

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

<b>Please return to:</b> Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344		<b>DOE Use Only</b> <b>Date and Time Received:</b>	<b>DOE Use Only:</b> <b>Received By:</b>
<b>Name of Applicant:</b>  Jeff Davis County School System		<b>Project Number:</b> <b>(DOE Assigned)</b>	
<b>Total Grant Request:</b>  \$2,148,297		<b>System Contact Information:</b>	
		<b>Name:</b>  Dr. Martha McBride	<b>Position:</b> <b>Director of Instruction and</b> <b>Title I</b>
<b>Number of schools</b>		<b>Phone:</b> 912-375-6705	<b>Fax:</b> 912-375-6020
<b>in system:</b> 4 plus Pre-K	<b>applying:</b> 4 plus Pre-K inc. 0-5		
<b>Congressional District:</b>  First		<b>Email:</b>  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 21<sup>st</sup> 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 (CSRSD), and 21<sup>st</sup> 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
<b>Jeff Davis Primary School</b>	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
<b>Jeff Davis Primary School</b>	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
<b>Jeff Davis Elementary School</b>	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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	<b>% F/R</b>	<b>Status</b>	<b>ELA Grade 3</b>	<b>ELA Grade 3</b>	<b>Grade 4</b>	<b>Grade 4</b>	<b>ELA Grade 5</b>	<b>ELA Grade 5</b>
<b>Jeff Davis Elementary School</b>	59.8%	Met AYP	15	7%	30	13%	14	6%

	<b>% F/R</b>	<b>AYP Status</b>	<b>N DNM CRCT Reading Grade 6</b>	<b>% DNM CRCT Reading Grade 6</b>	<b>N DNM CRCT Reading Grade 7</b>	<b>% DNM CRCT Reading Grade 7</b>	<b>N DNM CRCT Grade 8</b>	<b>% DNM CRCT Reading Grade 8</b>
<b>Jeff Davis Middle School</b>	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
<b>Jeff Davis Middle School</b>	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
<b>Jeff Davis High School</b>	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
<b>Georgia Writing Test Scores</b>	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.

<b>a) Jeff Davis County Funded Initiatives and Integration with SRCL</b>
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 21<sup>st</sup> 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 21<sup>st</sup> 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
- 21<sup>st</sup> 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, 21<sup>st</sup> 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 21<sup>st</sup> 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>b) Alignment of FY12 Federal and State Funds By Building</b>								
	<b>Title I A</b>	<b>Title I C</b>	<b>Title II A</b>	<b>Title III A</b>	<b>Title VI Part B</b>	<b>Professional Learning</b>	<b>21<sup>st</sup> CCLC</b>	<b>IDEA</b>
<b>LEA</b>	\$85,226	\$55	\$700	\$333	\$68	\$30,000	\$69,334	\$100,000

<b>JDPS</b>	\$270,878	\$2,172	\$35,897	\$11,542	\$13,000	\$1,800	\$88,787	\$625,000
<b>JDES</b>	\$285,927	\$2,172	\$35,897	\$11,500	\$12,000	\$ 2,100	\$86,264	\$625,000
<b>JDMS</b>	\$268,494	\$2,172	\$31,000	\$9,500	\$20,000	\$ 1,700	\$52,150	\$625,000
<b>JDHS</b>	\$56,525	\$2,172	\$20,800	\$4,500	\$23,000	\$1,900	\$53,465	\$625,000
<b>Pre-K</b>	\$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 21<sup>st</sup> 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 measurable 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.

<p><b>a), b), &amp; c) MANAGEMENT PLAN AND KEY PERSONNEL</b></p> <p><b>for Day-to-Day Jeff Davis SRCL Program Implementation</b></p>
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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**

<b>a) Experience of the Applicant - LEA Audit Chart</b>			
<b>LEA-Project Title</b>	<b>Funded Amount</b>	<b>Is there audit?</b>	<b>Audit results</b>
National School Lunch Program	\$6,732,287.36	Yes	<b>** No findings were found with our state and federal funds for the years 2006-2010 with the exception of FY06 as described above.</b>
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 <sup>st</sup> 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

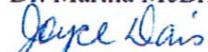
To Whom It May Concern:

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

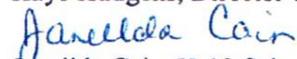
  
Dr. Martha McBride, Director of Instruction/Title I

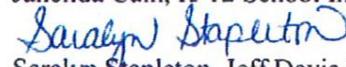
  
Joyce Davis, Director of Professional Learning/CTAE/Student Records

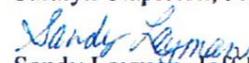
  
Gail Jump, Director of Testing and Attendance

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

  
Kaye Hudgens, Director of Special Education

  
Janellda Cain, K-12 School Improvement Specialist

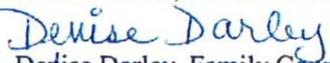
  
Saralyn Stapleton, Jeff Davis Pre-K and CCLC Director

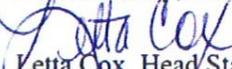
  
Sandy Layman, Jeff Davis Primary Principal

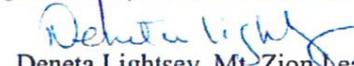
  
Chuck Crosby, Jeff Davis Elementary Principal

  
Richard Stone, Jeff Davis Middle Principal

  
Dr. Cecelia McLoon, Jeff Davis High Principal

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

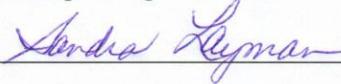
  
Letta Cox, Head Start Resource Specialist

  
Deneta Lightsey, Mt. Zion Learning Center Director

# GEORGIA DEPARTMENT OF EDUCATION

## Striving Readers Comprehensive Literacy Grant

### School and Center Cover Sheet

<b>DOE Use Only</b> Date and Time Received:	<b>DOE Use Only:</b> Received By:	<b>DOE Use Only:</b> Project Number
<b>School Name:</b> Jeff Davis Primary School		<b>Total Grant Request:</b> \$500,000
<b>System:</b>  Jeff Davis County	<b>School Contact Information:</b>	
	<b>Name:</b>  Cathy Varnadoe	<b>Position:</b> School Improvement Specialist
<b>Number of Students</b>	<b>Phone Number:</b>	<b>Fax Number:</b>
741	<b>Email Address:</b> <a href="mailto:cvarnadoe@jeff-davis.k12.ga.us">cvarnadoe@jeff-davis.k12.ga.us</a>  <a href="mailto:slayman@jeff-davis.k12.ga.us">slayman@jeff-davis.k12.ga.us</a>	
<b>Number of Teachers</b>		
46		
<b>Free/Reduced Lunch %</b>	77.2%	
<b>Principal's Name:</b> Sandy Layman		<b>Other Reform Efforts in School:</b> Write from the Beginning and Beyond Differentiated Instruction Learning-Focused
		<b>Principal's Signature:</b> 

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### **School History**

Jeff Davis Primary (JDPS) is a schoolwide Title I school in Hazlehurst, Georgia, has met Adequate Yearly Progress (AYP) for the past eight years, and has been named a Title I Distinguished School for the past five years. Presently, JDPS serves 741 students from kindergarten through second grade. Of these students 59% are Caucasian, 15% are African American, 18.5% are Hispanic, and 6.8% are of other races (Asian and other). Seventy-two percent of the students are transported to school by bus. Twelve percent of the students qualify for special education services.

Currently JDPS consists of 35 classrooms of which twenty-four are regular classrooms, two are inclusion classrooms, ten are self-contained EIP, and one is a reduced class size EIP. The staff is composed of twelve kindergarten teachers, twelve first grade teachers, eleven second grade teachers, two speech therapists, three full-time special education teachers, two half-time special education teachers, and two ESOL teachers. Kindergarten teachers each have full-day paraprofessionals. First and second grade teachers are supported by a Title I Resource teacher and four Title I paraprofessionals who help during small group reading instruction. Three special education paraprofessionals support special education teachers.

