

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	Position: Director of Instruction and Title I
Number of schools		Phone: 912-375-6705	Fax: 912-375-6020
in system: 4 plus Pre-K	applying: 4 plus Pre-K inc. 0-5		
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)

E-mail: lmperry@jeff-davis.k12.ga.us


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 (GHS GT) 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; GHSGT 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	GHS GT ELA N DNM	% DNM GHS GT 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 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 (CSR) 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	Janelda 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

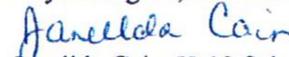

Dr. Martha McBride, Director of Instruction/Title I

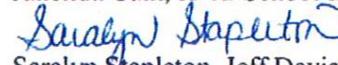

Joyce Davis, Director of Professional Learning/CTAE/Student Records

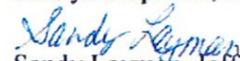

Gail Jump, Director of Testing and Attendance


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

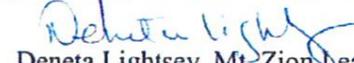

Chuck Crosby, Jeff Davis Elementary Principal


Richard Stone, Jeff Davis Middle Principal


Dr. Cecelia McLoon, Jeff Davis High Principal


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


Letta Cox, Head Start Resource Specialist


Deneta Lightsey, Mt. Zion Learning Center Director

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 Middle School			Total Grant Request: \$344,000
System: Jeff Davis County		School Contact Information:	
		Name: Natalie Hayes	Position: School Improvement Specialist
Number of Students		Phone Number: 912-375-6750	Fax Number: 912-375-6756
698		Email Address: nhayes@jeff-davis.k12.ga.us rstone@jeff-davis.k12.ga.us	
Number of Teachers			
37			
Free/Reduced Lunch %	66.34%		
Principal's Name: Richard Stone		Other Reform Efforts in School: Learning Focused and 21st CCLC	
		Principal's Signature:	

Jeff Davis Middle School - Striving Readers Comprehension Literacy Grant 2011

School History. Jeff Davis Middle School (JDMS) houses grades sixth through eighth, with approximately 700 students. Jeff Davis Middle School is a Title I Distinguished School. We are the only middle school in our district, Jeff Davis County School System. While our population is predominately white at 67%, we also have 18% African American, 12.5% Hispanic, 2% Multiracial, and 0.5% Asian. We are located in a small, rural, farming town. Our poverty level continues to rise with our free and reduced lunch rate reaching 66% of our population this year. With the unemployment percentages on the rise, we feel sure this number will continue to grow. We currently consist of twenty-seven regular education teachers, four special education teachers, one ESOL teacher, one speech therapist, two and half physical education teachers, one and half band instructors, a half-time art teacher, one business and computer science teacher, one agriculture teacher, and one media specialist. Our administrative staff consists of one principal, two half time assistant principals, one and half school counselors, and one school improvement specialist.

Our school has made Adequate Yearly Progress (AYP) each of the past five years according to our state tests, Georgia Criterion-Referenced Competency Test (CRCT). While our school has been successful in most recent years, it is only through hard work and self-evaluation that our school has found success. Our middle school was on the state's needs improvement list when the new Georgia Performance Standards (GPS) first rolled out. The new demanding set of standards made it very hard to obtain the Annual Measurable Objective (AMO) set forth by the state in the area of mathematics.

Once we found ourselves in the needs improvement status, we took a long look at what we could do to better teach the GPS, and what we could do to ensure our kids were engaged in

the content enough to master it. Through many research-proven initiatives, we saw our student achievement start to climb. A strong focus was put on math for many years because it was the area of weakness. However, in recent years we have begun to see a decline in reading scores in certain subgroups and overall particularly low writing scores. Our goal, as a school, is to do everything in our power to ensure success for ALL our students in ALL content areas.

Administrative and Teacher Leadership Team. Our administrative team consists of Principal, Mr. Richard Stone, two half-time Assistant Principals, Barry Waller and Julia Swanson, Counselor, Sherry Cabaniss, and a School Improvement Specialist, Natalie Hayes. All of these are new to their positions except for the School Improvement Specialist. Collectively, this group brings a wealth of experience to the table and comes from a variety of backgrounds.

The leadership team (LT) at Jeff Davis Middle School is a school-based organization composed of administrators, school improvement specialist, counselor, grade representatives, and special education representatives. The leadership team meets the Tuesday before our regular faculty meeting held on the first Thursday of each month. The leadership team serves as liaison to their respective departments, teams, and organizations throughout the school. The responsibility of the LT is to identify problem areas and offer suggestions for improvement. The LT conveys accurate information pertaining to any solutions discussed to problems or concerns back to their team, department, etc. Not only does JDMS have a leadership team, we have a design team that is composed administration, school improvement specialist, counselor, content representatives. The design team assists in the gathering and analysis of school-wide standards based testing data. The design team will make recommendations for improvement in the School Improvement Plan.

Past Instructional Initiatives. JDMS has not had a set literacy plan in place. Teachers in each grade have used the following over the past three years:

- In 2008 – 2009, the school incorporated a thirty minute study skills class. In this class, each teacher in the school reinforced reading literacy and the ELA teachers were responsible for teaching reading and writing. The material used to teach reading was the McDougal-Littell literature books, class novels, Georgia Coach Books, and the Accelerated Reader (AR) program.
- In 2009 – 2010, the school used a one hundred minute schedule and the ELA teachers were responsible for all reading and writing literacy. The teachers used McDougal-Littell Language Network and literature books, Georgia Coach books, class novels, Write Source Books for writing, and the AR program.
- In 2010 – 2011, the same schedule was in place using the same materials.
- In 2011 – 2012, JDMS changed from a one hundred minute schedule to an eighty minute schedule for all teachers. The materials being used are still the same with the change in the area of non-fiction and writing. All teachers in the building are responsible for reinforcing non-fiction reading and writing. The ELA teachers are responsible for teaching reading and writing literacy in the classroom.

Current Instructional Initiatives. JDMS has many initiatives that focus on the area of reading and writing. For many years, our CRCT scores and writing scores have risen. However, our exceed category is not increasing like we have hoped to see it. In order to address this, we have implemented the following initiatives:

- Georgia Performance Standards - With the rollout of GPS, JDMS began using the Learning-Focused strategies as a curriculum model for research-based instruction. JDMS continues to use this model for instruction. Teachers have developed units based on the Georgia

Performance Standards and the Georgia Frameworks. These units provide for the use of essential questions, activating strategies, distributive summarizing, differentiated instruction, assessment prompts, and culminating activities. Teachers use pre-assessments to drive the instruction in their units, as well as both formative and summative assessments throughout the units. Teachers have also received extensive professional learning in differentiated instruction to incorporate into their units.

