireless access points and installation and maintenance of technology that is purchased with SRCL. Software for computer labs will also be purchased as well as Common Core test practice books for each content area.

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX A

GHSgt: English Language Arts (per AYP Report) - These numbers are percentages					
GHSgt – English Language Arts – All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	13.3	41.8	44.9	86.7	90.8
2009-2010	9.6	45.2	45.2	90.4	87.7
2008-2009	10.7	40.5	48.8	89.3	87.7
2007-2008	11.6	37.4	51.0	88.4	87.7
GHSgt – English Language Arts – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	36.0	28.0	36.0	64.0	90.8
2009-2010	20.6	55.9	23.5	79.4	87.7
2008-2009	8.3	58.3	33.3	91.7	87.7
2007-2008	9.2	30.3	60.6	90.8	87.7
GHSgt – English Language Arts – Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	18.8	43.8	37.5	81.2	90.8
2009-2010	7.7	53.8	38.5	92.3	87.7
2008-2009	30.8	30.8	38.5	69.2	87.7
2007-2008	N/A	N/A	N/A	N/A	N/A
GHSgt – English Language Arts – White Students					

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	7.9	43.9	48.2	92.1	90.8
2009-2010	6.2	41.4	52.8	93.8	87.7
2008-2009	9.7	38.7	51.6	90.3	87.7
2007-2008	9.2	30.3	60.6	90.8	87.7
GHSgt – English Language Arts – SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	31.8	54.5	13.6	68.2	90.8
2009-2010	14.3	78.6	7.1	85.7	87.7
2008-2009	35.0	20.0	45.0	65.0	87.7
2007-2008	14.3	33.3	52.4	85.7	87.7
GHSgt – English Language Arts – ED Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	19.5	41.4	39.1	80.5	90.8
2009-2010	14.3	47.6	38.1	85.7	87.7
2008-2009	14.6	43.8	41.7	85.4	87.7
2007-2008	18.3	42.3	39.4	81.7	87.7
GHSWT -- These numbers are percentages					
GHSWT – All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2011-2012	24.0	74.0	2.0	76.0	93.0

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

2010-2011	10.6	85.0	4.4	89.4	95.0
2009-2010	14.9	80.9	4.3	85.2	91.0
2008-2009	16.6	80.7	2.7	83.4	91.0
GHSWT – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2011-2012	24.0	76.0	0.0	76.0	93.0
2010-2011	27.6	72.4	0.0	72.4	95.0
2009-2010	25.7	71.4	2.9	74.3	91.0
2008-2009	34.5	65.5	0.0	65.5	91.0
GHSWT – Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2011-2012	15.0	85	0.0	85.0	93.0
2010-2011	10.0	85	5.0	90.0	95.0
2009-2010	12.5	81.3	6.3	87.6	91.0
2008-2009	26.7	73.3	0.0	73.3	91.0
GHSWT – White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2011-2012	26.0	70.0	4.0	74.0	93.0
2010-2011	7.1	88.2	4.7	92.9	95.0
2009-2010	11.1	84.4	4.4	88.8	91.0
2008-2009	12.6	83.7	3.7	87.4	91.0
GHSWT – SWD Students					

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2011-2012	63.0	37.0	0.0	37.0	93.0
2010-2011	30.8	69.2	0.0	69.2	95.0
2009-2010	64.7	35.3	0.0	35.3	91.0
2008-2009	60.0	40.0	0.0	40.0	91.0
*Note: State 2011-12 exceeds was 9%, and ours was 2%. State 2010-11 exceeds was 8%, and ours was 4.4%. State 2009-10 exceeds was 9%, and ours was 4.3%. State 2008-09 exceeds was 8%, and ours was 2.7%					

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX A

EOCT – American Literature and Composition - These numbers are percentages					
EOCT – American Lit/Comp– All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	15.0	55.1	29.9	85.0	not available
2009-2010	12.0	58.5	29.5	88.0	86.0
2008-2009	16.6	61.3	22.1	83.4	86.0
EOCT – American Lit/Comp – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	25.0	64.3	10.7	75.0	not available
2009-2010	18.2	66.7	15.2	81.9	79
2008-2009	24.0	64.0	12.0	76.0	79
EOCT – American Lit/Comp – Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	11.8	64.7	23.5	88.2	not available
2009-2010	15.4	76.9	7.7	84.6	81
2008-2009	20.0	73.3	6.7	80.0	79
EOCT – American Lit/Comp – White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	13.4	52.1	34.5	86.6	not available
2009-2010	9.7	54.5	35.8	90.3	92