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

- Sandy Layman, Principal
- Pam Smith, Assistant Principal
- Cathy Varnadoe, School Improvement Specialist
- Shelly Roppe, Counselor
- Sandy Colson, Kindergarten
- Angie Simpson, Kindergarten
- Suzanne Coleman, First Grade

- Autumn Underwood, First Grade
- Shelly McBride, PBIS Chair
- Pam Harrell, Second Grade
- Donna Metts, Second Grade
- Cindy Boyd, Title I Teacher
- Lisa Jowers, Special Ed.
- Tammy Girtman, Media Specialist
- Shirlene Wooten, Paraprofessional
- Kathy Streeter, Paraprofessional
- Sonya Miller, Parent
- Abby Mullis, Parent
- Shannon Evans, Spec. Ed. Liaison

The leadership team is made up of stakeholders representing all areas of the school. The team was created to focus on school improvement and meets regularly to discuss needs of the school. Team members collaborate with other staff during grade-level and/or planning team meetings.

**Past Instructional Initiatives:**

- GRASP (Universal Screener)
- Reading First Redelivery Training (JDPS was not a Reading First recipient.)
- Thinking Maps (Using graphic organizers in planning stage of writing)
- Learning-Focused Version 7 Update
- Vertical Alignment of Language Arts Georgia Performance Standards (GPS)
- Differentiated Instruction
- Learning-Focused Training (Unit/lesson format)
- Georgia Performance Standards and Updates
- Reading Excellence Act (REA) Grant of 2002

**Current Instructional Initiatives:**

- Common Core Georgia Performance Standards (CCGPS)
- Integrating Science Into Reading
- Write from the Beginning and Beyond
- Technology: TeamBoard Training
- Measures of Academic Progress (MAP), a norm-referenced assessment

JDPS has several new initiatives. During the transition to CCGPS, the school is striving to improve science and social studies instruction by integrating these subjects into reading and writing. A second initiative is to increase the use of technology to enhance lessons and to expose students to media and technology literacy. Teachers recently received Teamboards (interwrite boards) and are being trained on effective uses of them. In an attempt to measure student achievement, JDPS recently began using Measures of Academic Progress (MAP) as an assessment. This assessment was chosen because it measures student growth and Lexiles; therefore, giving instructional direction for the high achievers as well as the average and the below average. Finally, chosen to improve writing skills, JDPS will implement a new writing program, *Write from the Beginning and Beyond*.

**Professional Learning Needs:**

Based on needs assessments completed by teachers, observations conducted by administrators and the school improvement specialist, and assessment data, professional learning needs are as follows:

- meeting the needs of struggling readers
- differentiating instruction
- improving language arts instruction
- improving science and social studies instruction
- integrating science and social studies into reading
- incorporating technology into lessons
- using TeamBoards
- improving writing instruction
- rolling out CCGPS, and
- interpreting MAP test scores and determining how to use them to drive instruction.

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**Need for a Striving Readers Project**

At JDPS, student demographics are changing, and teachers are serving students with many diverse needs. Data shows what was done in the past is no longer working sufficiently and effectively in meeting the needs of the current school population. After much data analysis and collaboration among teachers and administrators, it has been determined there is a need for integrating the different literacy components in ELA, science, and social studies through fiction and nonfiction texts. Through differentiated instruction, the staff will strive to meet the needs of all students. JDPS staff has received redelivery of the Reading First training and would like to implement those strategies more effectively. *Open Court Reading* provides an explicit and systematic phonics component; however, it is not meeting the needs of identified struggling readers. The school has developed basic comprehension and language arts units to supplement the basal instruction. Additional materials are needed to accelerate and scaffold ELA and content area instruction. In the attempt to improve literacy instruction, teachers and staff have developed a multi-faceted program that lacks cohesion. The Striving Reader Grant will enable JDPS to accomplish the integration necessary to ensure student achievement. JDPS has a desperate need for literacy materials such as leveled readers, nonfiction readers, high interest readers, rich classroom libraries, and more technology. With the emphasis on differentiating instruction, motivation, and student engagement, teachers are interested in providing effective literacy stations; therefore, training and materials in this area would be beneficial. Teachers have also identified a need to move toward use of Lexile scores to determine text complexity. Finally, the goal is for every teacher to feel

confident in identifying individual student needs and to provide the best interventions within a manageable time frame. This will require professional development as well as time for collaboration to create an integrated curriculum that will meet the needs of JDPS’s diverse learners.

**JDPS ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA Student Achievement Needs**

Although there was no state-mandated Criterion-Referenced Competency Tests (CRCT) for first and second grade in 2010-2011, JDPS created a mock CRCT (\*see below) using the Georgia Online Assessment System (OAS).

**a) and d)** The following data for 2011 comes from the OAS assessment.

Reading and English Language Arts (in percentages)					
CRCT Reading/English Language Arts – All Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2010-2011	21.38	52.08	26.54	78.62	80
2009-2010	13.0	59.3	27.7	87.0	73.30
2008-2009	12.8	57	30.2	87.2	73.30
2007 - 2008	15.4	56.9	27.7	84.6	73.30
CRCT Reading/English Language Arts – Black Students					
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO

*2010-2011	26.76	57.75	15.49	73.24	80
2009-2010	17.2	66.4	16.4	82.8	73.30
2008-2009	23.8	60	16.2	76.2	73.30
2007-2008	20.3	64.1	15.6	79.7	73.30
CRCT Reading/English Language Arts – Hispanic Students					
<b>Year</b>	<b>Did Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Meets + Exceeds</b>	<b>State AMO</b>
*2010-2011	31.36	56.78	11.86	68.64	80
2009-2010	18.2	64.7	17.1	81.8	73.30
2008-2009	14.4	58.8	26.9	85.6	73.30
2007-2008	14.1	63.4	22.5	85.9	73.30
CRCT Reading/English Language Arts – White Students					
<b>Year</b>	<b>Did Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Meets + Exceeds</b>	<b>State AMO</b>
*2010-2011	17.32	32.02	33.56	82.68	80
2009-2010	10.4	55.8	33.8	89.6	73.30
2008-2009	10.2	54.6	35.2	89.8	73.30
2007-2008	15.4	53	31.7	84.6	73.30
CRCT Reading/English Language Arts – SWD Students					
<b>Year</b>	<b>Did Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Meets + Exceeds</b>	<b>State AMO</b>

*2010-2011	44.27	47.33	9.2	55.73	80
2009-2010	23.6	60.8	15.5	76.4	73.30
2008-2009	26.7	55.6	17.8	73.3	73.30
2007-2008	36.4	48.6	15	63.6	73.30
CRCT Reading/English Language Arts – Economically Disadvantaged					
<b>Year</b>	<b>Did Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Meets + Exceeds</b>	<b>State AMO</b>
*2010-2011	26.02	53.91	19.73	73.98	80
2009-2010	15.8	63.0	21.1	84.2	73.30
2008-2009	16.3	58.8	24.8	83.7	73.30
2007-2008	18.7	58.4	23	81.3	73.30
CRCT Reading/English Language Arts – EL Students					
<b>Year</b>	<b>Did Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Meets + Exceeds</b>	<b>State AMO</b>
*2010-2011	36.15	55.38	8.46	63.85	80
2009-2010	18.5	61.9	19.6	81.5	73.30
2008-2009	11.7	60.5	27.8	88.3	73.30
2007-2008	12.7	63.4	23.9	87.3	73.30

The chart above delineates the school’s CRCT scores for the last four years by disaggregated subgroups. The OAS mock CRCT data (2010-2011) as well as the CRCT data show that the overall

student achievement is falling. This is evidenced by an increase in our does not meet category and by a decrease in the exceeds category. Further breakdown of data reveals that language arts, particularly in first grade is much lower than all other areas.

**e) Teacher Retention Data**

JDPS Attrition Rate* of Teachers		
School Year	Number	Percent of Teacher Population
2010-2011	3	6.6
2009-2010	0	0
2008 - 2009	1	2.32
2007 - 2008	2	4

\*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

**f) Professional Learning**

This table outlines the professional learning the JDPS staff has participated in since the 2009 school year.

