

School Profile

Created Tuesday, September 18, 2012

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School Information

School Information District Name:	Murray County Schools
School Information School or Center Name:	Bagley Middle School

Level of School

middle 7-8

Principal

Principal Name:	Spencer Gazaway
Principal Position:	Principal
Principal Phone:	706-695-1115
Principal Email:	spencer.gazaway@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Toby Westmoreland
School contact information Position:	Instructional Specailsit
School contact information Phone:	706-695-1115
School contact information Email:	toby.westmoreland@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

7-8

Number of Teachers in School

26

FTE Enrollment

565

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbie Kendrick

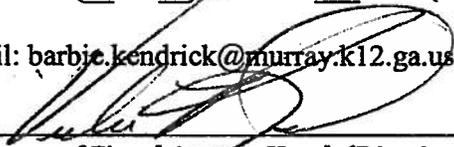
Position/Title of Fiscal Agent's Contact Person: PK-8 Curriculum Director

Address: 1006 Green Rd.

City: Chatsworth Zip: 30705

Telephone: (706) 695-4531 Fax: (706) 695-8425

E-mail: barbie.kendrick@murray.k12.ga.us



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

Dr. Vickie Reed, Superintendent of Murray County Schools
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-5-12

Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 - 1. Disqualify the Applicant, or
 - 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

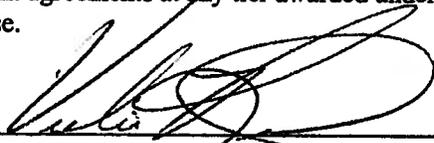
II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

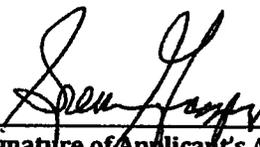
The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



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

Dr. Vickie Reed, Superintendent of Murray County Schools
Typed Name of Fiscal Agency Head and Position Title

12-5-12
Date



Signature of Applicant's Authorized Agency Head (required)

Spencer Gazaway, Principal, Bagley Middle School
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-12
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Wednesday, December 12, 2012

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

[General Application Information](#)

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

A Z f t

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

[SRCL Grant Rubric](#)

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

A Z f t

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

[Assessment Chart](#)

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

A Z f t

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

A J B h s f f

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

A JBhsf f

Grant Assurances

Created Thursday, December 13, 2012

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

Page 2

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

Page 3

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

A Z f t

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

A Z f t

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

A Z f t

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

A Z f t

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County. The population of Murray County is 39,628. Murray County is largely agricultural and the main industry in Murray County is textile. Serving approximately 7,575 students, Murray County Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78% white and the remaining 1% two or more races, black and American Indian. 78% of students receive free and /or reduced priced meals. All schools in the Murray County School district are Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high school “College and Career Ready”. After an analysis of both system and school achievement data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

Murray County Schools

- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

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- Rigor, Relevance and Relationships
- K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
- Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie in the high percent of students passing the test with minimal scores. Lack of comprehension and low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

Murray County Schools

in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students in grades 9-12. The individual school applications will reveal specifics.

In the “Why” document on page 32, it is stated: “Spring test results from the Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHS GT), when coupled with the Lexile Framework for Reading (2006) which measures both reading ability and text difficulty on the same development scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional materials”. The charts below support that claim in Murray County. As stated earlier, the CRCT scores for the past three years have remained between 92% and 94% meeting and exceeding the standards. However the chart below reveals the percent of questions in each domain answered correctly. Comparing the CRCT content chart below, it is apparent that students need additional reading skills to master content area material.

	District Average in the % of questions answered correctly in each domain
CRCT 2012	
Literary Comprehension	77%
Reading For Information	74%
Reading Skills and Vocabulary Acquisition	78%
CRCT 2011	
Literary Comprehension	76%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	79%
CRCT 2010	
Literary Comprehension	75%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	75%

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CRCT in Content Areas % meeting and Exceeding	2012	2011	2010
Science	84%	86%	84%
Social Studies	81%	82%	78%

% Meeting and Exceeding	2012	2011	2010
EOCT Ninth Grade Literature and Composition	86	80	78
EOCT American Literature and Composition	88	85	80

Content Area EOCT % meeting and exceeding	2012	2011	2010
Biology	72%	70%	65%
United States History	60%	57%	55%
Physical Science	80%	85%	64%
Economics Business Free Enterprise	42%	58%	49%

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

Writing is linked directly to improved reading. The following is an excerpt from the “Why” document. **Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students.** The implementation of strong writing programs is crucial to a literacy initiative. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

	2012	2011	2010
5th	83%	88%	74%
8th	84%	85%	83%
11th	82%	93%	84%

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The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

Management Plan and Key personnel

Murray County Schools has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I, Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The principals and site directors will administer literacy activities in their schools or center. The MCS Finance Office will be responsible for requesting funds, and will meet with directors and principals to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives.