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2008-2009	14.4	59.8	25.8	85.6	92
EOCT – American Lit/Comp – SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	66.7	33.3	0.0	33.3	not available
2009-2010	33.3	58.3	8.3	66.6	51
2008-2009	52.4	42.9	4.8	47.7	52
EOCT – American Lit/Comp – ED					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	15.1	64.5	20.4	84.9	not available
2009-2010	15.9	58.0	26.1	84.1	78
2008-2009	18.1	68.6	13.3	81.9	78

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APPENDIX A

EOCT – 9 th Grade Literature and Composition - These numbers are percentages					
EOCT – 9 th Grade Lit/Comp– All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	20.5	48.7	30.8	79.5	not available
2009-2010	24.0	52.9	23.1	76.0	80.0
2008-2009	30.3	46.2	23.6	69.8	76.0
EOCT – 9 th Grade Lit/Comp – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	32.5	47.5	20.0	67.5	not available
2009-2010	28.1	56.3	15.6	71.9	70.0
2008-2009	54.5	36.4	9.1	45.5	66.0
EOCT – 9 th Grade Lit/Comp – Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	25.9	51.9	22.2	74.1	not available
2009-2010	30.8	65.4	3.8	69.2	74.0
2008-2009	47.4	42.1	10.5	52.6	68.0
EOCT – 9 th Grade Lit/Comp – White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	16.8	47.7	35.6	83.3	not available
2009-2010	22.4	49.7	27.9	77.6	88.0

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2008-2009	24.5	48.3	27.3	75.6	86.0
EOCT – 9th Grade Lit/Comp – SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	60.9	34.8	4.3	39.1	not available
2009-2010	53.1	43.8	3.1	46.9	41.0
2008-2009	50.0	50.0	0.0	50.0	38.0
EOCT – 9th Grade Lit/Comp – ED					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State Meets + Exceeds
2010-2011	23.6	52.9	23.6	75.5	not available
2009-2010	28.8	55.9	15.3	71.2	70.0
2008-2009	36.6	50.4	13.0	63.4	66.0

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APPENDIX A

High School Graduation Data

		All Students	Black	Hispanic	White	SWD	ED
2011	Graduation Class Size	212	36	16	157	17	114
	Graduates (Reg. Diplomas)	153	25	12	115	10	81
	Graduation Rate	72.2%	69.4%	75%	73.2%	58.8%	71.1%
2010	Graduation Class Size	183	27	21	132	21	101
	Graduates (Reg. Diplomas)	152	23	18	108	11	81
	Graduation Rate	83.1%	85.2%	85.7%	81.8%	52.4%	80.2%
2009	Graduation Class Size	181	24	0	144	30	92
	Graduates (Reg. Diplomas)	140	20	0	110	18	62
	Graduation Rate	77.3%	83.3%	0	76.4%	60%	67.4%
2008	Graduation Class Size	199	40	0	139	27	101
	Graduates (Reg. Diplomas)	136	27	0	99	13	57
	Graduation Rate	68.3%	67.5%	0	71.2%	48.1%	56.4%

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APPENDIX B - FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey

School Name:

Content Area

Grade Level:

Part I: Literacy Instructional and Technology Practices				
Strongly Disagree	Unknown/ Unsure		Strongly Agree	
1	2	3	4	5

In our school, there is a well defined core literacy curriculum and is understood and adopted by each member of the school team/content area team/grade level team.

1

2

3

4

5

In our school, there is an alignment between the core literacy curriculum, state frameworks, and classroom assessments.

1

2

3

4

5

In our school, there is consistency within/across grade levels in best teaching practices (whole group teaching, small group teaching and practices reflect knowledge of learning theory & current research).

1

2

3

4

5

Our school's core literacy program allows for a minimum reading block of (90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, and Viewing), English Language Arts (ELA), and content areas (6-12).