<b>Professional Learning Activity</b>	<b>Year(s) Offered</b>	<b>Number of Participants</b>	<b>On-site (school) or Off-site (Central office, conference, or other)</b>
Common Core Georgia Performance Standards (in-house PLs during weekly sessions)	2011-2012 ongoing	All staff	JDPS
Integrating Science into Reading	2011-2012	All staff	JDPS
Write from the Beginning and Beyond (Writing Component of Thinking Maps)	2011-2012 ongoing	All staff	JDPS
Technology Team Board Training	2011-2012	All but grant team	JDPS
Reading First	2010-2011	All staff	JDPS
Thinking Maps	2010-2011	All staff	JDPS
Increasing Student Literacy Technology Grant	2010-2011	All staff	JDPS
GRASP (Response to Intervention Process)	2010-2011	All staff	JDPS
Differentiated Instruction	2009-ongoing	All staff	JDPS
Learning-Focused Version 7 Update	2009-2010 ongoing	All staff	JDPS
Writing Instruction (GPS)	2009-2010	All staff	JDPS

**Teacher professional learning needs** include additional training in differentiated instruction and flex groups. Teachers also voiced a need for training in how to use Lexile scores to determine text appropriateness and complexity. Other needs indicated on the surveys include a need for improvement in language arts and writing instruction.

**Curriculum needs** identified on surveys indicate there are not sufficient supplemental reading materials to meet the literacy needs of ALL students. The core reading program does not meet the needs of ALL readers. Books with a systematic presentation and repetitive use of sight words are needed for struggling readers. Classroom libraries consisting of high interest and nonfiction texts are needed for student motivation and for science and social studies content.

**Technology needs** include training so teachers will feel confident in using new technology. Also, few classrooms have a sufficient amount of technology to meet the needs of our twenty-first century learners. Laptops, document cameras, and other mobile devices may be purchased with Striving Reader funds to enhance instruction.

#### **NEEDS ASSESSMENT**

a) **A Needs Assessment Survey** was created collaboratively system-wide and distributed to each school to address the areas of need in literacy (reading & writing) and technology. This survey contained two sections: 1) literacy instructional and technology *practices* and 2) literacy instructional and technology *resources*.

**b) Description of the Needs Assessment Process:** A collaborative group of system staff created a survey to assess the areas of literacy and technology practices and resources. This survey was completed by all school staffs to ascertain the literacy and technology needs of the individual schools.

**c) A list of individuals who participated in the needs assessment includes** all teachers, paraprofessionals, and additional staff personnel (a total of 59 staff members) who completed the needs assessment survey and collaborated on additional needs lists specifically for literacy.

#### **AREAS OF CONCERN**

**a) and b)** The JDPS literacy team has determined with input from the school staff that the four main **areas of concern** are: *English/Language Arts* (related to CCGPS IV, language standards), *Differentiated Instruction* (related to all reading, language, writing, speaking and listening CCGPS), *Writing* (related to CCGPS II A, B, C, D, anchor standards for writing) and *Content Area Reading* (related to all reading, writing, speaking and listening, and language areas of CCGPS).

**b)The age, grade levels, and/or content areas in which the concern originates** relates to kindergarten, first grade, and second grade.

**c) Identifies the areas of concern and details the steps the school has or has not taken to address the problem.** After analyzing data from the CRCT over several years, ELA scores were identified as consistently lower than any other tested section. All subgroups score lower in this area than in any other area. The EL population is steadily increasing. The county's socioeconomics seem to impact language development. The steps implemented thus far include: identifying at risk students for targeted instruction, administering the MAP to acquire a specific skill list for each student, making instructional materials available for check-out through the MAD center, and extending media center hours. The school system has provided professional development in differentiating instruction. As a part of Reading First redelivery training, classroom and special teachers received literacy kits for differentiation (Walpole and McKenna). Reading fluency rates are regularly measured. MAP data is analyzed for personalized instruction. The school system has provided some professional development in the area of writing. Training on *Thinking Maps* was provided last year and will be extended with *Write from the Beginning and Beyond* training this year. Student portfolios are utilized to evaluate and determine student writing progress.

JDPS has built a small library of shared trade books in the content areas as they apply to required standards. The media specialist has purchased some nonfiction books in the lower Lexiles. JDPS formerly maintained check-out kits for science (now outdated and depleted).

**a) The root or underlying cause of the areas of concern found in the needs assessment** is due in part to the fact that JDPS is in a rural and isolated area and the opportunities for any outside educational interventions are limited. The adult population shows an educational disparity with the average educational level of the nation. Oral language development lags behind as a result of a lack of exposure to correct modeling of speech, vocabulary, and grammar. The growing EL population results in more students needing additional help in literacy. Many of the students have limited exposure to science and social studies background knowledge. Funding cuts have resulted in no field trips, limited enrichment materials, and few resource professionals. Many students arrive with poor school readiness skills thus teaching time is heavily focused on the students' acquisition of necessary reading and math skills. This limits the amount of time available for the teaching of science and social studies. Class sizes have steadily increased to the point where there is less time in a school day to focus on all of the needs of the subgroups. Coupled with these students are those who have had the advantages of growing up in a home with good language models and varied background experiences. Therefore, JDPS must become more efficient with differentiated instruction.

**b) The specific grade levels that are affected** are kindergarten, first grade, and second grade.

**c) A specific rationale for the determination of the cause** is the data. CRCT data and MAP data indicate weaknesses in language arts. Third grade CRCT scores reveal weaknesses in science and social studies, and the third and fourth grade writing assessments suggest a need for improvement in the writing

instruction at JDPS. Finally, the SACS accreditation team reported that teachers need more instruction in differentiated instruction.

**d) To address these problems, JDPS has** identified at-risk students with CRCT data and MAP data.

Identified students receive small-group attention in addition to regular classroom instruction. EL classes have increased their focus on ELA skills. The school system has provided professional learning for teaching writing, for differentiating instruction, and for integrating science into reading. While this professional learning was helpful, surveys indicate that more training is needed. Not only has JDPS provided professional learning opportunities, but the school has also acquired a small collection of shared trade books and science kits. However, the kits need to be refurbished and more nonfiction titles need to be purchased to provide optimal reading instruction.

**e) New information the needs assessment uncovered was that** teachers want to work collaboratively to determine how to focus on improving students' language arts proficiency and that the teachers would like to improve how they utilize differentiated instruction in their classroom. Improving their writing instruction and purchasing books and media center materials were other goals.

#### **SCHOOL LITERACY TEAM - Literacy Team Structure**

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

- Sandy Layman, Principal
- Cathy Varnadoe, School Improvement Specialist
- Shelly Roppe, Counselor
- Tammy Girtman, Media Specialist
- Jackie Campbell, Kindergarten

- Chrissy Chavis, Kindergarten
- Angie Simpson, Kindergarten
- Kim Johnston, First Grade
- Debbie Marchant, First Grade
- Shelly McBride, First Grade Teacher
- Bonnie Edwards, Second Grade
- Angie Wilcox, Second Grade
- Lisa Jowers, Special Ed. Teacher
- Sharon Flowers, ESOL Teacher
- Cindy Boyd, Title I Resource Teacher

**b) Function of the site-based literacy team**

The JDPS literacy team was created for the purpose of analyzing data, reviewing research, planning strategies, and monitoring implementation of the literacy plan. Additional ongoing team responsibilities include communicating the team's progress and seeking staff input.

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

(The minutes are located in Appendix C, and the sign-in sheets for these meetings are located in Appendix D.)

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

At Jeff Davis Primary, bi-monthly afterschool collaborative meetings are held in which the literacy team can share and/or gather information. Also, grade-level and planning team meetings are conducted in which team members can communicate with the staff.

**Literacy Team Schedule.**

The Literacy Team will meet on the third Monday of each month.

**Literacy Team Initiatives.**

The Literacy Team initiative is to integrate the curriculum to maximize effectiveness and efficiency. The team will support all staff in becoming proficient in identifying root causes for individual student reading deficiencies and in choosing and administering the most appropriate interventions. Acceleration and enrichment will be a major focus of the literacy team to move all students toward college and career readiness.

**PROJECT GOALS AND OBJECTIVES**

*Goals to be funded by Striving Reader*

**a) Project Goals:**

- Incorporate College and Career Readiness Standards for Reading, Writing, Language, Speaking, and Listening through the implementation of CCGPS with teacher created units.
- Provide an abundance of varied, complex texts to include nonfiction (particularly science and social studies), fiction, periodicals, and digital-age literacy devices so that students learn to “read and comprehend complex literary and informational texts independently and proficiently.”
- Motivate students by providing them opportunities to select for themselves the materials they read and write about. Add another layer of motivation by providing extended time for students to read with a peer to encourage speaking and listening skills.
- All teachers at JDPS will be confident in providing high-quality instruction in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), evaluating individual student problems, and providing intervention/acceleration as needed.