- GRASP - In 2010-2011 school year, teachers began using a screening program for math and reading developed by West Georgia RESA called Georgia RESA Assessment of Student Progress (GRASP). This program uses school wide screeners to help identify where students are, as well as progress monitor students who are in need of reading and/or math interventions.
- Thinking Maps – In 2010-2011 school year, Thinking Maps were also implemented as part of our reading/writing initiative. Thinking Maps are tools used to link specific thinking strategies to visual representations, thereby enabling students to begin thinking more abstractly. It helps them move from more concrete to abstract concepts.
- Measures of Academic Progress (MAP) – In November of 2011, our system implemented Measures of Academic Progress. This is a nationally norm-reference assessment system that allows us to see where our students are achieving nationally in reading, English, and math. Students are scored on a continuous scale by giving a RIT (Rosch Unit scale) score. The test shows areas of strengths and weakness based on strands for each grade and subject; therefore helping students with interventions, as well as giving targeted activities to work on in flex grouping time.
- Non-Fiction Reading - With the start of the 2011-2012 school year, much emphasis has been placed on all subjects incorporating non-fiction reading into their content. To reach the

Lexile ranges put forth by Common Core Georgia Performance Standards (CCGPS), students must be exposed to the more demanding vocabulary present in non-fiction reading. Content area teachers have a scheduled amount of time to spend on non-fiction reading material.

Professional Learning Needs. According to the needs assessments these were the areas that professional learning was deemed necessary in:

- Integrating the reading Lexile scores in all content areas
- Instruction with hands-on approaches in writing for all content areas
- Creating lessons that are student-friendly using technology (IPADS, Interwrite Boards, etc.)
- Differentiation Instruction
- Intensive literacy training on ways to close the gap for students who are below grade level; and
- How to provide rigor and relevance in all content areas using reading and writing strategies.

Need for Striving Readers Grant. JDMS has continued to see improvement in the CRCT test scores and writing test scores over the last several years. However, we have not had a significant increase in the “Exceeds” area on our CRCT scores. Our writing scores decreased from last year in the “Does not Meet” area by 2% and by 1% in the “Exceeds” area. While there have been gains on the writing tests, they have been very minute. Due to our budget restraints and limited resources, it has been difficult to progress more students from the “Meets” category to the “Exceeds” category. The literacy team concludes an increase could be made in the “Exceeds” category through funding supporting our school-wide literacy plan and technology resources. The literacy team believes students would benefit from the funding and increase our literacy programs and technology use in the classrooms. With our new facility and infrastructure, we have the capability to support more technological advances from the support of the literacy grant. It is our goal that we provide our students with state-of-the-art technology that will result in increased reading and writing achievements.

Even though our CRCT scores in reading are improving, we still have non-readers in our school, particularly in our special needs population. The literacy team feels a very systematic program in our Remedial Education Program (REP) is needed in reading to monitor progress for these students over their middle school career. We are not improving on norm-referenced tests such as the Iowa Test of Basic Skills (ITBS) in reading. Our teachers are great at accommodating so students can reach their grade level standards, but there's still a gap in their true reading ability. This is shown in our progress monitoring tools such as our GRASP reading fluency scores. We are NOT doing a good job at remediating basic reading skills.

All teachers at JDMS participated in the needs assessment survey. Academic area teachers have stated their need for laptops, reading materials, classroom sets of books, software, computers that are capable of running the new reading software, and non-fiction books and AR tests for them. College, Technical, and Agriculture Education (CTAE) has stated their need for an agriculture reading program, career magazines, and digital mobile devices. Based on the needs assessment survey, all JDMS teachers stated our core literacy curriculum is in need of improvement; it does not meet the needs of all students. Teachers are not confident in their ability to provide literacy instruction, and they stated their need for training. All teachers stated their need for reading materials in their classrooms. Only two teachers believe they have adequate reading materials available in their classroom for students' independent reading. Teachers believe they do not have adequate materials to support our reading program, and it does not meet the need of all students including ones with disabilities. All teachers do not believe they have adequate instructional materials for providing in-class intervention to help struggling readers and writers.

Our school improvement plan goals are: “By the spring 2012 CRCT, there will be a 10 % increase in students’ Lexile scores in eighth grade.” “By the Winter 2012 Georgia 8th Grade Writing Assessment, there will be an increase of 5% in the meeting plus exceeding category.” If we received the materials teachers are requesting, we could improve our writing scores (only 75% passed). Also, students in CRCT subgroups could benefit from these requested materials as they would improve their reading abilities and furthermore increase their CRCT scores. Most students in these subgroups do not like to read; therefore we could build their confidence in reading and their desire to read if we had the above-stated materials to meet the needs of all students at JDMS.

Due to the gaps between our “Meets” and “Exceeds” categories when compared to state scores, our literacy team concludes that additional resources are necessary to provide greater instructional opportunities for ALL students.

Analysis and Identification of student and Teacher Data Student Achievement Needs

a and d) School student CRCT data & Disaggregation of data in subgroups

Reading and English/Language Arts CRCT Data (percentages)					
All Student					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	8.1	57	34.9	91.9	80.0
2009-2010	9.3	61	29.7	90.7	73.3
2008-2009	10.2	58.3	31.4	89.8	73.3
2007-2008	23.1	61.5	15.4	76.9	73.3
Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	12.4	65.2	22.4	87.6	80.0
2009-2010	12.1	68.7	19.2	87.9	73.3
2008-2009	12.2	63.3	24.5	87.8	73.3
2007-2008	33.3	63.2	3.4	66.7	73.3
Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO

	Meet			Exceeds	
2010-2011	13.8	63.2	23	86.2	80.0
2009-2010	12.7	66.5	20.9	87.3	73.3
2008-2009	16.9	62.5	20.6	83.1	73.3
2007-2008	34.5	56.9	8.6	65.5	73.3
White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	6.3	54.5	39.3	93.7	80.0
2009-2010	8.0	58.4	33.6	92.0	73.3
2008-2009	8.4	56.8	34.9	91.6	73.3
2007-2008	19.5	61.5	19.0	80.5	73.3
SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	21.7	53.9	24.4	78.3	80.0
2009-2010	31.2	61.2	7.6	68.8	73.3
2008-2009	30.2	57.8	12.0	69.8	73.3
2007-2008	51.2	43.9	4.9	48.8	73.3
ELL Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	22.4	70.7	6.9	77.6	80.0
2009-2010	25	66.1	8.9	75.0	73.3
2008-2009	41.7	56.2	2.1	58.3	73.3
2007-2008	65.2	34.8	0.0	34.8	73.3
Economically Disadvantaged					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	11.8	60.7	27.5	88.2	80.0
2009-2010	13.0	64.9	22.1	87.0	73.3
2008-2009	13.8	63.7	22.5	86.2	73.3
2007-2008	31.3	61.7	6.9	68.7	73.3

While we have continued to make percentile gains in all academic areas on the CRCT, we continue to have problems with increasing our “Exceeds” category in addition to the “Meets” category being up to par in certain subgroups like the ELL students, as well as the black population.