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration Coordinate project and manage the grant budget	Barbie Kendrick, Director of PreK-8 Curriculum	Dr. Vickie Reed Superintendent
Purchasing Approval of purchase orders	Barbie Kendrick Director of PreK-8 Curriculum:	Dr. Vickie Reed Superintendent

Murray County Schools

<p>Site-Level Coordinators-Schools <u>Chatsworth Elementary</u> <u>Coker Elementary</u> <u>Eton Elementary</u> <u>Northwest Elementary</u> <u>Spring Place Elementary</u> <u>Woodlawn Elementary</u> <u>Bagley Middle School</u> <u>Gladden Middle School</u> <u>Mountain Creek Academy</u> <u>Murray County High School</u> <u>North Murray High School</u> <u>Murray County Pre-K Center</u></p>	<p>Literacy Coach <u>Dustin Strickland</u> <u>Diane Piatt</u> <u>Dr. Christy Kelly</u> <u>Dr. Rachelle Terry</u> <u>Jennifer Lents</u> <u>Dr. Amelia Brock</u> <u>Toby Westmoreland</u> <u>Shalina Jackson</u> <u>Marcus Richardson</u> <u>Andrea Morrow</u> <u>Dr. Tara Noe</u> <u>Jennifer Jones</u></p>	<p>Principal <u>Mike Pritchett</u> <u>Dr. Brett James</u> <u>Judy Redmond</u> <u>Dr. Chuck Piatt</u> <u>Donna Standridge</u> <u>Pam Rich</u> <u>Spencer Gazaway</u> <u>Dr. Ardith Bates</u> <u>Paula Martin</u> <u>Gina Linder</u> <u>Dr. Maria Bradley</u> <u>Barbie Kendrick</u></p>
<p>Professional Learning Coordinator</p>	<p>Ms. Barbie Kendrick Director of PreK-8 Curriculum Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford Director of Instructional Support Services:</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Technology Coordinator</p>	<p>Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Assessment Coordinator</p>	<p>Barbie Kendrick Director of PreK-8 Curriculum: Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford, Director of Instructional Support Services</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Finance Director</p>	<p>Steve Loughridge</p>	<p>Dr. Vickie Reed Superintendent</p>

District level meetings have allowed all individuals listed to discuss and review goals, objectives and implementation plans for the SRCL grant. Literacy is a part of the district and school level

Murray County Schools

strategic planning the MCS do each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed district and school literacy teams to expand planning with the possibility of funding. In addition to administrative meetings, established curriculum meetings have been operational with the beginning of Dr. Vickie Reed, Superintendent's leadership service to MCS.

- District level personnel and principals meet three times during the year for a pre-evaluation, mid-year evaluation and end of the year evaluation
- District level personnel conduct three school walkthroughs during the school year. A follow up meeting is scheduled after each walkthrough
- Academic Coaches and Curriculum Directors meet monthly
- District level personnel meets bi-monthly for updates
- District Strategic Action Team meets quarterly and as needed

These established meetings will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress.

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

LEA: Competitive Grants Awarded

Year	Project Title	Funded Amount	Description	Audit
FY12	Georgia Race to the Top Innovative Grant Fund	920,906	focuses on the STEM disciplines as a learning tool for students retained in 8 th grade.	N/A
FY10	Title II-D Engaging AP Students Through Mobile Handheld Computing	64,580.00	professional learning to support use and evaluation of online academic resources	No Findings
FY10	Title II-D, Enhancing Edu Through Tech-Ed Formula Grant	33,996.00	funded survey to determine professional development needs in technology and technology integration	No Audit

Murray County Schools

FY09 FY07	Math-Science Partnership	328,000 20,100.00	improvement of math instruction in grades 3-8 through professional learning	No Audit
FY07	Instructional Tech Enhanced Environments	96,250.00	professional learning and technology resources to implement 21st Century learning environments	No Audit
FY04	Reading First Grant	2,000,000	Literacy best practices in grades K-3	No Findings

MCS coordinates competitive grant funds along with local, state and federal funds to ensure grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Through the coordination of all local, state and federal funds mentioned programs have been sustained. Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

MCS has developed many initiatives to increase student achievement without outside funding.