**b) Project Objectives (measurable)**

- Provide at least 150 minutes of reading instruction daily.
- All teachers in grades K-2 will work together to devise and teach units which integrate the different areas of the curriculum.
- Increase the number of reading texts in classrooms and media center in the form of trade books, periodicals, dictionaries, thesauri, and digital print devices.
- Employ strategies to motivate students. Allow students to self-select what they read and write about, which will require rich classroom libraries. Provide an extended time for students to read. Promote further engagement by allowing for collaboration with peers to encourage speaking and listening skills.
- These objectives will serve as the measure of ALL goals that deal with increased reading achievement:
  - **DIBELS Kindergarten Expectations:** *Phonological Awareness:* First Sound Fluency (FSF)- Beginning of year 10 correct sounds per minute, Middle of year: 30 correct sounds per minute; Phoneme Segmentation Fluency (PSF)- Middle of year 20 correct phonemes per minute, End of year 40 correct phonemes per minute
  - *Phonics:* Nonsense Word Fluency (NWF)- Middle of year 17 correct letter sounds (cls) per minute, End of year 28 cls per minute
  - **DIBELS First Grade Expectations:** *Phonological Awareness:* PSF- Beginning of year 40 correct phonemes per minute
  - *Phonics:* NWF- Beginning of year 27 cls with 1 whole word read (wwr), Middle of year 43 cls per minute with 8 wwr, End of year 58 cls with 13 wwr
  - *Fluency:* Middle of year 23 correct words per minute(cwpm), End of year 47 cwpm
  - **DIBELS Second Grade Expectations:** *Phonics:* NWF- Beginning of year 54 cls with 13 wwr
  - *Fluency:* Beginning of year: 52 cwpm, Middle of year 72 cwpm, End of year 87 cwpm
  - By the end of second grade, students will score in the Lexile range of 450-790.
  - Each student will perform at or above the 75<sup>th</sup> percentile in overall reading on MAP.
- These objectives will serve as the measure of ALL goals that deal with increased writing and language achievement:
  - Each student will perform at or above the 75<sup>th</sup> percentile in overall reading on MAP.
  - There will be an increased percentage of students meeting and exceeding standards on the state writing test.
- These objectives will serve as a measure of ALL goals that deal with increased student motivation.
  - Students will perform at or above the 75<sup>th</sup> percentile on in overall reading on the MAP assessment.
  - An increased number of peer collaborations will be noted during walkthroughs.

**d)** The goals and objectives take into consideration **practices already in place**. For example, the system implements Learning-Focused strategies, which means teachers write and teach from units. The JDPS literacy plan continues to include Reading First strategies and incorporation of technology. Striving Reader funds will help further these initiatives.

**e) Goals to be Funded with Other Revenue Sources.**

Teacher and paraprofessional salaries will be funded by federal, state and local funds, as they implement literacy standards in the classrooms. In addition, Title I A will fund paraprofessional salaries to assist with struggling readers. Title II A will provide additional funds for professional learning needed to incorporate a comprehensive literacy curriculum. Should additional funds be needed, Title I A, Title IC, Title III, Title VI Part B, and Title VI B may assist.

**SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN**

**a) Proposes a plan to implement the goals and objective identified.**

Preparation for next year's literacy plan will begin this year as grade-level teams meet bi-monthly to share ideas and strategies for teaching the different comprehension skills. The JDPS school improvement specialist will develop a unit for each grade level that integrates the different components of literacy and includes science and social studies. These units will serve as exemplars for teachers as they develop units. Of course, the units will continually be revised and updated as needed. Teachers and the school improvement specialist will be provided some release time and days during the summer to work on the units. The school improvement specialist, the media specialist, and teachers will conduct

research to identify different books and technology resources that will be the best match for instruction of the CCGPS. Also, researching and implementing strategies for motivation and student engagement will be an essential element in developing this plan. The principal will create a master schedule which will ensure every class getting the required minutes for reading instruction. DIBELS NEXT will be purchased and teachers will be trained in using the assessment. Training will be made available for using Lexiles to identify text complexity and to guide book selection. Teachers will receive further training on Map, and as technology equipment and new software is acquired teachers will receive necessary training to incorporate the technology into lessons. Finally, teachers will receive additional training in the RTI process and differentiation to meet the needs of ALL learners. (The current literacy plan for JDPS is located in Appendix E.)

**b) Establishes who will implement.**

All classroom teachers and resource teachers will implement the literacy plan. Further leadership support will involve the principal, assistant principal, school improvement specialist, media specialist, and the counselor. The principal will regularly communicate with the staff and stakeholders about the school's literacy plan and will attend the different professional developments related to the programs and assessments. The principal will attend the JDPS Literacy Team meetings and school-wide collaborative team meetings to ensure that the discussions will reflect current reading trends and reading data, to provide support to implement the literacy plan, and to assure that the instructional plans are implemented correctly. Regular classroom walk-through visits during reading times will be conducted by the principal to provide instructional leadership in reading. The school

improvement specialist will schedule and attend JDPS literacy team meetings, research and provide professional development for research-based best practices for literacy, and support teachers through the implementation of the literacy plan. Other duties will include: attending planning team meetings and grade-level collaborative meetings to ensure that the discussions reflect current reading trends and reading data, analyzing data to identify strengths and weaknesses of the curriculum, and making regular classroom walk-through visits during reading times to provide instructional support. The media specialist will be available to assist teachers and students in locating materials. The media specialist will ensure that books contain a Lexile number. The counselor will monitor the RTI process, schedule meetings, maintain rosters, and provide teacher support during the process.

Grade-level meetings will be attended by the different EL and Special Education teachers according to the level of students served. Grade-level teachers will attend IEP meetings on their SPED students. A Title I teacher, an EL representative, and a SPED representative are members of the JDPS Literacy Team and will attend all meetings to share with their special area group of teachers.

c) Clearly defines what will take place in the project based on the “what” document.

- Develop integrated literacy units.
- Train teachers and students to use Lexiles to guide book selection.
- Use DIBELS and MAP data to drive instruction.
- Purchase rich classroom libraries, leveled readers, e-books, science materials, and nonfiction books related to the science and social studies Common Core standards.
- Build on previous Reading First training to provide instruction for the different components of reading.
- Provide for release time/stipends for teachers to develop integrated units.
- Provide for extended time for literacy.
- Provide professional development on research-based best practices.
- Provide professional development for new technology.

**d) Details the current instructional schedule**

The following amount of time will be given to each grade level for literacy instruction.

Core Reading – 45 minutes

Needs-based Instruction (flex groups) – 45 minutes

Instructional Read Aloud – 30 minutes

ELA/Writing – 30 minutes

Science/Social Studies integrated into Reading – 20-25 minutes

**e) Details a plan for tiered instruction (A detailed plan is located in Appendix F)**

Tier I – core instructional program

Tier II – targeted intervention, close monitoring

Tier III – intense intervention, additional testing

Tier IV – testing and possible placement in a program

**f) Details the materials currently used for Tier I instruction**

The Open Court basal is the current program used for Tier I instruction. It is supplemented by a shared collection of trade books. Personnel responsible: teachers and paraprofessionals

**g) Time, Personnel, and Strategies for Tier Instruction**

**Tier I: Time:** during small group instruction      **Personnel:** Teachers, paraprofessionals

**Strategies:** activities from Reading First DI kit, activities from Florida Center of Reading Research website, extra practice in phonemic awareness, phonics, sight words or fluency, Compass, word study activities, smaller passages, word building activities, monitoring etc.

**Tier II: Time:** during needs-based time **Personnel:** Teachers and paraprofessionals

**Strategies:** one-on-one reading practice, very close monitoring, activities from Reading First DI kit, activities from Florida Center of Reading Research website, extra practice in phonemic awareness, phonics, sight words or fluency, Compass, word study activities, smaller passages, word building activities, etc.

**Tier III: Time:** during needs-based time **Personnel:** Teachers, paraprofessionals

**Strategies:** intense progress monitoring, targeted instruction, one-on-one reading practice, very close monitoring, activities from Reading First DI kit, activities from Florida Center of Reading Research website, extra practice in phonemic awareness, phonics, sight words or fluency, Compass, word study activities, smaller passages, word building activities, or progress to Tier 4 for an evaluation by the school psychologist.