1

2

3

4

5

Our school's core reading program materials meet the literacy needs of ALL students in our school.

1

2

3

4

5

All students are progressing satisfactorily in our school's current core reading program.

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1 2 3 4 5

I feel confident in my ability to provide literacy instruction for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.

1 2 3 4 5

I feel confident in my ability to provide literacy instruction through the use of TECHNOLOGY for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.

1 2 3 4 5

I need additional training in understanding and using Lexiles in my classroom.

1 2 3 4 5

Comments and/or concerns about our school's literacy (reading/writing) program:

APPENDIX B

Part II: Literacy Instructional and Technology Resources

Strongly Disagree	Unknown/ Unsure	Strongly Agree
1 2 3 4 5		

My classroom (or content area team) has a sufficient amount of materials to meet the instructional needs of ALL my students (leveled materials).

1 2 3 4 5

There are sufficient books in my classroom (accessible during class time) for students' familiar/independent reading.

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Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

1

2

3

4

5

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

1

2

3

4

5

My classroom library contains an abundant amount of reading material including a variety of text genres.

1

2

3

4

5

My classroom library contains a variety of reading levels within each genre.

1

2

3

4

5

My classroom library contains a variety of non-fiction books that support the content as well as district and state standards.

1

2

3

4

5

My classroom (or content area team) has a sufficient amount of technology to meet the instructional needs of ALL of my students.

1

2

3

4

5

Comments and/or concerns about my instructional and/or technology resources:

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*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX B - FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Results

School Name: JDHS

Content Area

Teachers & Paraprofessionals

2nd row of numbers represent
teacher/parapro responses

Part I: Literacy Instructional and Technology Practices				
Strongly Disagree	Unknown/ Unsure		Strongly Agree	
1	2	3	4	5

In our school, there is a well defined core literacy curriculum and is understood and adopted by each member of the school team/content area team/grade level team.

1	2	3	4	5
1	5	22	11	4

In our school, there is an alignment between the core literacy curriculum, state frameworks, and classroom assessments.

1	2	3	4	5
1	5	14	18	6

In our school, there is consistency within/across grade levels in best teaching practices (whole group teaching, small group teaching and practices reflect knowledge of learning theory & current research).

1	2	3	4	5
1	1	13	22	4

Our school's core literacy program allows for a minimum reading block of (90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, and Viewing), English Language Arts (ELA), and content areas (6-12).

1	2	3	4	5
6	2	18	10	7

Our school's core reading program materials meet the literacy needs of ALL students in our school.

1	2	3	4	5
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1 12 21 8 1

All students are progressing satisfactorily in our school's current core reading program.

1 2 3 4 5
1 11 28 4 0

I feel confident in my ability to provide literacy instruction for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.

1 2 3 4 5
1 3 17 13 7

I feel confident in my ability to provide literacy instruction through the use of TECHNOLOGY for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.

1 2 3 4 5
1 7 18 13 6

I need additional training in understanding and using Lexiles in my classroom.

1 2 3 4 5
4 2 8 15 13

Comments and/or concerns about our school's literacy (reading/writing) program:

SPED students cannot read words without assistance. Enough is not being done to address students who cannot write a complete sentence. We do not have a definitive plan.

APPENDIX B

Part II: Literacy Instructional and Technology Resources				
Strongly Disagree	Unknown/ Unsure		Strongly Agree	
1	2	3	4	5

My classroom (or content area team) has a sufficient amount of materials to meet the instructional needs of ALL my students (leveled materials).

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1	2	3	4	5
5	8	19	22	6

There are sufficient books in my classroom (accessible during class time) for students' familiar/independent reading.

1	2	3	4	5
11	10	7	13	2

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.

1	2	3	4	5
4	17	10	10	2

My classroom library contains an abundant amount of reading material including a variety of text genres.

1	2	3	4	5
11	13	5	12	2

My classroom library contains a variety of reading levels within each genre.

1	2	3	4	5
13	10	10	8	1

My classroom library contains a variety of non-fiction books that support the content as well as district and state standards.

1	2	3	4	5
15	10	7	9	2

My classroom (or content area team) has a sufficient amount of technology to meet the instructional needs of ALL of my students.