Georgia Grade 8 Writing Assessment (percentages)					
All students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	25	74	1	75	
2009-2010	27	70	4	74	
2008-2009	33	66	1	67	
2007-2008	29	67	4	71	
Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	24	76	0	76	
2009-2010	46	54	0	54	
2008-2009	34	66	0	66	
2007-2008	33	67	0	67	
Hispanic Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	19	81	0	81	
2009-2010	32	68	0	68	
2008-2009	41	59	0	59	
2007-2008	38	56	6	62	
White Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	26	73	1	74	
2009-2010	21	74	5	79	
2008-2009	33	66	1	67	
2007-2008	27	67	5	72	
SWD Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
2010-2011	71	29	0	29	
2009-2010	75	25	0	25	
2008-2009	96	4	0	4	
2007-2008	83	17	0	17	

The above chart delineates our Georgia Grade 8 Writing scores for the last four year by **disaggregated groups**. There is a disconnect between passing percentages in reading and language arts on the CRCT and on the writing assessments administered to each grade.

e) Teacher Retention Data:

Attrition Rate* of Teachers		
School Year	Number	Percent of Teacher Population
2010-2011	1	10%
2009-2010	3	6%
2008-2009	1	2%

f) Professional Learning:

The table below lists the professional learning activities offered since the 2009 school year.

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Differentiation	09-10	35	On-site
Learning-Focused Update – Version 7	09-10	35	On-site
Differentiated Instruction – Tiered Instruction	10-11	35	On-site
Thinking Maps	10-11	35	On-site
Harry Wong – Effective Teacher	10-11	35	On-site
Restraint Training	10-11	40	On-site
Differentiated Instruction – Menu Strategies	11-12	40	On-site
Restraint Refresher course	11-12	35	On-site
Thinking Maps: Write from the Beginning and Beyond	11-12	12	On-site
NWEA: MAP assessment training (math/reading)	11-12	25	On-site
Co-teach: Struggling Readers Series – Claxton	11-12	6	Claxton –GLRS

Teacher Professional Learning Needs. Teachers feel the need to have more professional development in the area of incorporating Lexiles into their content area. It was also brought out through the needs assessment that more training is needed in the area of literacy skills in the each content area. The staff will also need training on incorporating this new technology into their classrooms.

Curriculum Needs. Our needs assessment indicated a need for a reading intervention program to help bring struggling readers up to grade level. There is also a need for non-fiction reading and writing material to support the content in each academic classroom. Teachers also expressed the need for a vocabulary program to help build and sustain a diverse vocabulary for our students. All of these will help students become better readers as well as help to bring up the Lexile ranges of each child.

Technology Needs. In the area of technology, our teachers have indicated several items needed to improve student achievement. At the present time, we only have ninety laptop computers accessible to the seven hundred students we have enrolled. We would like to improve that by adding two laptop carts with thirty laptop computers in each cart. These laptops would be used to provide mini labs in classrooms for students to conduct research and to read non-fiction material on-line. With laptops available, teachers could develop groups for differentiated instruction. Also, each teacher is in need of a laptop to support the latest technology in their classrooms. The purchase of additional access points and necessary cabling would also be needed so our building can handle the increased usage on our wireless system. The teachers also identified the need for digital mobile devices to access more reading content in their classrooms. In addition, we would like to add an on-line encyclopedia for our school which would aid in student research and the availability of updated, accurate reading material.

Needs Assessment (Appendix A)

- a) FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey. This consisted of two parts: Part 1-Literacy Instructional Technology Practices and Part 2 Literacy Instructional and Technology Resources.

b) The FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey was dispersed to all JDMS personnel by a member of literacy grant team who was then responsible for collecting the survey. Once all surveys were collected, the data was compiled.

c) All JDMS faculty, in which literacy is part of their daily content curriculum, participated in the Needs Assessment Survey.

- Reading and ELA, Math, Social Studies, and Science teachers
- Special Education teachers and paraprofessionals
- Gifted Education teachers
- ESOL teacher
- All content area paraprofessionals
- Media Specialists

Results of the survey of Jeff Davis Middle School Staff:

Part 1: Literacy Instructional and Technology Practices

- 42% - disagree that JDMS has a well-defined core literacy curriculum.
- 30% - unsure there is an alignment between the core literacy curriculum, state frameworks, and classroom assessments.
- 42% - disagree there is a consistency within cross grade levels in best teaching practices.
- 73% - disagree the school's core literacy program allows for a minimum reading block of 2 - 4 hours of instruction in academic classes.
- 85% - strongly disagree that the school core reading program materials meet the literacy need of ALL students.
- 48% - disagree they feel confident in their ability to provide literacy instruction for ALL students in the classroom.
- 45% - strongly disagree all students are progressing satisfactorily in our school's current core reading program.
- 45% - disagree they feel confident in their ability to provide literacy instruction through the use of technology for ALL students.
- 55% - strongly agree additional training in understanding and using Lexiles in the classroom is needed.
- Part 2: Literacy Instructional and Technology Practices
- 67% - strongly disagree there is sufficient amount of material to meet the instructional needs of ALL students in classrooms.
- 70% - strongly disagree there are sufficient books in the classroom for students' familiar/independent reading.
- 73% - strongly disagree they have instructional materials needed to provide in-class intervention for struggling readers and writers.
- 70% - strongly disagree the classroom library contains an abundant amount of reading material including a variety of text genres.