**Tier IV: Time:** Based on IEP **Personnel:** School Psychologist, Special Ed. Teachers

**Strategies:** Testing and possible placement in a Special Education Program

**h) Includes a statement regarding conflict with other initiatives**

The Striving Reader Grant will not in any way conflict with other initiatives at JDPS.

**STRATEGIES AND MATERIALS (EXISTING AND PROPOSED) INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN**

**a) A general list of current classroom resources for each classroom in the school.**

- *Open Court* Reading Series
- Limited classroom library
- Word walls.
- Reading First –DI kits
- *Road to the Code*
- *Words their Way*
- Letter tiles
- *Thinking Maps/* Graphic Organizers
- *Reading Rods*

**b) A generic list of shared resources.**

- Limited trade books – fiction and nonfiction
- Limited Wright Group books
- Computer Labs (2)
- Site licensed literacy computer programs: Compass/Riverdeep/BRAINPOP
- Make-A-Difference (MAD) Center – literacy games, trade books, Leapfrog materials
- Interwrite Pads/ Team Boards/ Projectors

**c) A general list of library resources or a description of the library as equipped (A detailed graph is located in Appendix G)**

- Fiction – 7,271 books
- Nonfiction – 3, 283 books

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

- Additional reading materials for struggling readers
- Classroom libraries
  - Texts that represent all genres

- Digital devices that have books downloaded
- Reference materials
- Trade books on topics aligned to science and social studies
- Text that supports teaching effective criteria for writing
- Leveled readers CD – read along listening centers
- Weekly reading periodicals
- Readers' Theater
- Microphones for Readers' Theater
- Literacy Station games
- Mobile devices
- Laptops
- Software

**e) A generic list of activities that support classroom practices**

- Phonemic awareness activities
- Blending
- Sight word drill
- Read alouds
- *Open Court* Reading Series
- Word walls
- Thinking Maps/Graphic Organizers
- Listening Centers
- Reading First strategies
- Sight word drill
- Fluency practice
- Comprehension strategies

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

- SRA Reading Mastery
- Differentiated instruction
- DI reading kits
- SPED inclusion
- Targeted bubble students receive extended reading practice through Internet-based programs
- Paraprofessional support during small group instruction
- Title I teacher

- Gifted
- ESOL
- Extending and Refining Activities
- Afterschool and summer school provided through CCLC grant
- High school interns from the Work-Based Learning program tutor struggling students
- ESOL program

**g) Additional strategies needed to ensure student success**

- Strategies to add rigor to instruction
- Strategies to maximize instructional time
- Strategies to promote higher order thinking
- Strategies to improve writing skills
- Strategies to improve language components
- Strategies to maximize collaborative planning time
- Strategies to improve differentiated instruction
- Strategies to incorporate science and social studies into reading

**PROJECT PROCEDURES AND SUPPORT**

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

Time	Content	Description
45 minutes	Core Instruction	Whole group, partnered, heterogeneous groups
45minutes	Needs-based groups	Teacher can pull students from learning stations to provide instruction (intervention or acceleration).
30 minutes	Instructional Read Alouds	Teacher reads and “thinks aloud” her thoughts about comprehension and completes a graphic organizer about

		comprehension skill being taught.
30 minutes	ELA/Writing	Whole group (mini-lesson), partnered, or individual
20-30 minutes	Science/Social Studies	Whole group, heterogeneous, and my be partnered,

**b) Shows that students in primary grades will receive at least 90 minutes of tiered instruction**

Each class at JDPS will receive 45 minutes of core instruction, 45 minutes of needs-based instruction, 30 minutes for an instructional read aloud, 30 minutes for ELA and writing, and 30 minutes of science and social studies integrated reading.

**c) Explain how the schedule will be designed to allow an RTI model for students requiring additional literacy support.**

During the needs-based group time, teachers can pull students for interventions.

**PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS**

A table indicating the **a) professional learning activities that staff have attended in the past year, b) the number of hours of professional learning that staff has attended, and c) the % of staff attending professional learning** is displayed below

<b>Topic</b>	<b>Hours</b>	<b>% of Staff Attended</b>
<b>CCGPS</b>	10 / ongoing	100%
Write from the Beginning and Beyond: Setting the Stage	1/ongoing	100%
Kindergarten Conference	10 hours	4%
Georgia Reading and Writing Conference	10 hours	14%
Reading First	15 hours	97%
Thinking Maps	10 hours	100%
Differentiated Instruction	2 hours	100%
Increasing Student Literacy Technology Grant Training	35 hours	12%
GRASP (Response to Intervention)	5 hours	100%

**d) Ongoing Professional Learning**

- Differentiated Instruction
- Writing
- RTI
- Technology training
- Reading (Literacy) training

**e) The preferred method of delivery of professional learning** is face-to-face, whether the

training is being redelivered by the school improvement specialist or from guest consultants.

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

- Language Arts
- Differentiated Instruction
- Writing
- Technology
- Incorporating Science and Social Studies into Reading

**Additional Professional Learning Needs**

- Effective planning for flex groups
- Promoting student engagement
- Planning for learning stations
- Teaching rigor
- Instructional read aloud
- Identifying text complexity and using Lexiles
- Question Answer Relationship (QAR)
- Instructional Read Alouds
- Data analysis

**ASSESSMENT/DATA ANALYSIS PLAN**

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

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
GRASP	Universal Screener	Oral reading fluency, letter and sound identification, segmentation, and comprehension	Three times per year
MAP	Norm-referenced growth indicator	Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary	Three times per year, and maybe after summer school
Paper/pencil benchmark assessments	Mastery of performance standards taught within the nine weeks	Georgia Performance Standards	Four times a year, at the end of each nine weeks
GKIDS	Assess kindergarten standards	Kindergarten standards	Ongoing
Cog-AT	Identify students needing gifted classes	Cognitive abilities	Once – at the beginning of the second grade year
WIDA MODEL for Kdg./W-APT	Identify students needing EL services	Language skills	Once – when students enter
ACCESS	Monitor development of English language	Language skills	Once a year

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

For the past few years, JDPS has begun to systematically analyze data. After test results are received, the school improvement specialist and the leadership team meet and analyze the data. The data is disaggregated into subgroups. Information from the data analysis is used to write the school improvement plan for the upcoming year. The school improvement specialist then creates data disks (with scores for homeroom students) for teachers to have at the beginning of the school year. After a few weeks of having students, teachers will use the data from the disk and data they have collected to create flex groups. Teachers will also meet with the principal to discuss student needs and how they plan to address them. Additionally, a schedule is made for “bubble” students (students who scored within ten points of the cut score) to go to the computer lab three times a week to receive computer-assisted instruction.

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

The SRCL assessment plan refers to DIBELS and informal reading inventories. We have used DIBELS in the past and would like to use it again. We only stopped because the system chose GRASP as a universal screener and progress monitoring tool. It was very time consuming to do GRASP and DIBELS. Our paper/pencil benchmarks include informal reading inventories. However, the inventories are being done only at the end of each nine weeks unless a teacher progress monitors with informal reading inventories.

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

Teachers and administrators would like to go back to using DIBELS for screening and progress monitoring. We will use the latest edition, DIBELS NEXT and will administer it three times a year.

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

If the system administrators will allow it, JDPS will discontinue GRASP and replace it with DIBELS NEXT.

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

Teachers will need to be trained to use DIBELS NEXT.

The school improvement specialist and counselor will work with teachers to ensure that students are adequately assessed and teachers are well-trained to both perform the assessments and to understand how to use the data to make instructional decisions for their students.

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

The school improvement specialist will prepare a PowerPoint with overall data for the school, grade-level data, and disaggregated subgroup data for MAP in all areas tested.

This information will be shared with teachers at a planning meeting, the system leadership team at an Academic Leadership Team Professional Learning Community, the school council during a council meeting, and to parents at Parent Night.

**Budget Summary**

Should JDPS receive the Striving Readers Comprehensive Literacy Grant, a greater part of the money will be allocated to technology, professional development, and reading materials. Technology purchases may be laptops, document cameras, and other mobile devices. Updated versions of existing and/or new software that reflects CCGPS will be purchased. An amount will be set aside for installation of new equipment and maintenance of the equipment. Ample funds have been allotted for professional development as well as the materials and supplies needed for the development of the CCGPS integrated units and for any other professional development endeavors. Finally a substantial amount of the budget will go to the media center and classrooms toward purchasing trade books, periodicals, digital devices for downloading books, and any other reading materials to be used to teach CCGPS.