1	2	3	4	5
3	11	7	18	2

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Comments and/or concerns about my instructional and/or technology resources:

My classroom is lacking in technology resources that are commonly utilized to deliver instructional content. One or two computer labs are not sufficient to fully integrate technology into lesson plans. Further, teachers should be appropriately trained to implement technology in daily instructional methods.

Having more non-fiction options would be good.

More laptops are needed so that students have access to outside resources without leaving the classroom.

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APPENDIX C

Agenda

Instructional Leadership Team Retreat

July 19, 2011

- I. Revision of Title I Schoolwide and Parent Involvement Plans
- II. Revision of School Improvement Plan
- III. Revision of School Implementation Plan
- IV. Professional Learning Communities (Department)
- V. Unit Revision Status
- VI. Differentiated Instruction Plan
- VII. GRASP Overview
- VIII. Data - AYP Status – AMO (2011-2012)
 - a. GHSgt – ELA 93.9%
 - b. GHSgt – Math 84%
 - c. Review LDS (PowerSchool)
- IX. Other
- X. Monthly Meeting Schedule

Jeff Davis County School System Strategic Goal Alignment:
Strategic Goal I – To increase high school graduation rate and increase post-secondary enrollment rate.

Strategic Goal II – To strengthen teacher quality, recruitment, and retention by recruiting and retaining highly qualified teachers and giving them the research-based training and tools they need for success in student achievement.

Strategic III – Increase achievement through instruction, attendance, and technology.

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX C

Agenda

Instructional Leadership Team Retreat

July 19, 2011

Teacher Name	Department	Time In	Time Out
Kathy Howard	English	8:30	12:00
Dix Howard	Science	8:30	12:00
Cheryll Lovett	SPED	8:30	12:00
Rolyn Crumpler	Math	8:30	12:00
Christy Morris	CTAE/Parent	8:30	12:00
Dossie Hobbs	SIS	8:30	12:00
Celeste Miron	Principal	8:30	12:00
Mantha McBride	BOE	8:30	12:00
Jack P. May	Ast. Principal	8:30	12:00

Striving Readers Comprehensive Literacy Grant

*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX C

Minutes

Instructional Leadership/Literacy Team Retreat

July 19, 2011

The Jeff Davis High School Instructional Leadership Team (ILT) was called to order by Debbie Hobbs.

The following ILT members were present:

Robyn Crumpler – Math Department Chairperson
Kathy Howard – English Department Chairperson
Jim Howard – Science Department Chairperson
Cheryl Lovett – Special Education Department Chairperson
Christy Norris – CTAE representative
Cecelia McLoon – Principal, JDHS
Jack Mosley – Assistant Principal, JDHS
Debbie Hobbs – SIS (School Improvement Specialist), JDHS
Martha McBride –Curriculum Director, JD System

The Title I Schoolwide and Parent Involvement plans were presented and discussed. Each member was asked to review in depth and report any changes to Debbie Hobbs via email by August 1, 2011. Debbie will complete the plan based on the team feedback and present to the team for final approval.

The Jeff Davis High School Improvement Plan was also presented. Requested revisions were made and revised document emailed to the ILT members. The selected goals to focus on during the school year 2011-2012 include:

1. Improve reading and writing skills
2. Differentiated Instruction – menu strategies, tiered activities, rapid pre-assessment
3. Unit creation and revision to include LF strategies and CCGPS
4. Increase student achievement for all students with strong emphasis on at-risk students
5. Increase use of technology

The Jeff Davis High School Implementation Plan was studied and revisions were suggested. Debbie Hobbs will make the revisions and email a revised copy to the ILT members for final approval. The system plan will incorporate the actions, strategies, interventions, and programs stated in the high school plan.

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A form was distributed to show ILT members the format to use for professional learning communities documentation. This documentation should be turned into Debbie Hobbs during post-planning. The ILT members chose Wednesday to be the PLC day.

Unit revision will occur based on professional learning needs assessments. CCGPS will be incorporated in unit plans.

The DI (differentiated instruction) plan was distributed to each member and discussed by Debbie Hobbs. Survey results were shared with the team and compliments were made on teacher performance. It was discussed that introduction of menu strategies will occur this school year. Lessons will be developed by teachers and observed by administrators.