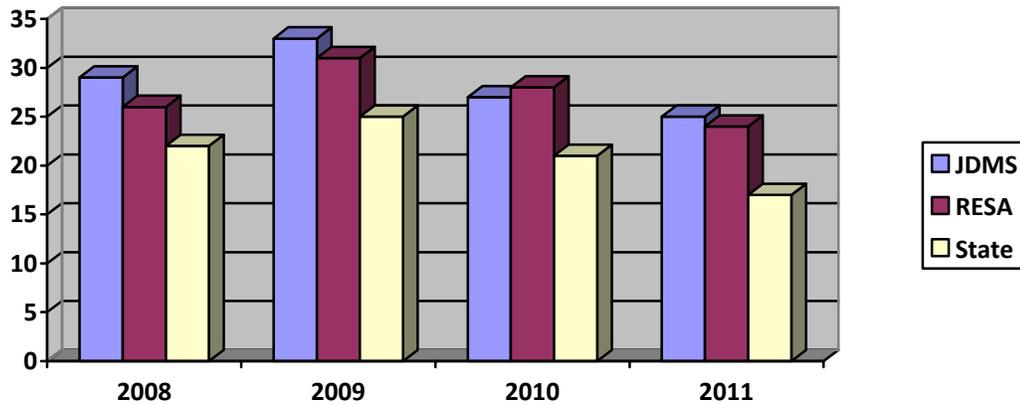
- 70% - strongly disagree the classroom library contains a variety of reading levels within each genre
- 75% - strongly disagree the classroom library contains a variety of non-fiction books that support the content as well as district and state standards.
- 55% - strongly disagree the classroom (content) has sufficient amount of technology to meet the instructional needs of ALL students

Areas of Concern

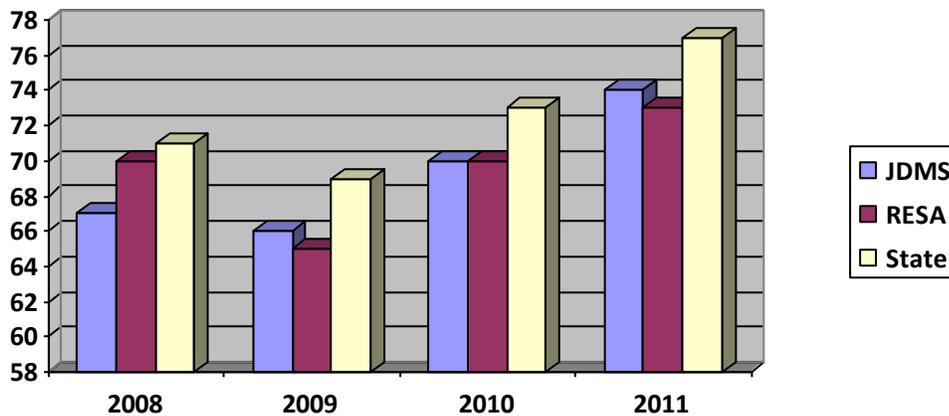
- a) Writing- The area of expository and persuasive writing is a concern for JDMS. Our scores have shown no significant growth in the exceeds standard in the past four years. We are below the state expectations of performance.

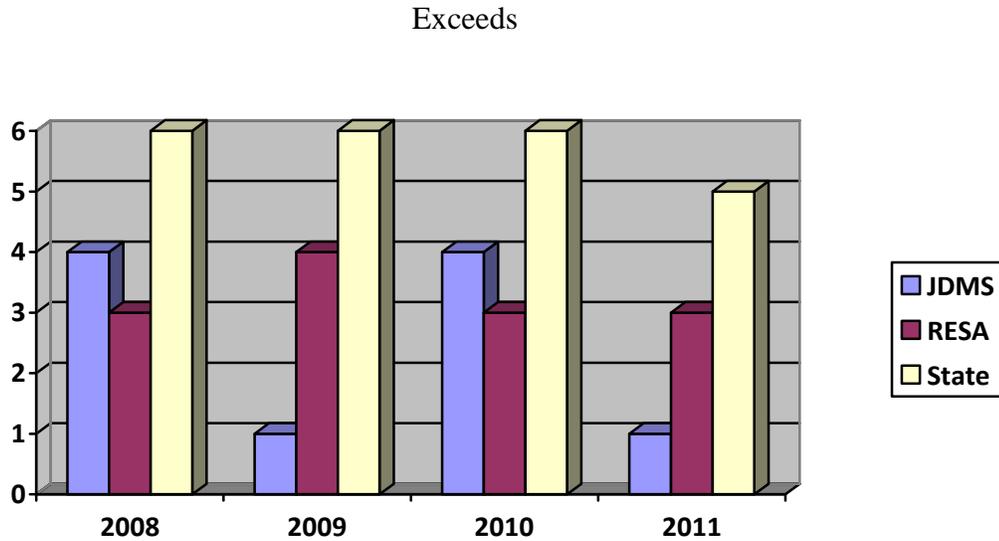
Georgia Grade 8 Writing Assessment

Did Not Meet



Meets



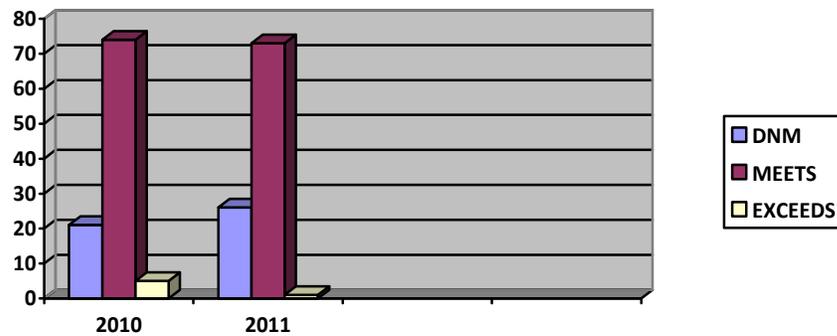


Another area of concern is the number of EL and black students (4 year data) who have not increased in the exceeds area of reading and ELA.

b) Writing as a whole is an area of concern for JDMS, however, the white subgroup shows a significant decrease in the meets and exceeds of the writing standards for the past two (2) years.

8th Grade Writing Scores of White Students

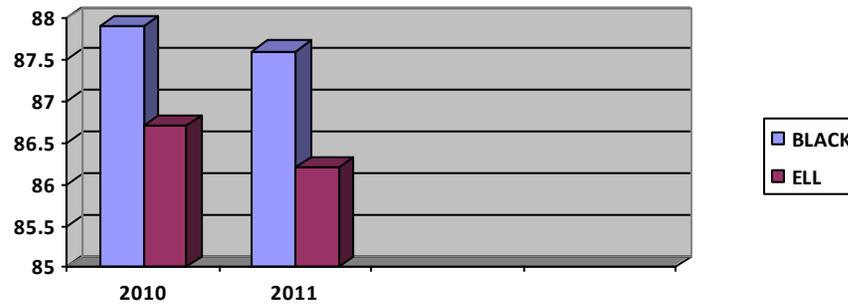
Did Not Meet



Another area of concern is the number of EL and black students (two year data) who have not increased in the exceeds standards of reading and ELA. Recent National Assessment of

Educational Progress (NAEP) results reveal a persistent achievement gap between the reading and writing scores of whites and students of color in eighth and twelfth grades.