**Appendix A: FY12 Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey**

School Name:		Content Area		Grade Level:	
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<b>Part I: Literacy Instructional and Technology Practices</b>				
Strongly Disagree		Unknown/Unsure		Strongly Agree
1	2	3	4	5
In our school, there is a well defined core literacy curriculum and is understood and adopted by each member of the school team/content area team/grade level team.				
1	2	3	4	5
In our school, there is an alignment between the core literacy curriculum, state frameworks, and classroom assessments.				
1	2	3	4	5
In our school, there is consistency within/across grade levels in best teaching practices (whole group teaching, small group teaching and practices reflect knowledge of learning theory & current research).				
1	2	3	4	5
Our school's core literacy program allows for a minimum reading block of (90-120 minutes (K-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, and Viewing), English Language Arts (ELA), and content areas (6-12).				

1	2	3	4	5
Our school's core reading program materials meet the literacy needs of ALL students in our school.				
1	2	3	4	5
All students are progressing satisfactorily in our school's current core reading program.				
1	2	3	4	5
I feel confident in my ability to provide literacy instruction for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.				
1	2	3	4	5
I feel confident in my ability to provide literacy instruction through the use of TECHNOLOGY for ALL students in my classroom including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.				
1	2	3	4	5
I need additional training in understanding and using Lexiles in my classroom.				
1	2	3	4	5
Comments and/or concerns about our school's literacy (reading/writing) program:				

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

My classroom (or content area team) has a sufficient amount of materials to meet the instructional needs of ALL my students (leveled materials).				
1	2	3	4	5
There are sufficient books in my classroom (accessible during class time) for students' familiar/independent reading.				
1	2	3	4	5

I have the instructional materials I need for providing in-class intervention for struggling readers and writers.				
1	2	3	4	5
My classroom library contains an abundant amount of reading material including a variety of text genres.				
1	2	3	4	5
My classroom library contains a variety of reading levels within each genre.				
1	2	3	4	5
My classroom library contains a variety of non-fiction books that support the content as well as district and state standards.				
1	2	3	4	5
My classroom (or content area team) has a sufficient amount of technology to meet the instructional needs of ALL of my students.				
1	2	3	4	5

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

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**Appendix B: FY Jeff Davis Literacy (Reading & Writing) Needs Assessment Survey Results**

Teacher results:

<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Part 1: Literacy Instructional and Technology Practices</b>					
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.	0	0	4	31	6
In our school, there is an alignment between the core literacy curriculum, state frameworks, and classroom assessment.	0	1	4	29	7
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.)	0	3	10	22	6
Our school’s core literacy program allows for a minimum reading block of (90-120 minutes (k-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, and Viewing), English Language Arts (ELA), and content areas (6-12).	1	0	9	20	11
Our school’s core reading program materials meet the literacy needs of ALL students in our school.	2	18	8	12	1
All students are progressing satisfactorily in our school’s current core reading program.	3	22	10	4	1
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.	0	4	14	20	3
I feel confident in my ability to provide literacy instruction through the use of TECHNOLOGY for ALL students in my classroom inc including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.	0	7	16	16	2
I need additional training in understanding and using Lexile scores in my	3	5	12	13	8

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classroom.					
Part 2: Literacy Instructional and Technology Resources					
My classroom (or content area team) had a sufficient amount of materials to meet the instructional needs of ALL my students (leveled materials).	6	20	2	11	2
There are sufficient books in my classroom (accessible during class time) for students' familiar/independent reading.	8	15	5	11	2
I have the instructional materials I need for providing in-class intervention for struggling readers and writers.	8	17	9	7	5
My classroom library contains an abundant amount of reading material including a variety of text genres.	8	16	6	7	4
My classroom library contains a variety of reading levels within each genre.	10	15	6	6	4
My classroom library contains a variety of non-fiction books that support the content as well as district and state standards.	9	15	8	6	3
My classroom (or content area team) had sufficient amount of technology to meet the instructional needs of ALL of my students.	15	13	3	6	3

Comments and/or concerns about our school's literacy program:

- I am concerned about these students who struggle with learning to read phonetically. Some readers need more help with sight words.
- leveled readers
- computers and additional staff to man technology needs; books and leveled readers
- I don't think Open Court is the best program to meet ALL needs.
- More phonics instruction for EIP
- EIP needs more phonics instructional materials to teach how to read.
- Need working computers; additional training on writing/language skills.
- We need computers.
- Sight word readers appropriate for Kindergarten.
- Sight word program or readers
- We need more reading books for Kindergarten.
- Focus on programs that target low-performing sub groups

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- Kindergarten needs a supplemental sight word program.
- I would love to have training on teaching writing in a better way.

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

- We need additional people to service the school's technology needs. We also need additional computers for student/teacher use.
- Kindergarten needs a sight word program that builds and teaches skills. WE also need non fiction readers for our students.
- Kindergarten is in desperate need of a sight word program. We also need non-fiction readers that are appropriate for our students.
- Need many more books; need computers that are reliable.
- We need more computers in out classrooms.
- Need AR admin, present computers do not work 1/2the time, need more instruction on the programs we already have, need the capability of printing in color, more resources for the Teamboard.
- Updated and reliable computers in the classroom. Updated/new versions of programs
- We need more computers in each class and we also need updated programs. Teachers need laptops to take home to plan instruction.
- We need updated computers in each classroom with updated programs.
- I need new computers in my classroom.
- We need more sight word readers that build on each other.

Paraprofessional results:

<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Part 1: Literacy Instructional and Technology Practices</b>					
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.	0	1	1	13	3
In our school, there is an alignment between the core literacy curriculum, state frameworks, and classroom assessment.	0	0	3	8	7
In our school, there is consistency within/across grade levels in best teaching practices (whole group teaching, small group teaching and	0	1	1	8	8

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practices reflect knowledge of learning theory & current research.)					
Our school’s core literacy program allows for a minimum reading block of (90-120 minutes (k-5), 2-4 hours (6-12) of instruction in Literacy (Reading, Writing, Listening, Speaking, and Viewing), English Language Arts (ELA), and content areas (6-12).	0	1	2	8	6
Our school’s core reading program materials meet the literacy needs of ALL students in our school.	0	1	7	1	9
All students are progressing satisfactorily in our school’s current core reading program.	0	2	6	7	3
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.	0	1	3	11	4
I feel confident in my ability to provide literacy instruction through the use of TECHNOLOGY for ALL students in my classroom inc including struggling, gifted, CTAE (6-12), EL, EIP (K-5), REP (6-12), and special education readers and writers.	0	1	2	11	4
I need additional training in understanding and using Lexile scores in my classroom.	6	1	4	5	2
<b>Part 2: Literacy Instructional and Technology Resources</b>					
My classroom (or content area team) had a sufficient amount of materials to meet the instructional needs of ALL my students (leveled materials).	2	3	2	5	6
There are sufficient books in my classroom (accessible during class time) for students’ familiar/independent reading.	0	3	2	5	8
I have the instructional materials I need for providing in-class intervention for struggling readers and writers.	1	3	5	5	4
My classroom library contains an abundant amount of reading material including a variety of text genres.	0	2	4	6	6
My classroom library contains a variety of reading levels within each genre.	0	2	4	9	3

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My classroom library contains a variety of non-fiction books that support the content as well as district and state standards.	6	1	6	9	2
My classroom (or content area team) had sufficient amount of technology to meet the instructional needs of ALL of my students.	2	3	3	8	3

Comments and/or concerns about our school’s literacy program

- None given

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

- None given

**NEEDS ASSESSMENT:**

- a) A reading and writing needs assessment survey was developed to address literacy instructional and technology practices and resources. Questions were rated on a 1 to 5 scale with 1 as strongly disagree and 5 as strongly agree. There were 16 questions on the survey and a section for additional comments or concerns.
- b) The faculty and staff of JDP met as a school to complete the needs assessment survey. The results were tallied and analyzed by the JDP literacy team to look for weaknesses or areas of concern.
- c) All certified staff and paraprofessionals participated in the needs assessment.