Learning Focused Strategies: Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

Depth of Knowledge training: Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

Relationships: In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

Rising Stars

Murray County Schools

Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants. Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time. It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

School Narrative

School History

Bagley Middle School is a seventh and eighth grade rural public school located in Chatsworth, Georgia. BMS was created in 1989 and named in honor of longtime educator Mr. Ray Bagley and housed in the old Murray County High School building. In 2004, BMS moved into the new building with more up to date technology and adaptability to modern instructional needs.

Mr. Gazaway has been principal for 6 years. In those six years, BMS has moved from “Needs Improvement” status to achieving 2009 Silver Award for Greatest Gain and 2010 and 2011 Distinguished Title I School. This year, Bagley Middle School was listed as a Rewards School for achieving in the top 10% of all Georgia Title-I schools.

The current enrollment is 567 students. Of these 567 students, over 71% receive free or reduced lunches. Bagley has three feeder elementary schools (all k-6): Eton Elementary (78.9% free/reduced), Northwest Elementary (74% free/reduced), and Woodlawn Elementary (73.65 free/reduced).

Administrative and Leadership Team

The Leadership Team (Bagley Better Seekers Team) consists of the administrative team and teacher representatives from each grade/department. This team meets to analyze data, assess instructional needs, and develop strategies to achieve instructional goals.

Name	Role	Name	Role
Spencer Gazaway	Principal	Tim Howard	8 th ELA/SS- Gifted
Daphne Winkler	Assistant Principal	Audre Allen	7 th Math
Toby Westmoreland	Curriculum/Instruction	Brittnee Slaughter	7 th SS
Debra Roland	8 th ELA	Crystal House	Special Education
Rachel Adams	8 th Math	Richard Hejda	7 th & 8 th Exploratory

Past and Current Instructional Initiatives

2006-Present	Learning Focused Schools Initiative- all teachers were trained in using LF strategies
2006- Present	Collaboration and Planning- departments/grade meet weekly to create lesson plans and assessments based on GPS
2006- Present	Benchmark Testing- pre/post testing of GPS to analyze student mastery and plan for remediation/acceleration
2007- Present	Co-Teaching Initiative (inclusion teachers are trained to work content specific areas)- walk-throughs to identify co-teaching strategies
2007- Present	Data Binder- Inclusion teachers perform weekly work sample analysis for Special Education students to determine mastery of standards and plan for remediation/acceleration
2007- Present	Brenda Erwin math training- pictures, numbers, and words (Math Workshop Model
2009- Present	Response to Intervention (RtI)
2010- Present	Thinking Maps- helps students develop processing skills that promote a deeper understanding of concepts
2010- Present	Poverty in Education- helps educators focus on the characteristics of students and develop instructional plans based on individual needs of students: social, emotional, and academic
2011- Present	Depth of Knowledge (DOK)- helps educators develop lesson plans that take students to greater “depth” in understanding while making lessons more rigorous and relevant to today’s world
2011-Present	Fast ForWord- brain-based reading program that diagnoses and corrects reading difficulties
2011-Present	Incorporating Common Core Curriculum and Literacy across the Curriculum

Professional Learning Needs

In October of 2012, the K-12 Literacy Needs Assessment Survey (see Appendix A) was administered to the BMS faculty. While teachers believed that 50% of their peers always provide literacy instruction across the curriculum, 50% responded with sometimes/often. Another key observation of responses indicated that literacy instruction is not optimized in all content areas.