JDMS - Meets and Exceeds Reading and ELA



c) Currently much attention is being given to writing through Thinking Maps, 6 Traits of Effective Writing, and Write from the Beginning and Beyond. However, while this does seem to be helping we are not seeing the gains we had hoped to through writing scores. We feel a stronger emphasis in the schedule through all content areas in the area of Reading and Writing will help us get these desired results.

Root Cause Analysis Underlying Problems

a) The underlying cause for our areas of concern is the lack of vocabulary development in our students, as well as the lack of exposure to different kinds of print material. This transfers not only to their reading comprehension, but to their writing as well. We are seeing more students passing the CRCT than ever, however our exceeds is not climbing, and nor are we seeing our students become better writers.

b) All grade levels in our building are affected by the very gradual increase in scores and decrease in the “Exceeds” category. While 8th grade is the only grade that takes the Georgia

Middle Grades Writing Assessment , scores on the 6th and 7th grade predictor test indicate the same thing.

c) The literacy team believes the cause of this is the focus has not been placed on reading in middle school like it has been in the lower grades in the years past. Also, once GPS rolled out, the math was so rigorous most middle schools' attention went there because that is what kept them from making AYP. However, we have noticed certain subgroups dipping in recent years, and it has begun to shift our focus to reading and writing.

d) In the past, we have recognized this issue and have done things to help. We have encouraged teaching reading skills and writing across the curriculum; however, without the proper training many science and social studies teachers feel inept at teaching reading skills. We have begun a systematic and targeted focus on non-fiction reading and writing in all content areas. With support and training, teachers have begun to use this in their classrooms. We have also trained all staff in all academic content areas in Thinking Maps to help not only encourage the higher order thinking but to help focus the writing and bring attention to the process of thinking that goes into writing.

e) The literacy team does not really feel like the needs assessment indicated anything that was not already suspected. However, the needs assessment gave reinforcement to the issues that the literacy team felt were most important.

School Literacy Team- Literacy Team Structure

a) A listing of the members of the site-based literacy team.

- Mr. Richard Stone, JDMS Principal
- Mrs. Natalie Hayes, JDMS Improvement Specialist
- Mrs. Sherry Cabaniss, JDMS Counselor
- Mrs. Patsy Crumpton, JDMS English/Language Arts Gifted Teacher
- Mrs. Regina Tyree, JDMS English/Language Arts Sped Teacher
- Mrs. Renee Torres, JDMS ELL Teacher

- Mrs. Jennifer Glass, JDMS Science Teacher
- Mrs. Edye Kerns, JDMS Social Studies Teacher
- Mrs. Tina King, JDMS Vocational Teacher
- Mrs. Sheila Edwards, JDMS Media Specialist

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

The function of the site-based literacy team in terms of the needs assessment is to collect data that will provide the team with the strengths and weaknesses of the school literacy program. The needs assessment will allow the team to analyze the data to address the literacy needs of our students through the use of professional development, instructional resources, and technology. The site-based literacy team communicates and includes all members of the staff in the decision making process through the needs assessment, email, content meetings, grade level meetings, and faculty meetings.

c) Minutes of the meetings of the site-based literacy team. (Appendix B)

- November 10, 2011, from 3:15 pm until 4:00 pm

This meeting was to discuss the focus of the grant and what we needed to do to start gathering information. We discussed the needs assessment and the protocol for completing the needs assessment.

- November 17, 2011, from 3:15 pm until 4:00 pm

The literacy team looked over the needs assessment and compiled the data. We then looked at the grant application and began dividing up parts of the grant.

- December 1, 2011, from 8:00 am until 4:00 pm

Each member of the literacy team brought back their information. The whole literacy team then worked on compiling all the information into the grant format, and then began working on a school based literacy plan.

- December 7, 2011, from 3:30 pm to 4:15 pm

The literacy team met to look at all the components of the grant and what items remained left to be done. The items left were divided up among the committee members to be completed.

- December 12, 2011

Purpose of this meeting was to review the final copy of the grant and budget and to make any necessary amendments to the final copy.

d) The site-based literacy team meets weekly to communicate among each other and to discuss concerns. Then, each member carries this information back to their department or grade level for further discussion and suggestions. Any input gathered in these grade/department meetings is then brought back to the literacy team for further discussion.

Literacy Team Schedule

The literacy team meets weekly to discuss literacy concerns of the staff and the progress of the current literacy program.

Literacy Team Initiatives

Our initiatives will include data analysis of benchmarks and standardized testing and monitoring the roll out of the Common Core. The needs assessment will be used to determine resources needed to close the gaps in literacy, as well as sustainable resources that can be purchased if awarded the grant.

Project Goals and Objectives

Goals to Be Funded by Striving Readers

a)Goals:	<ol style="list-style-type: none"> 1) To increase literary achievement for all students in grades 6th - 8th at JDMS, through improvements in instructional practices using advanced technology provided by the SRCL grant. 2) To achieve or surpass the meets and exceeds categories for reading and language arts for CRCT using the 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 Standards using materials provided by the SRCL grant. 4) To increase the number of students meeting and exceeding on the state
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	mandated writing test through the use of supplemental materials purchased through the SRCL grant.
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 45 faculty and support members to assist in the implementation of the literacy program which will ultimately reach the 715 students per school year.

c and d) With a focus on literacy achievement for all students, improvement in instructional practices is a must. The literacy team feels with these improvements can be made with use of advanced technology, such as digital media devices. Through the use of this advanced technology students will be able to 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. Through this grant students will also have better access to non-fiction material, particularly in the area of Science and Social Studies, fiction material, periodicals, but also to digital age literacy and various modes of discourse in order to meet the final standard in the anchor standards of the CCGPS for each grades, which reads “Read and comprehend complex literary and informational texts independently and proficiently.”

Research also indicates that in order for students’ literacy achievement to improve, students must be motivated about literacy. Through the more abundant resources made available with the grant, students will now have more choice about what they read and write. We currently employ many strategies through Learning Focus enabling them to work with partners, which supports research on motivation. We will to allow students to be an active participant in their goal setting where literacy is concerned so that they feel empowered about the choices they make.

e) Teacher and paraprofessional salaries are paid for by state and local funds. Any other goals not included in the SRCLG will be funded through Title I, Title II, and Title VI B.