Dr. McLoon discussed GRASP and asked Debbie Hobbs to meet with math and English departments to schedule the screener for 9th and 10th grade students.

EOCT and GHSGT data was distributed and discussed. Dr. McLoon reported that we made AYP in math; however, we summer retests will determine AYP status in ELA. The school did not meet the second indicator AYP of 85% graduation rate. AYP measurements for 2011-2012 are not available for the EOCTs (GPS Algebra and American Lit); however, members will be informed once the measurements are shared with the system.

The team relocated to a computer lab where Dr. McLoon demonstrated the utilization of LDS with the team. ILT members were asked to share LDS with their departments. Debbie Hobbs volunteered to share LDS if any member needed assistance.

It was requested that Debbie provide CRCT and EOCT scores for all junior students.

Dr. McLoon suggested parent sessions to be held on August 11, 2011 at 6:30 pm and 7:15 pm to assist them with helping their child. The session will be called “How to help my student in 9 Lit...Biology...GPS Algebra...World History. Parents will be able to attend two sessions. Teachers will prepare materials and resources for parents to use; in addition, the teachers will conduct the presentation.

Jim Howard suggested that study strategies be taught in each classroom prior to the first assessment. The behavior to think through an application based question should be modeled.

The ILT members agreed to hold monthly meetings on the 2nd Tuesday of each month immediately after school in the conference room. The meeting dates are as follows:

August 9, 2011
September 13, 2011
October 11, 2011
November 15, 2011
December 13, 2011
January 10, 2012

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February 14, 2012

March 13, 2012

April 10, 2012

May 15, 2012

The meeting was adjourned.

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

APPENDIX C

Agenda

Instructional Leadership Team Retreat

September 13, 2011

- I. Reading Across the Curriculum
- II. Mendez Drug Curriculum
- III. EOCT Review Sessions
- IV. Unit Revision Status
- V. Differentiated Instruction Training
- VI. Other
- VII. Next Meeting – October 11, 2011

Jeff Davis County School System Strategic Goal Alignment:

Strategic Goal I – To increase high school graduation rate and increase post-secondary enrollment rate.

Strategic Goal II – To strengthen teacher quality, recruitment, and retention by recruiting and retaining highly qualified teachers and giving them the research-based training and tools they need for success in student achievement.

Strategic III – Increase achievement through instruction, attendance, and technology.

Sign - In

Teacher Name	Department	Time In	Time Out
Kerry Howard	English	3:30	4:30
J. A. F.	Sci	3:30	4:30
Carol Louth	Sp Ed	3:30	4:30
Robyn Crumpler	Math	3:30	4:30
Christy Morris	CTAE	3:30	4:30
Cecilia Mshoer	JD HS	3:30	4:30
Debbie Hobbs	JD HS	3:30	4:30
Melanie M. Genore	JD HS	3:30	4:30
Jack P. Morley	JD HS	3:30	4:25

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APPENDIX C

Minutes

Instructional Leadership/Literacy Team

September 13, 2011

The Jeff Davis High School Instructional Leadership Team (ILT) was called to order by Debbie Hobbs.

The following ILT members were present:

Robyn Crumpler – Math Department Chairperson
Kathy Howard – English Department Chairperson
Jim Howard – Science Department Chairperson
Cheryl Lovett – Special Education Department Chairperson
Christy Norris – CTAE representative
Cecelia McLoon – Principal, JDHS
Jack Mosley – Assistant Principal, JDHS
Debbie Hobbs – SIS (School Improvement Specialist), JDHS

Dr. Cecelia McLoon clarified expectations previously discussed at the data retreat for reading across the curriculum. Each department has a designated day in which reading and writing is occurring the first 10 minutes of class. The students will read information provided by the teacher and will complete a writing activity and/or thinking map activity based on the reading. The days are as follows:

Wednesday - Social Studies
Thursday – Math
Friday - Science

Department Chairpersons were asked to find out what each department is doing with the Mendez Drug curriculum. Dr. McLoon will speak with Gail Jump to determine required actions for implementing a drug/alcohol curriculum.

Department Chairpersons were also asked to discuss EOCT review sessions with their department and let us know tentative plans desired by the department.