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### **Appendix C: Literacy Team Meetings**

11-14-11 (3:00 – 4:00)

The literacy team met today and discussed the grant overview. Each member of the team was assigned sections to work on during the writing of the grant. The grant members discussed when other meetings would be.

11-15-11 (8:30 – 3:30)

The literacy team met today and worked on their section of the grant. Various sections were discussed with team members and new ideas were given.

11-17-11 (12:15 – 1:00)

The teachers met today during their planning times to address some of the answers to the questions that the literacy team had. Each grade level met together to discuss the answers to the questions and filled out paperwork to turn in to the literacy team.

11-28-11 (3:30 – 4:30)

The literacy team met today and discussed different aspects of the grant and how these things were to be implemented. Team teaching was discussed as well as instructional time/minutes.

11-29-11 (11:30 – 4:30)

## **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*

The literacy team met today and started working on the literacy grant. Each person worked on different areas of the grant depending on what their assigned part was.

11-30-11 (11:30-5:00)

The literacy team met today and continued working on the literacy grant. Some of the teachers proofed parts that had already been written.

12-1-11 (3:00-5:00)

The literacy team met today and continued writing the grant.

12-2-11 (3:00-4:30)

The literacy team met today and continued writing the grant.

12-5-11 (3:00-4:30)

The literacy team met today and continued writing the grant and editing and revising as needed.

12-7-11 (3:00-5:00)

The literacy team met today and looked at the grant and continued to revising and editing process.

12-8-11

The literacy team met today and worked on completing the literacy grant.

**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*

**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 D: Sign-in sheets from literacy meetings.**

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**  
**Date: 11-14-11**

**Facilitator: Cathy Varnadoe**  
**Time: 3:00 – 4:00**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training:** Literacy Plan  
**Date:** 11-15-11

**Facilitator:** Cathy Varnadoe  
**Time:** 8:30 – 3:30

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly S. Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**  
**November 17, 2011**

**Facilitator: Cathy Varnadoe**  
**Time: during planning time**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Resource/Speech	Carla Coleman	<i>Carla Coleman</i>
Resource/Sp. Ed.	Natasha Crosby	
Resource/Sp. Ed.	Shannon Evans	<i>Shannon Evans</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
Resource/Speech	Kay Jones	<i>Kay Jones</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Resource/ESOL	Sasha Lewis	<i>Sasha Lewis</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Assistant Principal	Pam Smith	
Principal	Sandy Layman	<i>Sandy Layman</i>
Office	JoAnn Bass	
Office	Kim Taylor	
Nurse	Robyn Greer	
<i>Resource/SpEd</i>	<i>Barbara Grace</i>	<i>Barbara Grace</i>
<i>Resource/SpEd</i>	<i>Beth Varnadoe</i>	<i>Beth Varnadoe</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**  
**November 17, 2011**

**Facilitator: Cathy Varnadoe**  
**Time: during planning time**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
First Grade	Kasey Bass	
First Grade	Brent Bridges	<i>Brent Bridges</i>
First Grade	Suzanne Coleman	<i>Suzanne Coleman</i>
First Grade	Dee Dee Crosby	<i>Dee Dee Crosby</i>
First Grade	Beverley Farmer	<i>Beverley Farmer</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
First Grade	Shelly McBride	
First Grade	Robbie Rentz	<i>Robbie Rentz</i>
First Grade	Autumn Underwood	<i>Autumn Underwood</i>
First Grade	Josie Wood	<i>Josie Wood</i>
First Grade	Jennifer Wooten	<i>Jennifer Wooten</i>

**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

**Jeff Davis Primary School**

**Training: Literacy Plan**  
**November 17, 2011**

**Facilitator: Cathy Varnadoe**  
**Time: during planning time**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Kindergarten	Jackie Campbell	Jackie Campbell
Kindergarten	Chrissy Chavis	Chrissy Chavis
Kindergarten	Sandy Colson	Sandy Colson
Kindergarten	Lynn Dubberly	Lynn Dubberly
Kindergarten	Jane Elder	Jane Elder
Kindergarten	Rachel Johnson	Rachel Johnson
Kindergarten	Jennifer Kirkland	Jennifer Kirkland
Kindergarten	Margie McLoon	Margie McLoon
Kindergarten	Angie Simpson	Angie Simpson
Kindergarten	Lori Thomas	Lori Thomas
Kindergarten	Deborah Watkins	Deborah Watkins
Kindergarten	Pam Williams	Pam Williams

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan  
November 17, 2011**

**Facilitator: Cathy Varnadoe  
Time: during planning time**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Second Grade	Jerrod Ball	<i>Jerrod Ball</i>
Second Grade	Brenda Brown	<i>Brenda Brown</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Second Grade	Pam Harrell	<i>Pam Harrell</i>
Second Grade	Donna Metts	<i>Donna Metts</i>
Second Grade	Angela Mims	<i>Angela Mims</i>
Second Grade	Jan Powell	<i>Jan Powell</i>
Second Grade	Donna Ramay	<i>Donna Ramay</i>
Second Grade	Erin Rogers	<i>Erin Rogers</i>
Second Grade	Stephanie Sellers	<i>Stephanie Sellers</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**

**Facilitator: Cathy Varnadoe**

**Date: 11-28-11**

**Time: 3:30 – 4:30**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**

**Facilitator: Cathy Varnadoe**

**Date: 11-29-11**

**Time: 11:30 – 4:30**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	<i>Sharon Flowers</i>
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**

**Facilitator: Cathy Varnadoe**

**Date: 11-30-11**

**Time: 11:30 – 5:00**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	<i>Sharon Flowers</i>
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training:** Literacy Plan  
**Date:** 12-1-11

**Facilitator:** Cathy Varnadoe  
**Time:** 3:00 – 5:00

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**

**Facilitator: Cathy Varnadoe**

**Date: 12-2-11**

**Time: 3:00 – 4:30**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**

**Facilitator: Cathy Varnadoe**

**Date: 12-5-11**

**Time: 3:00 – 4:30**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	<i>Sharon Flowers</i>
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training: Literacy Plan**

**Facilitator: Cathy Varnadoe**

**Date: 12-7-11**

**Time: 3:00 – 5:00**

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

**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*

**Jeff Davis Primary School**

**Training:** Literacy Plan

**Facilitator:** Cathy Varnadoe

**Date:** 12-8-11

**Time:** 11:30 – 5:30

<b>Grade Level</b>	<b>Name</b>	<b>Signature</b>
Resource/Title	Cindy Boyd	<i>Cindy Boyd</i>
Kindergarten	Jackie Campbell	<i>Jackie Campbell</i>
Kindergarten	Chrissy Chavis	<i>Chrissy Chavis</i>
Second Grade	Bonnie Edwards	<i>Bonnie Edwards</i>
Resource/ESOL	Sharon Flowers	
Resource/Media	Tammy Girtman	<i>Tammy Girtman</i>
First Grade	Kim Johnston	<i>Kim Johnston</i>
Resource/Sp. Ed.	Lisa Jowers	<i>Lisa Jowers</i>
Principal	Sandy Layman	<i>Sandy Layman</i>
First Grade	Debbie Marchant	<i>Debbie Marchant</i>
Counselor	Shelly Roppe	<i>Shelly S. Roppe</i>
Kindergarten	Angie Simpson	<i>Angie Simpson</i>
SIS	Cathy Varnadoe	<i>Cathy Varnadoe</i>
Second Grade	Angie Wilcox	<i>Angie Wilcox</i>

## **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 E: Jeff Davis Primary School Literacy Plan Amended September 30, 2011**

#### **Goals**

Jeff Davis Primary staff members are committed to providing students with a solid reading foundation. We believe that it is our responsibility to help children *learn to read* so that they are equipped to *read to learn* when they leave our building. Being able to read fluently with high levels of comprehension will give students access to content as they progress through our school system and will prepare them to meet the demands of a global society. Therefore, our primary reading goal is for all students at Jeff Davis Primary to read at or above grade level by the end of second grade.