Our current initiatives will help BMS continue to be successful in GPS, but they will also help as we move into Common Core. The Literacy Team reviewed Bagley Middle School's 2011 SAI professional learning survey, the Literacy survey, and CRCT data. Based on the results of the surveys and the disaggregated data, the following areas for professional growth were identified:

Literacy Across the Curriculum- professional development will be required to lead teachers in developing lessons to teach content while teaching/supporting literacy
Provide professional development for integrating technology in the classroom to promote content literacy instruction and increase student engagement.
Increase professional development in the area of RtI. Assist teachers in better implementing tiered instruction to all students.
Provide/arrange training for parents to help equip them with skills and resources to support their children's education (homework, literacy skills/opportunities, communication, etc)

Need for Striving Readers Project

Bagley Middle School is a Title-I Distinguished School with more than 71% of its students on free/reduced lunch. The socioeconomic status of our students varies from situational poverty (families who are struggling due to current economic times), generational poverty (families who have spent most of their lives in poverty), and families who live above the poverty line. A reading mastery class that focused on reading skills was used in the past to address literacy needs of targeted students. This class was in addition to their core academic classes and met for 50 minutes daily. No statistically significant gains were made by those students as evidenced by the reading comprehension domain of the CRCT.

With the Striving Readers Project, Bagley Middle School could supplement reading materials/technology and obtain access to reading materials to all students and families; therefore, better providing literacy instruction (at school and home) that will make a difference in

students who intend on perusing college or those who have goals in technological/career readiness.

School-wide data has been analyzed to show students who are most at-risk. These students need the support of cross curricular strategies to increase students' skills in reading and interpreting expository text. The predominate deficiency is the limited access to non-fiction text of diverse levels, formats, and content areas in both classroom libraries and the media center.

Scientific, Evidence-based Literacy Plan

The Literacy Leadership Team examined the research basis in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy instruction. Based on the Needs Assessment, areas of concern were identified, and the Literacy Plan was created to address those needs. The goals of the Literacy Plan are outlined below along with explicit references to the specific building blocks in the “What” and “How” documents that correlate to each goal.

(a)

<p>Goal 1: To increase literacy in all content areas through the use of assessment and innovative 21st century technology in order to assist students in becoming sustaining, lifelong learners, and contributors to their communities and to the global society</p>		
<p>“What” and “How” Building Blocks and Actions Related to Goal 1</p>		
<p>Building Block 1: Leadership D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards</p>		
<p>Building Block 2: Continuity of Instruction B. Action: Support teachers in providing literacy instruction across the curriculum</p>		
<p>Building Block 3: Ongoing formative and summative assessments A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction C. Action: Use diagnostic assessment to analyze problems found in literacy screening</p>		
<p>Building Block 4: Best Practices in Literacy Instruction B. Action: Teachers work to develop and maintain interest and engagement as students progress through school</p>		
<p>Planning & Implementing</p>	<p>Expanding & Sustaining</p>	<p>Research Basis</p>
<ul style="list-style-type: none"> • Equip classrooms with additional technology to ensure that students have the literacy skills to be college and career ready in the 21st century. • Differentiated professional development based on needs for staff members in the areas 	<ul style="list-style-type: none"> • On-going professional development in technology integration • Preventive maintenance and upkeep on all technology equipment • The Instructional Coach will be trained to assist new teachers with the 	<ul style="list-style-type: none"> • According to the “Why” document, technology is a key component in improving instructing and maintaining student engagement.
		<p>Person(s) Responsible</p>

<p>of effective technology use and integration, planning technology based instruction, and managing technology integration.</p> <ul style="list-style-type: none"> • Utilize technology to provide students with standards based instruction across the curriculum in a 21st century classroom. • Purchase research based literacy software and/or site licenses to enhance literacy instruction • Implement a system using technology in which teachers may coach, model, co-teach, observe and give feedback to one another on teaching strategies for literacy in the classroom • Upgrade technology infrastructure to support assessment administration and dissemination of results • Use technology to differentiate learning within content areas • Leverage the creative use of technology within the learning process to promote engagement and relevance 	<p>professional learning necessary to sustain the expected levels of technology integration.</p> <ul style="list-style-type: none"> • Utilize current funding sources and seek new sources of funding to maintain and expand access to current technology resources. • Use technology to communicate and share relevant data with all stakeholders 	<ul style="list-style-type: none"> • Curriculum Director • System Technology Director • Administrators • Instructional Coach • All teachers and personnel
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<p>Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.</p>
<p style="text-align: center;">“What” and “How” Building Blocks and Actions Related to Goal 2</p>
<p>Building Block 1: Leadership E. Action: Optimize literacy instruction across all content areas</p> <p>Building Block 2: Continuity of Instruction B. Action: Support teachers in providing literacy instruction across the curriculum</p>