Unit revision will occur based on professional learning needs assessments. CCGPS will be incorporated in unit plans. Department chairpersons were asked to provide unit refinement dates to Debbie Hobbs as soon as possible.

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Debbie Hobbs shared that differentiated instruction training would occur on October 19 and 26, 2011 during planning blocks. All teachers are required to attend.

The next ILT meeting date is October 11, 2011.

The meeting was adjourned.

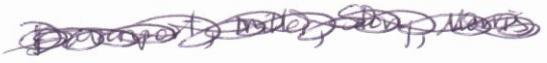
Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Agenda

Instructional Leadership/Literacy Team Retreat

November 15, 2011

- I. CCGPS Training Updates 
- II. Registration Manual Updates
- III. Differentiated Instruction Update
- IV. Striving Readers Comprehensive Literacy Grant (SRCL)
- V. EOCT Retest
- VI. Other
- VII. Next Meeting – December 13, 2011

Jeff Davis County School System Strategic Goal Alignment:

Strategic Goal I – To increase high school graduation rate and increase post-secondary enrollment rate.

Strategic Goal II – To strengthen teacher quality, recruitment, and retention by recruiting and retaining highly qualified teachers and giving them the research-based training and tools they need for success in student achievement.

Strategic III – Increase achievement through instruction, attendance, and technology.

Sign - In

Teacher Name	Department	Time In	Time Out
Christy Morris	CTAE	3:30	4:30
Beth Davis	Media	3:30	
R. Crumpler	Math	3:30	
Judy Howard	English	3:30	
Makenzie McLeone	Social Studies	3:30	
Cheryl Lorette	SPED	3:50	
Cecelia Nelson	JDT+S	3:30	
Debbie Hobbs	JDT+HS	3:30	

Striving Readers Comprehensive Literacy Grant

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Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX C

Minutes

Instructional Leadership/Literacy Team

November 15, 2011

The Jeff Davis High School Instructional Leadership Team (ILT) was called to order by Debbie Hobbs.

The following ILT members were present:

Robyn Crumpler – Math Department Chairperson
Kathy Howard – English Department Chairperson
Cheryl Lovett – Special Education Department Chairperson
Melanie McLemore – Social Studies Department Chairperson
Christy Norris – CTAE representative
Beth Davis – Media Specialist
Cecelia McLoon – Principal, JDHS
Debbie Hobbs – SIS (School Improvement Specialist), JDHS

Debbie Hobbs updated the members with the upcoming CCGPS training dates via elluminate sessions. Members were also reminded of the deadline for registration manual updates. Member were asked remind their department teachers of the December 15 deadline for differentiated instruction lesson observation.

ILT members discussed the plan for completing the SRCL grant. November 17, 2011 was set for a grant workday.

Department Chairpersons shared information concerning EOCT retest procedures from their department. Below outlines the EOCT retest procedures:

Scenario 1 Eligibility

If the student scores **below a 70 on an EOCT**, the student's average of the two nine weeks grades (A1 average or A2 average on report card) in an EOCT course is 65 or higher, and the final average in the course is below 70, the student is eligible to participate in focused remediation conducted during school year extension to help prepare the student for retest on the EOCT. Upon completion of focused remediation, the student will be provided an opportunity to retest on the EOCT the following semester. If the student scores a 70 or above on the EOCT retest, the student will receive a 70 for the course.

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Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Scenario 2 Eligibility

If the student scores **below a 70 on an EOCT** and the student's final average (S1 average or S2 average on the report card) in the course is 70 or above, the student is eligible to participate in focused remediation conducted during school year extension to help prepare the student for retest on the EOCT. Upon completion of focused remediation, the student will be provided an opportunity to retest on the EOCT the following semester. The student's previous course average will be adjusted only if it is positively impacted by the EOCT retest score.

Scenario 3 Eligibility

If the student scores **below a 70 on an EOCT**, the student's average of the two nine weeks grades (A1 average or A2 average on report card) in an EOCT course is below 65, and the final average in the course is below 70, the student is eligible to participate in focused remediation conducted during school year extension to help prepare the student for retest on the EOCT. Upon completion of focused remediation, the student will be provided an opportunity to retest on the EOCT the following semester. The student's previous course average will be adjusted only if it is positively impacted by the EOCT retest score.