#### **Assessment**

The Jeff Davis Primary School Literacy Plan is grounded in assessment. Our universal screener, G.R.A.S.P. , is administered three times a year to identify students who may need additional support or intervention. Progress monitoring probes are administered to at-risk students as a means for continuously evaluating progress and for making necessary adjustments in instruction. MAP, a diagnostic, computerized adaptive assessment, is new to our school and will be administered in November, February and May. This assessment, designed to measure student growth, will provide information that will help us differentiate to meet the needs of our learners. Formative assessments and summative assessments will also drive instruction.

## **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*

### **Instruction**

Sufficient time for reading instruction is necessary for children to learn to read well. Students at Jeff Davis Primary will receive at least 120 minutes of reading instruction daily. Reading instruction will begin the first week of school and will continue through the last week of school.

High quality instructional programs and materials are required for high quality reading instruction. Open Court is our core reading program for kindergarten through second grade. For struggling readers, some combination of the core reading program with additional supplemental reading materials and intervention programs will be used for reading instruction. The combination of materials used will be based on the learning needs of students. All programs and materials used at Jeff Davis Primary will be constructed according to principles of scientifically-based research.

Effective instruction for all children is achieved through differentiated instruction. One of our county initiatives beginning last year and continuing through this year is to provide training for and monitoring of differentiated instruction. Our commitment is to move more of our students from the meets column to the exceeds column on the third grade CRCT and to have fewer than ten percent of students in the does not meet category.

### **Leadership**

To implement the Beginning Reading Model, effective leadership is essential. At Jeff Davis Primary School our commitment to effective leadership begins with the visible involvement of the building principal. Further leadership support will involve the assistant principal, school improvement specialist, media specialist, counselor, and Title I resource teacher. This leadership team will ensure the

## **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*

coordination/integration of services for our students. Our school will operate as one cohesive system to best meet the needs of our students rather than as a group of isolated programs. Together, identified leaders will help ensure that the components necessary for successful implementation are in place.

### **Professional Development**

Effective use of reading assessments, instructional programs, and materials require professional development. The K-2 school improvement specialist, the K-12 school improvement specialist, FDRESA consultants, and Learning-Focused consultants will train the staff on research-based programs, teaching strategies, and assessments necessary to the implementation of the Literacy Plan.

### **Commitment**

Jeff Davis Primary is committed to continuously improving student achievement. As a school, we are committed to making decisions about reading instructional programs and materials, reading assessments, and professional development based on scientific research.

We are committed to the parents of the children in our school and to the children themselves. We will commit to sharing student performance data with parents and to discussing ways they can help their children at home. We are committed to having our students learn how to read so that they can be prepared to read to learn upon entering third grade.

## **Appendix F: Plan for Tiered Literacy Instruction**

## **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*

Response to Intervention (RTI): The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, RTI is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The RTI process includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the classroom instruction and research-based interventions are matched to student needs and that monitoring of progress is continuous.

Response to Intervention is generally depicted as a three (3) Tier model which includes:

**Tier I**-the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks.

**Tier II**-if students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least bi-weekly, and the research-based interventions could last approximately six to ten weeks.

**Tier III**-for students who do not adequately respond to the targeted interventions in Tier II, eligibility for special educational services under the Individuals with Disabilities Education Act (IDEA 2004) would be considered. Additional testing may be warranted and students would receive individualized, intensive interventions targeted to the skill deficits.

Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. As a guide, Tier I instruction should be successful with 80-90% of the student population, Tier II represents 5-10%, and Tier 3 should only represent 1-5%.

### **Resources for Tier Instruction:**

#### Tier I

The interventions used for Tier I include daily instructional practices used in the general education classroom. The need of the student is addressed through interventions such as: seating arrangements, flexible grouping, pacing of lessons, differentiated instruction, collaborative work, and student conferencing. Teachers also employ ideas from Intervention Central and The Florida Center for Reading and Research. The student receives assistance from the classroom teacher as well as title paraprofessional during small group instruction. If grade level expectations are not met, the student will move into Tier II for more intense interventions.

#### Tier II

During Tier II, a student receives instruction through the general education classroom as well as research-based practices that address deficits in academics. The need of the student is addressed through interventions such as: seating arrangements, flexible grouping, pacing of lessons, differentiated instruction, collaborative work, and student conferencing. Teachers also employ ideas from Intervention Central and The Florida Center for Reading and Research. The student receives assistance from the classroom teacher as well as title paraprofessional during small

## **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*

group instruction. Throughout the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the RTI committee. Based on the progress monitoring data, the RTI committee may suggest the student continue with the current intervention, change the intervention, progress on to Tier III for more intense interventions, or move back to Tier I and monitor as needed.

### **Tier III**

During Tier III, the interventions are tailored to the individual student. The RTI committee selects an intervention using evidence-based research and effectiveness from progress monitoring data of previous interventions. Teachers also employ ideas from Intervention Central and The Florida Center for Reading and Research. The student receives daily individual assistance from the classroom teacher as well as title paraprofessional. Based on the progress monitoring data, the RTI committee may suggest the student continue with the current intervention, change the intervention, or progress to Tier IV for an evaluation by the school psychologist.

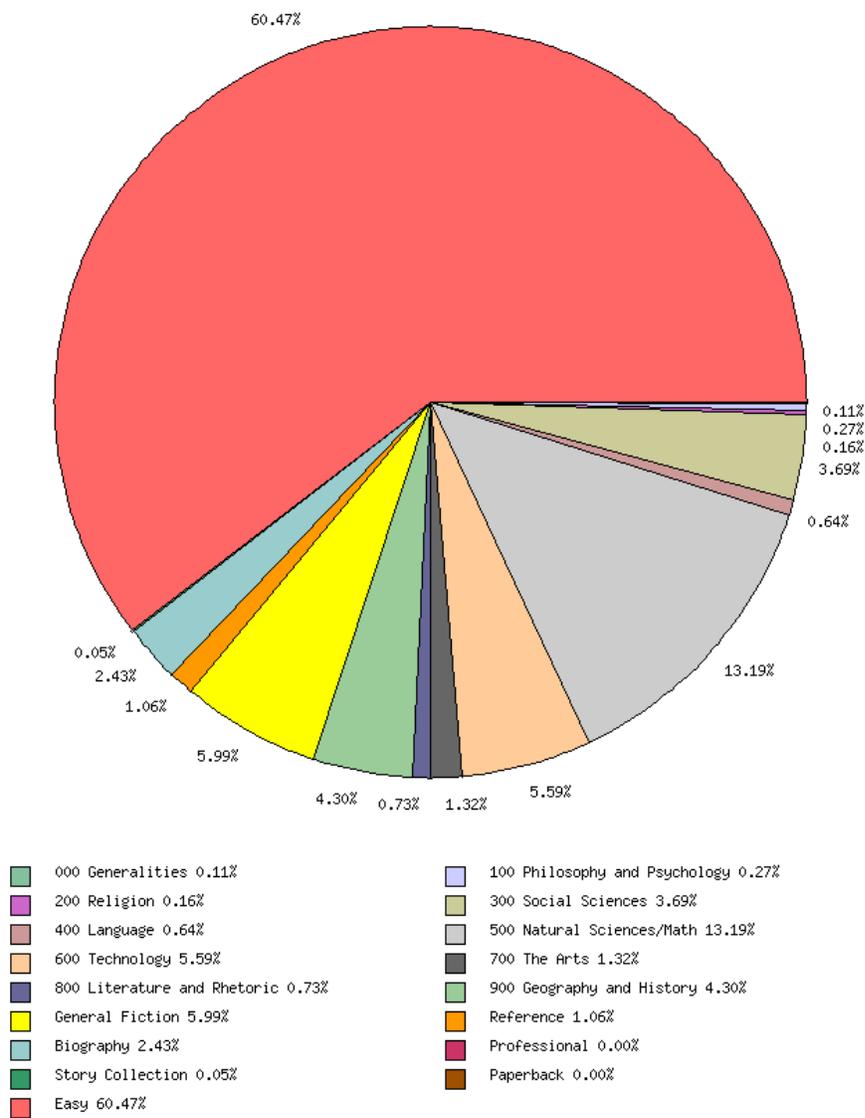
### **Tier IV**

During Tier IV, the school psychologist evaluates the student. The classroom teacher continues progress monitoring until the evaluation has been completed. After the completion of the evaluation, a SST meeting is held to review the results of the evaluation and recommendations are made.

## 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 G: Library Graph



**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*