Building Block 4: Best Practices in Literacy Instruction

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

Building Block 5: System of Tiered Instruction for All Students

B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> ● Selection, training, and implementation of a research based school-wide writing program that utilizes common formats, rubrics, anchor papers, and assessments. ● Consistent writing rubric and framework needs to be implemented to teach writing effectively across all content areas. This rubric and framework will help ensure student mastery following skills addressed in the CCGPS: <ul style="list-style-type: none"> - Types of texts and purposes - Production and distribution of writing - Research to build and present knowledge - Range of writing ● Professional development in best practices in writing instruction across the content areas that is consistent with the CCGPS standards. ● Implement research based strategies to help all subgroups meet standards ● Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area ● Design a vertically and horizontally articulated writing 	<ul style="list-style-type: none"> ● The Instructional Coach will be trained to assist new teachers with the professional learning necessary to provide a consistent approach to writing across the school. ● All teachers will receive on-going professional development in this area. 	<ul style="list-style-type: none"> ● According to the "Why" document, CCGPS standards require students to write across all content areas, in a variety of formats and genres. <p>Person(s) Responsible</p> <ul style="list-style-type: none"> ● Curriculum Director ● Administrators ● Instructional Coach ● All teachers and personnel

<p>plan consistent with CCGPS</p> <ul style="list-style-type: none"> • Develop a coordinated plan for writing instruction across all subject areas • Create a plan that describes how technology will be used to enhance writing instruction 		
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Goal 3: To adequately provide classroom libraries and the Media Center with high quality narrative and expository texts at a wide range of Lexile levels that will support the GPS and CCGPS in all content areas

“What” and “How” Building Blocks and Actions Related to Goal 3

Building Block 1: Leadership
E. Action: Optimize literacy instruction across all content areas

Building Block 4: Best Practices in Literacy Instruction
A. Action: Provide direct, explicit literacy instruction for all students
B. Action: Teachers work to develop and maintain interest and engagement as students progress through school

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> • Classroom libraries will be equipped with high interest, engaging narrative and expository texts that address a wide variety of grade level content standards at a wide range of Lexile reading levels so that reading materials are available and accessible to all students. • The Media Center will be equipped with a wide variety of engaging texts in a variety of genres and formats available in a wide range of Lexile reading levels so that print materials are available and accessible to all students. • It will be necessary to select and implement a system that will allow students to quickly identify and access reading 	<ul style="list-style-type: none"> • The current Media Center inventory program, Safari, will be used to track check-out from the Media Center. • A portion of the Title I budget will be devoted to maintaining and updating classroom and Media Center resources. 	<ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to have a wide range of reading skills and abilities. <p>Person(s) Responsible</p> <ul style="list-style-type: none"> • Curriculum Director • Administrators • Instructional Coach • All teachers and personnel

materials within their Lexile range in classrooms libraries and in the Media Center.		
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Goal 4: To provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy instruction.

“What” and “How” Building Blocks and Actions Related to Goal 4

Building Block 4: Best Practices in Literacy Instruction
A. Action: Provide direct, explicit literacy instruction for all students

Building Block 5: System of Tiered Intervention for All Students
A. Action: Use information developed from the school-based data teams to inform RTI process
B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms
C. Action: Implement Tier 2 needs-based interventions for targeted students
D. Action: In Tier 3, ensure that Student Support Team and Data Team monitor progress jointly
E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies, or instruction based upon students’ inability to access the CCGPS any other way

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> Teachers and administrators will receive high-quality professional development in planning for tiered instruction and differentiating instruction to meet the needs of all learners, and the RTI process. Grade levels will be given data days to work with the Instructional Coach to examine data and create instructional plans for implementation. Acceleration and Remediation plans, along with Tier 3 intervention plans, will be documented in lesson plans Provide training on utilizing data to inform interventions 	<ul style="list-style-type: none"> The Instructional Coach will be trained to assist new teachers with the professional learning necessary to sustain our focus on tiered instruction and differentiation. All teachers will receive on-going professional development in this area. Continued training for Depth of Knowledge Bi-monthly Professional Learning Communities will be continued Weekly grade level collaboration for lesson planning and data review 	Person(s) Responsible
		<ul style="list-style-type: none"> According to the “Why” document, it is necessary to provide a four-tiered instructional model in order to meet the needs of all students. <ul style="list-style-type: none"> Administrators Instructional Coach All teachers and personnel