Scientific, Evidence Based Literacy Plan

a) Goals and Objectives	b) Who will implement?	c) What will take place?	Time Frame
<p>JDMS will incorporate all College and Career Readiness Standards for Reading through the Common Core Georgia Performance Standards.</p>	<p>All teachers will incorporate CCGPS reading standards in their classrooms. Principal, Assistant Principals, School Improvement Specialists will provide support and monitoring of the incorporation and implementation of CCGPS.</p>	<p>All content reading teachers in Grades 6-8 will devise and teach units which are based on CCGPS in the following areas:</p> <p>Literature: Key Ideas, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity.</p> <p>Informational Text: Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity.</p> <p>6th Grade Expectations – Sixth grade students will</p> <ul style="list-style-type: none"> • score within/above the Lexile range of 955L to 1040L. • score on grade level on fluency screener <p>7th Grade Expectations – Seventh grade students will</p>	<p>On-going after implementation of CCGPS.</p>

		<ul style="list-style-type: none"> • score within/above the Lexile range of 1000L to 1090L • score on grade level on fluency screener <p>8th Grade Expectations – Eighth grade students will</p> <ul style="list-style-type: none"> • score within/above the Lexile range of 1040L to 1160L • score on grade level on fluency screener 	
<p>JDMS will incorporate College and Career Readiness Standards for Writing through implementation of Common Core Georgia Performance Standards</p>	<p>All teachers will be responsible for writing standards. Reading/ELA teachers will work with argumentative, narrative, informative and explanatory writing genres. Social Studies and Science teachers will reinforce informative /explanatory genres through writing across content areas. school administrative staff and school improvement specialist will provide support and monitoring.</p>	<p>Teachers will incorporate writing in each subject for which they are responsible in the following areas:</p> <p>Text Types and Purposes: Students will be expected to write narrative, argumentative, informational/explanatory pieces routinely. A wide variety of texts from classroom libraries and media center will serve as models from which to write.</p> <p>Production and Distribution of Writing: Students will be expected to produce writing that is clear, coherent, and organized</p>	<p>On-going after implementation of the CCGPS.</p>

		<p>with a style that is appropriate to the task, purpose, and audience. Students will use the “Writing Process,” graphic organizers, and technology to produce and publish their writing.</p> <p>Research to Build and Present Knowledge: Students will be expected to conduct research projects by gathering information from a variety of sources, including literary and informational texts. Students will cite credible sources to integrate information on a specific topic.</p> <p>Range of Writing: Students will be expected to produce writing in all content areas through journals, responses to fiction and non-fiction reading, summaries from Thinking Maps, and formal essays. Benchmarks will be administered on a regular basis to assess how students are progressing.</p> <p>Expectation will be a 10 percent increase for 8th grade students who “Exceed” on the 8th Grade Georgia Writing Assessment and a 10 percent increase for 6th and 7th grade students</p>	
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		who score above “Meets” on the predictor test.	
JDMS will incorporate College and Career Readiness Standards for Speaking and Listening through implementation of Common Core Georgia Performance Standards.	All teachers will be responsible for speaking and listening standards regardless of content area taught. School administrative staff and school improvement specialist will provide support and monitoring.	Teachers will incorporate speaking and listening in each subject for which they are responsible in the following areas: Comprehension and Collaboration: Students will collaborate with diverse partners through conversation and a variety of media that clearly expresses their ideas. Students will evaluate information presented within collaborative groups. Presentation of Knowledge and Ideas: Students will use digital media and visual displays of data to express information so listeners can comprehend the information being presented.	On-going after implementation of CCGPS.
JDMS will incorporate College and Career Readiness Standards for Language through implementation of Common Core Georgia Performance Standards.	All teachers will be responsible for language standards. Reading/ELA teachers will address knowledge of language. All teachers will be responsible for conventions and vocabulary regardless of content area taught. School administrative staff and school improvement specialist	Teachers will incorporate language in each subject for which they are responsible in the following areas: Conventions of Standard English: All teachers will incorporate writing across the curriculum. Students will be	On-going after implementation of CCGPS.

	will provide support and monitoring.	<p>expected to demonstrate the correct usage of grammar, capitalization, punctuation, and spelling.</p> <p>Knowledge of Language: Students will apply their knowledge of language to comprehend more easily when reading a variety of texts.</p> <p>Vocabulary Acquisition and Use: Students will improve vocabulary across the curriculum through the use of a variety of leveled non-fiction texts and contextual vocabulary resources.</p>	
Incorporate the six infrastructural components required for a strong literacy program.	All staff members will be responsible; administrative staff will support and monitor.	Continue plan for extended time for literacy (schedule is included in this application), professional learning, on-going summative assessment of student progress, collaborative teams, leadership, and comprehensive literacy program.	On-going after implementation of CCGPS.

d) Details the current instructional schedule

Reading/Language Arts Schedule
Grades 6-8

Time	Content	Description
20 minutes	Grammar	Mini lessons, partnered, groups, individual
60 minutes	Literature/Writing/Vocabulary	Mini lessons, partnered, groups, individual

e and f) Details a plan for tiered instruction and the materials currently used for Tier I – Tier IV Instruction

The RTI process is fully explained in the RTI chart in the appendix. (**Appendix C**) Each Tier Level, as well as the interventions are explained fully in this chart. The chart not only details our plan for tiered instruction, it also gives an explanation of the materials used in this process.

<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>
<ul style="list-style-type: none"> • Reading aloud daily during class novel time • Partner reading • Collaborative pairing/ One-on-one reading with struggling readers • choral reading • curriculum maps • flex grouping • vocabulary preview • standards check-off • thinking maps • timed drills • differentiated instruction 	<p>The following are possible interventions that are generally done three (3) times per week and progressed monitored by using GRASP probes.</p> <ul style="list-style-type: none"> • Reading to paraprofessionals/ teacher • Reading smaller passages • RiverDeep-Bubbles (for students who scored just below or above “Meets” cut score) • Study Island- Bubbles (for students who scored just below or above “Meets” cut score) • Flex groups • Corrective Reading • MAD Center activities • After-school program for 	<p>Utilization of the Tier II interventions will be continued but are increased to 4-5 times per week and are probed weekly.</p> <ul style="list-style-type: none"> • SRA • Choral reading • SST/ 504 plan • Review of data and progress monitoring by school psychologist • Retention/ summer school • Alternative School Program placement

	<p>review, homework help, and skill building</p> <ul style="list-style-type: none"> • individual review • individual sight word list • individual timed drills/ comprehension drills • Reading Connections class • Vocabulary flashcards • AR Reading • Benchmark - OAS • Progress monitoring • Assessment for instruction (MAP) 	<p><u>TIER IV</u></p> <ul style="list-style-type: none"> • Special Education placement for individualized education program
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Strategies / Materials (Existing and Proposed Including Technology to Support the Literacy Plan)

Provide a generic (not title specific) listing of materials that support literacy, including instructional technology.