Additional Eligibility Information regardless of the scenario

Eligible students may participate in a retest administration only once per content area for a given semester in which the student was enrolled in the associated course. Multiple retest opportunities are not allowed.

Only students who were enrolled in the course the previous semester are eligible for EOCT retest.

Students MUST participate in all scheduled focused remediation sessions prior to EOCT retest.

The next ILT monthly meeting date is December 13, 2011.

The meeting was adjourned.

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

APPENDIX C

Agenda

Instructional Leadership/Literacy Team Meeting

November ¹⁷
15, 2011

Teacher Name	Department	Time In	Time Out
Kathy Howard	English	12:15	3:30
Tia Hand	Science	12:15	2:45
Cheryl Louett	SPED	12:15	3:30
Deidra Janna	Math	12:15	3:30
Christy Norris	CTAE	12:15	3:30
Beth Davis	Media	12:20	3:30
Oceana McHann	JDHS	12:45	3:30
Debbie Hobbs	JDHSSIS	12:15	3:30

Grant Work Session

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APPENDIX C

Minutes

Instructional Leadership/Literacy Team

November 17, 2011

The Jeff Davis High School Instructional Literacy/Leadership Team (ILT) was called to order by Debbie Hobbs.

The following ILT members were present:

Deidra Tanner – Math Department Representative
Kathy Howard – English Department Chairperson
Cheryl Lovett – Special Education Department Chairperson
Jim Howard - Science Department Chairperson
Christy Norris – CTAE representative
Beth Davis – Media Specialist
Cecelia McLoon – Principal, JDHS
Debbie Hobbs – SIS (School Improvement Specialist), JDHS

Department members analyzed the results from the needs assessment completed by teachers and paraprofessionals of Jeff Davis High School and compiled a list of needs categorized by resources and professional learning.

Additional work day was scheduled for November 29, 2011.

The next ILT monthly meeting date is December 13, 2011.

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APPENDIX C

Agenda

Instructional Leadership/Literacy Team

Grant Workday

November 29, 2011

Teacher Name	Department	Time In	Time Out
Dolores Hobbs	SIS	8:00	3:30
Fairy Howard	English	8:00	3:30
Brandi Davis	Media Center	8:00	3:30
Deirdre Janner	Math	8:00	3:30
Christy Morris	CTAE	8:00	3:30

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APPENDIX D - Jeff Davis High School Literacy Plan (2011-2014)

School Name:	Component:	Manager:
Jeff Davis High School	Literacy	School Improvement Specialist
Goals:	Statement of Need:	
5) To increase literacy achievement for all students in grades 9 – 12 at Jeff Davis High School, through improvements in instructional practices using advanced technology provided by the SRCL grant.	Percent passing for the past three years on the 9 th grade literature EOCT has been below the state percent passing.	
6) To achieve or surpass the State Exceeds percentage rate on EOCTs using technology and supplemental literacy materials provided by the SRCL grant.	Percent passing on the GHSWT has been below the state percent passing for the past 4 years.	
7) To produce College and Career ready students upon graduation by providing instruction aligned to CCGPS College and Career Readiness Anchor Standards using materials provided by the SRCL grant.	Observations, surveys, and walkthroughs indicate a lack of reading and writing instruction across the content.	
8) To increase graduation rate.	Little or no collaboration of literacy strategies is taking place during planning time.	
Objectives (measurable):	<ul style="list-style-type: none">➤ Teachers will incorporate reading and writing into their instructional practices.➤ Curriculum is aligned with GPS with the implementation of CCGPS forthcoming.➤ Teachers actively engage students in the College and Career Readiness Anchor Standards for reading, writing, listening and speaking, and language in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences by using the literacy strategies and other strategies specific to their content.➤ Teachers analyze students' performance, provide timely feedback, and adjust instruction accordingly.	
Evidence of Success (for each objective):		

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Teachers across academic contents and technical subjects will participate in Literacy Trainings as evidenced by sign in sheets.