<ul style="list-style-type: none"> • Provide appropriate supplemental and intervention materials • Establish a Tier 3 team that meets at least monthly to discuss student progress based on daily interventions • Create co-teaching teams in which the most highly qualified content area teachers are paired with the most highly qualified ESS teachers to insure quality of instruction for Tier 4 students. 	<ul style="list-style-type: none"> • Share effective differentiated lessons and differentiation strategies in teacher team meetings • Monitor and track student movement between the Tiers • Ensure that Tier 3 includes proven interventions that address specific needs 	
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Goal 5: To provide parents with opportunities, materials, and trainings to facilitate involvement in their child’s literacy development.

“What” and “How” Building Blocks and Actions Related to Goal 5

Building Block 1: Engaged Leadership

B. Action: Organize a Literacy Leadership Team

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

Planning & Implementing	Expanding & Sustaining	Research Basis
<ul style="list-style-type: none"> • The current Parent Resource Center that is available in the front office will be expanded to include a variety of literature and materials. • During school sponsored academic events, parents will have the opportunity to attend information sessions and trainings on how to facilitate and support their child’s literacy development across the content areas. • Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, 	<ul style="list-style-type: none"> • A portion of the Title I budget will be used to sustain, up-date, and build upon the materials in the Parent Resource Center. • Provide family-focused services and outreach that engage parents and family members in literacy programs and services 	<ul style="list-style-type: none"> • According to the “What” document, parent involvement is a key component of literacy development in children from Birth-to-12th grade. <p>Person(s) Responsible</p> <ul style="list-style-type: none"> • Administrators • Literacy Coach • All teachers and personnel

podcasts, news conferences, etc.		
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Needs Assessment

To assess the BMS literacy needs, a Literacy Survey was completed by all the certified teachers- those in academic and non-academic disciplines. The survey consisted of 40 questions focusing on the key components of literacy as defined in Georgia’s Literacy Plan. CRCT, Georgia Writing Test, and benchmark tests have also been scrutinized to determine literacy needs.

<p>a) Description of the Needs Assessment Process</p>	<ul style="list-style-type: none"> • The Literacy Leadership team collected data from 100% of the certified staff regarding strengths and weaknesses in literacy achievement, available resources, and professional development opportunities. • The literacy team disaggregated the data to pinpoint strengths and weaknesses in order to develop a school literacy plan.
<p>b) Description of Materials / Resources Used in the Needs Assessment</p>	<ul style="list-style-type: none"> • Literacy Online Survey 2012 • Teacher Responses based on “What” document • Georgia Assessment of Performance of School Standards (GAPSS) – School Analysis conducted February 2009 • CRCT Data 2008-2012 • 8th Grade Writing Assessment 2008-2012 • Benchmark / Progress Monitoring • LOTI Survey – Teacher Use of Technology • SAI Survey –Professional Learning Opportunities Needs Assessment
<p>c) Analysis of Needs Assessment</p>	<ul style="list-style-type: none"> • Literacy team analyzed testing and benchmark data to identify target students who showed deficiencies in literacy. • Extensive professional development around assessment, differentiated instruction, and content literacy is needed. • Training is needed in instructional strategies and activities supporting content literacy, response to reading, and literacy strategies. • Teachers know and understand the importance of literacy; however, they are not certain as how to address these needs successfully in their classrooms.
<p>d) Listing of Individuals Who Participated in the Needs Assessment</p>	<p>Administration</p> <ul style="list-style-type: none"> • Spencer Gazaway • Daphne Winkler

- Toby Westmoreland

Math

- Anna Fowler
- Rachel Adams
- Audre Allen
- Amanda Parrett
- Dana Ford

Social Studies

- Kenneth Kesley
- Jocelyn Nash
- Tim Howard
- Linda Hammond
- Brittnee Slaughter
- Robin Baggett