Current classroom resources

- a) A general list of current classroom resources for each classroom in the school.
- Units of study aligned to GPS
 - Overhead projector
 - LCD projector
 - Document camera
 - Teacher laptop
 - Previous reading series used as resource to supplement units of study

Current shared resources

- b) A generic list of shared resources.
- On-line shared folders
 - Limited set of trade books
 - Social Studies, Science, and Reading books
 - Software
 - Accelerated Reader
 - Compass
 - OAS
 - GRASP
 - Riverdeep
 - Study Island
 - MAP
 - BrainPop
 - Harcourt On-line
 - Quia
 - STAR Reading/Math
 - Inspiration

Current library resources

- c) **A general list of library resources or a description of the library as equipped.**
- Biographies – 901 copies – average copyright date 1982
 - Easy Fiction – 325 copies – average copyright date 1989
 - Fiction – 3929 copies – average copyright date 1989
 - Non Fiction – 3816 copies – average copyright date 1982
 - References – 455 copies – average copyright date 1991
- Total Print Collection – 9431 copies

Additional resources needed to ensure student engagement

- d) A list of resources needed to implement the literacy plan including student engagement.
- Trade books for flexible groups (need more high interest and non-fiction)

- More resources to support units of study
- Digital mobile devices for use in all classrooms
- Content for digital mobile devices
- Classroom laptops with headphones to use in flex groups
- More below/on/above grade level trade books that are aligned with science/social studies Common Core Georgia Performance Standards
- Supplement classroom libraries to add a variety of levels and genres
- A comprehensive reading program to use with our Remedial Education program

Classroom Practices

e) A generic list of activities that support classroom practices

- | | |
|-------------------------------|---|
| • Learning-Focused strategies | • Flexible grouping for reading and writing |
| • Thinking Maps | • Think-Pair-Share |
| • After-School Program | • Small group instruction |
| • Differentiated Instruction | |

Intervention Programs

f) A generic list of activities that support literacy interventions programs.

- | | |
|----------------------|----------------------------------|
| • SRA | • RTI (Response to Intervention) |
| • Co-Teaching | • Summer School |
| • One-on-one reading | • After-School Program |
| • Flexible Grouping | • Inclusion |

Additional strategies needed to ensure student success

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

- | | |
|-------------------------------------|------------------------------|
| • Gifted Program | • Flexible Grouping |
| • ESOL Program | • Differentiated Instruction |
| • Extending and Refining Activities | • Writing |

a and b) Project Procedures and Support Reading/Writing Schedule in All Content

Grades 6-8

Schedule is based on 80 minute class schedule.

ELA schedule

Time	Content	Description	Instructional Days
5 minutes	Language Review	Whole group, Teacher guided	5 days
20 minutes	Flexible Groups	Homogeneous ability groups reading text on their level	5 days
25 minutes	Reading	Whole group, partnered, heterogeneous groups, or individual	5 days
30 minutes	Grammar/Writing/Vocabulary	Mini lessons, partnered, groups, individual	Grammar – 5 days Writing – 2 days Vocabulary – 2 days

Math schedule

Time	Content	Description	Instructional Days
15 minutes	Reading	Non-fiction material	3 days
15 minutes	Writing	Math journals	2 days
65 minutes	Math	Mini lessons, partnered, groups, individual	5 days

Science schedule

Time	Content	Description	Instructional Days
15 minutes	Leveled Text	Homogeneous ability groups reading text on their level	1 day
15 minutes	Writing	Individual	1 day
15 minutes	Vocabulary	Partners, individual	1 day
65 minutes	Science	Mini lesson, partnered, groups, individual	5 days

Social Studies

Time	Content	Description	Instructional Days
15 minutes	Leveled Text	Homogeneous ability groups reading text on their level	1 day
15 minutes	Writing	Individual	1 day
15 minutes	Vocabulary	Partners, individual	1 day

65 minutes	Social Studies	Mini lessons, partnered, groups, individual	5 days
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c) RTI is handled through flexible grouping in all reading and math classrooms. Math and reading teachers are responsible for conducting interventions and doing progress monitoring through the GRASP program. Twenty minutes three times a week is allotted in reading and math for interventions.

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

Professional Learning Activity	Year(s) Offered	B) # of Hours	C)Percent of Staff
Learning- Focused	Ongoing	10 hours per year	100% of all academic teachers
Differentiation	Ongoing	10 hours per year	100% of academic teachers
Thinking Maps	Ongoing	10 hours per year	100 % of academic and CTAE teachers
Harry Wong – Effective Teacher	10-11	5 hours	100 % of all academic teachers
Restraint Training	10-11	2 days	50 % of staff
Differentiated Instruction – Menu Strategies	11-12	15 hours	100 % of all academic teachers
Restraint Refresher course	11-12	8 hours	50 % of all staff
Thinking Maps: Write from the Beg and Beyond	11-12	2 days	35 % of teachers – all ELA teachers
NWEA: MAP assessment training (Math/Rdg)	11-12	4 hours	50 % of staff – all Reading and Math teachers
Co-teach: Struggling Readers Series – Claxton	11-12	5 day series	15 % of teachers – ELA co-teachers

e. JDMS prefers the redelivery method of professional learning. The school has “Wednesday Meetings” which are on site, job embedded professional learning sessions that are held during the planning times of each grade level. Sessions are usually conducted by the school

improvement specialist, however sometimes the system school improvement specialist comes in to redeliver system initiatives or other important training. Targeted areas and topics for professional development are guided by the system wide curriculum director and the school improvement specialist. School level specialists from each building meet once per month to update and discuss what areas need to be addressed system wide.

f. Our staff needs additional training in unit writing for the CCGPS. In order to write units in a fully-integrated approach for ELA, all ELA teachers will need at least four (4) unit writing days; all other contents will need approximately two (2) days. Staff also needs training on increasing rigor in the academic classes using non-fiction reading and writing. This will help address the increasing Lexile ranges under the new CCGPS. Teachers have also requested more professional learning on flex groups to be able to target students' strengths and weaknesses. We will continue updates with our current programs such as GRASP, MAPS, Thinking Maps, and Learning-Focused.

Additional Professional Learning Needs

Additional professional learning will be needed to help teachers fully and effectively use the technology that will be purchased through the SRCL grant. This will help ensure that teachers are fully optimizing the equipment for the fullest gains in achievement.