Teachers across academic content and technical subjects will demonstrate the incorporation of effective literacy strategies incorporating College and Career Readiness Anchor Standards for reading, writing, listening and speaking, and language as evidenced by unit plans, observations, walkthroughs, and student work samples.

Current Instructional Schedule:

Students in Jeff Davis High School are scheduled in four 90 minute blocks of instruction daily for each semester. Academic courses are balanced between the two semesters. Students are required to take English, mathematics, social studies and science each year of high school. The schedule is built to assign only two of the required academic courses per semester. The majority of the students are provided two 90-minute blocks of instruction in academic subjects and two 90-minute blocks of instruction in technical subjects allowing them the opportunity to receive 2-4 hours of instruction in literacy.

Strategies:	Persons Responsible:	Time Frame:
Academic and technical subject teachers will attend the summer training provided by Georgia DOE.	School Improvement Specialist/Administrators	By end of Summer 2012
Teachers will participate in a CCGPS literacy training provided by Georgia DOE via webinars and live streaming through GPB.	School Improvement Specialist/Administrators	By end of second semester 2012
Conduct monthly professional learning community meetings with all teachers to discuss implementation and success of literacy strategies and analyze student work with instructional leadership in attendance.	School Improvement Specialist/Administrators	Ongoing

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<p>Walkthroughs will be conducted to determine the implementation of effective literacy strategies.</p> <p>Conduct Instructional Literacy/ Leadership Team Meetings to discuss implementation and long range literacy plans.</p> <p>Provide professional learning plans for 60 faculty and support members to assist in the implementation of the literacy program which will impact 736 students per school year.</p>	School Improvement Specialist/Administrators	Ongoing Ongoing 2012-13 and on-going as needed based on needs assessment
<p>Plan for Tiered Literacy Instruction</p> <p>Literacy implementation will occur one course at a time with each teacher.</p> <p>Professional learning will be provided for literacy implementation.</p>	School Improvement Specialist/Administrators	2012-2013 2012-2013

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<p>Literacy lessons will be developed collaboratively for the first course of the teacher.</p> <p>Literacy lessons will be developed collaboratively for the second course of the teacher.</p>	<p>Teachers produce & School Improvement Specialist/Administrators provide support and resources</p> <p>Teachers produce & School Improvement Specialist/Administrators provide support and resources</p>	<p>2012-2013</p> <p>2013-2014</p>
<p>Resources for Tier I Instruction</p> <p>Resources Needed</p> <p>Equip all classrooms with appropriate literacy materials to enhance student success.</p> <p>Equip all classrooms with needed technology to support literacy development.</p> <p>Resources Currently used for Tier 1 Instruction (f)</p> <p>Computers/laptops Document Cameras Student Response Systems Interactive Whiteboards Web-based Programs – GRASP, USA Test Prep Supplemental Resources – EOCT Coach Books, Science Interactive Readers</p>	<p>School Improvement Specialist/Administrators</p> <p>School Improvement Specialist/Administrators</p>	<p>Ongoing</p> <p>Ongoing</p>

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<p>Plans for Tiers II, III, and IV</p> <p>Tiers II & III</p> <p>Same plan for Tier I - in addition, provide remediation in deficient areas. Supplemental literacy resources on Lexile level reading.</p> <p>Tier IV</p> <p>Same plans as Tiers I, II, & III In addition, implementation of a structured reading curriculum. Inclusion instructional environment</p>	<p>School Improvement Specialist/Administrators</p> <p>SPED Director/SPED Department Chairperson/English Inclusion Teacher</p>	2012-13
<p>Statement regarding conflict with other initiatives. The Jeff Davis County Schools' mission statement is "The Jeff Davis County School System will lead the state in improving student achievement in order to ensure that our students are prepared to meet the demands of a global society." This philosophy drives the educational decisions made for Jeff Davis students; therefore, programs or initiatives implemented will complement the plans in place for Striving Readers. The Instructional Literacy/Leadership team recognizes the need for a comprehensive literacy curriculum. The reading and writing strategies will unify with the current researched based instructional best practices currently implemented. Literacy is the component that has been missing from the curriculum. With the implementation of a comprehensive literacy curriculum across the curriculum, positive gains should occur in student achievement.</p>		

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APPENDIX E

Jeff Davis High School