English Language Arts

- Debra Roland
- Stacy Roland
- Billie Hamilton
- Susan Humberd

Science

- Barry Pulliam
- John Riddle
- Matthew Odell
- Ginger Phillips
- Holly Cash

Connections

- Kara Leonard
- Kellye Flood
- Richard Hejda
- Paul Little
- Jon Adams

Special Education

- Crystal House
- Lana Spear
- Joy Stiles
- Nicki Tallent
- Holly Green
- Joan Davis
- Shari Clanton

Media

- Myra Springfield

e & f)

Component from the Georgia Literacy Plan (“How”, “What”, “Why”)	Area of Concern	Steps Taken by BMS to Address Areas of Concern
<p>9. Intentional strategies for developing and maintaining engagement as students progress through school. Georgia Literacy Plan: “The Why” (pg. 51-52)</p> <p>f. Leverage the creative use of technology within the learning process to promote engagement and relevance. Georgia Literacy Plan: “The Why” (pg. 51-52)</p>	<p>Bagley Middle School lacks adequate fiscal resources and innovative technology tools. According to Georgia Literacy Plan, technology is key to instructional improvements and developing and maintaining student engagement.</p>	<p>Bagley Middle School has smartboards and projectors in the majority of the 7th and 8th grade classrooms. Teachers who received these items attended professional development offered by the system technology specialist. There are two mobile labs (25 computers each) available for check-out. There are three permanent computer labs (28 computers each) which are reserved by teachers. With the average class size 31+, there are not enough computers to smoothly meet the technology needs of the school. There are more innovative student technology tool that have not been purchased due to the lack of funding</p>
<p>I. College & Career Readiness Anchor Standards from the CCGPS (CCRA-CCGPS)</p> <p>d. Range of reading and level of text complexity Georgia Literacy Plan: “The Why” (pg.86)</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently. Georgia Literacy Plan: “The Why” (pg. 86)</p>	<p>Bagley Middle School students are meeting the minimal standards on the reading CRCT. However, Georgia’s Literacy Plan states that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade level instructional material. Students need to progress from just meeting standards to exceeding standards.</p>	<p>Bagley Middle School developed a team to serve gifted learners. This team is designed to help those learners who were being held back in the regular classroom, to excel in academic areas (especially their areas of giftedness). Teachers are struggling to differentiate instruction for high achieving students (not identified as gifted) in the regular classroom setting.</p>
<p>I. College & Career Readiness Anchor Standards in Reading from the CCGPS (CCRA-CCGPS) Georgia</p>	<p>Bagley Middle School teachers have not incorporated reading in all disciplines (including CTAE). Vocabulary</p>	<p>Bagley Middle School offers before and after school tutoring in the area of reading. Language Arts teachers address areas of</p>

<p>Literacy Plan: "The Why" (pg. 86)</p> <ul style="list-style-type: none"> • Key ideas and details • Craft 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. • Integration of knowledge and ideas • Range of reading and level of text complexity 	<p>development, comprehension skills, and reading fluency are pertinent to academic success and developing college/career readiness. According to Georgia's Literacy Plan, teachers should ensure students use reading strategies to enhance learning in all classes.</p>	<p>literacy through the CCGPS each and every day. Teachers in the other content areas do not feel adequately trained in literacy to address literacy needs in their content classrooms. Math, science, and social studies teachers in 7th and 8th grades will be taught strategies for incorporating vocabulary acquisition, technical writing, and writing and research.</p>
<p>II. College & Career Readiness Anchor Standards for writing from the CCGPS (CCRA-CCGPS) Georgia Literacy Plan: "The Why" (pg. 87)</p> <p>Consistent writing rubric and framework needs to be implemented to teach writing effectively across all content areas. This rubric and framework will help ensure student mastery following skills addressed in the CCGAS:</p> <ul style="list-style-type: none"> • Types of texts and purposes • Production and distribution of writing • Research to build and present knowledge • Range of writing 	<p>Writing Across the curriculum to improve writing skills and the overall quality of the writing process, increase the knowledge of research and gathering information of the purpose of writing a paper, and utilizing a variety of technological resources and publish a paper are writing needs that should be developed to help students be literate, but also prepare students for college and career readiness. According to Georgia's Literacy Plan, teachers should ensure students use reading and writing strategies to enhance learning in all classes.</p>	<p>Bagley Middle School offers writing instruction based on the CCGPS in the Language Arts classrooms. Eighth grade Language Arts teachers are using "Go My Access", an on-line writing program to develop writing skills in preparation for the Georgia Writing Assessment. Although some academic teachers in other disciplines are embracing writing across the curriculum, many do not feel adequate to provide good writing instruction. Due to lack of funding and technology, BMS 7th grade students are not getting to use "Go My Access."</p>