Assessment/Data Analysis Plan

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

Assessment	Purpose	Skills	Frequency
GRASP	RTI screeners	Reading fluency and comprehension	Three times per year
MAP	Norm-referenced growth indicator	Vocabulary, Informational Reading, Literary	Three times per year

		Comprehension	
Benchmark Assessments	To determine if students have mastered skills taught over nine weeks period	GPS and Common Core Standards taught over a nine weeks period for reading , English, and math	Three times per year
CRCT	Assess mastery of GPS standards	GPS standards in areas of reading, ELA, math, science, and social studies	Once per year
ITBS	Given to 6th graders for norm- referenced purposes	Achievement in reading, ELA, and math	Once per year
Writing Assessments	Assess how well 6th - 8th grade students write on a domain specific topic	Test assesses how students master the domains of ideas, organization, style, and conventions	Once per year and three benchmark assessments prior to state assessment

b) For several years, our data analysis process has been as follows. During preplanning, all reported data from the previous year is presented to staff. A breakdown of scores by grade, subject area, and domain are reported. Teachers are given a data disk with all of the data they will need for their new students in regard to how they tested on CRCT. Included are indicators of which students did not meet, met, or exceeded standards on each subtest. Teachers are instructed to use this data to drive instruction.

After the first few weeks of school have been completed, our school improvement specialist leads our teachers in a more in-depth data analysis of the CRCT data. They begin the process by looking at school goals that were determined using AYP indicators.

They are then given a chart to determine for each domain for in their subject area which students by subgroup were below 60% mastery and above 80% mastery. This provides teachers good initial information for flexible grouping and for knowing which students need remediation and enrichment. Teachers are also required to detail all “Bubble” students by disaggregated subgroup. When students appear in more than one subgroup, teachers know that special notice should be taken because the individualization afforded to these students will result in higher overall achievement.

Teachers are given a week to complete the data analysis. They bring the results to grade level meetings facilitated by our school improvement specialist to discuss strategies and interventions that will work best for these children.

c) It appears a number of assessments in the SRCL plan are designed for early literacy. Our assessments yield data that not only screen fluency but also address comprehension.

d) Just before Jeff Davis County began the process of writing the Striving Reader Grant, all of our schools across the county began using Measures of Academic Progress (MAP) as a means of assessing growth in students with normative data. We are sure we will be using this assessment system for several years to come because it provides a growth model. In 2010-2011 school year, JDMS began using GRASP to address and assist in the Response to Intervention (RTI) process. It is a universal screening/progress monitoring tool. GRASP is designed to identify and track students who are in need of reading and/or math interventions. JDMS uses GRASP instead for fluency assessment. Students are also given a computerized standards-based assessment of comprehension. Teachers have been trained to analyze the data in order to determine areas of weakness so these can be addressed and progress monitored. If weaknesses appear to be a tier

one issue, all students receive instruction to improve their skills. Students take the GRASP three times per year.

e) The only assessment that will be discontinued is the ITBS. Due to the fact that our system has implemented MAP, and it is a nationally normed test, it will take the place of the ITBS.

f) Teachers have been trained on all assessments we are currently using or planning to use. On-going training happens through Professional Learning Communities (PLC) when new updates or reports are available and teachers would benefit from these.

g) Data presentation of test scores is presented not only to teachers, but to our school council and at parent night meetings. A power point is prepared with overall data for the school, grade level data, and disaggregated subgroup data for CRCT in all areas tested and for the writing assessments in all three grades.

Budget Summary

Jeff Davis Middle School will use Striving Readers Grant funds, if allocated, to purchase a program to use in our Remedial Education Program (REP) to bring those struggling readers up to grade level. Also, wireless access points will be purchased to help existing technology run better as well as increase the capability for more wireless devices in our building. JDMS also plans to use the funds to buy approximately 140 digital mobile devices to be used to access multitudes of reading material in the content areas. We have a need for richer and more diverse classroom libraries as well. A laptop for each teacher will be purchased to help enable them to run the technology in his/her classroom the most efficiently. Two rolling labs will also be purchased to increase the frequency of students using current literacy software, as well as accessing more media and print. There is also a need for more vocabulary development to be used in the

language arts classrooms. The funding through the grant will allow students access to richer and more diverse texts.

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 – Needs Assessment

FY12 Jeff Davis Literacy Needs Assessment Survey

School Name: _____ Content Area _____ Grade Level: _____

Part I: Comprehensive Instructional Practices

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

1	2	3	4	5
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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 area (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.

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 addition training in understanding and using Lexiles in my classroom.

1	2	3	4	5
---	---	---	---	---

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

Part II: Comprehensive Literacy Model: Instructional Resources Survey				
Strongly Agree		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.

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

Striving Readers Comprehensive Literacy Grant

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

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 B – Minutes for Literacy Team

4)

Sign In Sheet

Literacy Team Meeting

Natalie Hayes	Reenee Toner
Jennifer Glass	Aina King
Patsy Crumpton	Amanda Hobbs
Dr. M. Tye	Richard Spence
Sherry Cabaniss	
Edye Kern	

November 10, 2011

Agenda:

- 1) Discuss Grant Overview
- 2) Literacy Needs Assessment
- 3) Literacy Plan
- 4) Sign up for Each Assignment
- 5) Future Dates

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

5) Sign In Sheet

Literacy Team Meeting

<i>Watalie Hays</i>	<i>Amanda Harts</i>
<i>Sherry Cabaniss</i>	<i>Renee Lopez</i>
<i>Jennifer Glas</i>	<i>Joyce Kern</i>
<i>Shirley Edwards</i>	
<i>Patsy Covington</i>	
<i>Ryina Hyslop</i>	

November 17, 2011

Agenda:

- **Discuss Literacy Needs Assessment - process of Needs Assessment**
- **Divide the parts of School SRCL Application**
- **Discuss future dates**

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

Sign In Sheet

Literacy Team Meeting

December 1st, 2011

Natalie Hayes
Sherry Cabaniss
Patsy Crompton
Amanda Hoch
Jennifer Glass
Joe M. Tyn

Edge Kern
Patsy Crompton
Sherry Edwards
Joe M. Tyn

Edge Kern
Sherry Edwards
Priscilla Tyn
Richard Stone

Agenda:

8:00 am - 4:00 pm Lunch 11:30-12:00

- Evaluation of each person's part of grant
- Develop a school literacy plan
- Determine what is left to address and how to go about those items

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

Sign In Sheet

Literacy Team Meeting December 7, 2011

Watalee Hayes
Amanda Hush
Jina King
Sherry Cabanis
Kimber Glass
Rachel Torres

Agenda:

Progress of Grant Writing

Spending of funds

Ideas for items to be purchased

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

Sherry Cabanis	Wendy Hayes
Shirley Edwards	
Sina King	
Jennifer Glass	

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

Sign In Sheet

Literacy Team Meeting

December 12, 2011

Agenda:

- **Review the final copy of grant**
- **Review budget break down**
- **Make any necessary changes to either**

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 – RTI chart