Root Cause Analysis

Bagley Middle School's Literacy Team conducted a root cause analysis using a "fishbone" diagram to determine cause and effect. Listening to the discussion from teachers of different disciplines share some of the same issues and concerns, the following stymies have been identified:

- BMS has good technology resources (computers, Smartboards, projectors, etc.) but lacks the resources to purchase more research based, literacy software and software that will best progress monitor literacy skills in grades 7th and 8th.
- All teachers need professional development in the area of literacy instruction (vocabulary development, comprehension, writing, speaking, and listening) and best practices across the curriculum. Content area teachers (math, science, and social studies) need to develop a planned literacy experience for all students in every discipline in grades 7th and 8th.
- Students do not have access to informational texts at a variety of Lexile levels in classrooms or in the media center.
- Funds for the media center have been so limited, that more high interest (student friendly) reading materials or current periodicals have not been purchased.
- Due to such a high poverty rate, BMS students do not have access to printed material, nor do they have access to on-line or computer based programs (laptops, e-readers, etc). BMS students need technology programs and tools that are student focused.

In the past, BMS students and staff have made great strides in teaching mastery of Georgia Performance Standards. The instructional focuses have been math (Math Workshop Training), students with disabilities (Co-teaching observations), and the gifted learners (creation a gifted team). The needs assessment uncovered that moving toward developing literacy in all disciplines will encourage growth in literacy and content areas.

Analysis and Identification of Student and Teacher Data

Seventh and eighth graders at BMS take the CRCT in Reading, Language Arts, Math, Science, and Social Studies. Students must only demonstrate minimal competency to pass. Eighth graders take the Georgia Writing Assessment. Writing is also part of literacy we are observing.

a) **School Students CRCT Data and Georgia Writing Assessment**

Bagley Middle School - 7th Grade CRCT DATA								
	BM S	State	BMS	State	BM S	State	BM S	State
Subject	2009		2010		2011		2012	
Reading	93%	89%	94%	89%	96%	91%	97%	94%
Language Arts	90%	89%	97%	92%	97%	93%	96%	93%
Math	89%	84%	94%	85%	96%	89%	97%	91%
Social Studies	N/A	N/A	85%	71%	91%	75%	87%	78%
Science	78%	76%	85%	80%	87%	82%	89%	85%

Bagley Middle School - 8th Grade CRCT DATA								
	BM S	State	BMS	State	BM S	State	BM S	State
Subject	2009		2010		2011		2012	
Reading	96%	93%	98%	95%	*96%	96%	99%	96%
Language Arts	95%	92%	96%	92%	96%	93%	99%	95%
Math	66%	70%	77%	74%	*68%	78%	85%	77%
Social Studies	76%	63%	76%	70%	85%	73%	81%	77%
Science	65%	64%	68%	65%	76%	67%	81%	74%

8th Grade Writing Test									
	BMS	State	Res a	BMS	State	Res a	BM S	State	Res a
	2010			2011			2012		
DNM	9%	21%	19%	16%	17%	15%	16%	18%	15%
Meets	86%	73%	76%	83%	77%	81%	83%	75%	79%
Exceed s	5%	6%	5%	1%	5%	4%	2%	7%	5%

M + E	91%	79%	81%	84%	83%	85%	85%	83%	84%
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b) Disaggregation of data in Subgroups

CRCT - M Results						
	Read	LA	Math	Read	LA	Math
	2011			2012		
DNM	0%	0%	33%	27%	21%	22%
Meets	100%	100%	67%	73%	72%	67%
Exceeds	0%	0%	0%	0%	7%	11%

Students with Disabilities (SWD)						
	DNM	M	E	DMM	M	E
	2011			2012		
LA	3%	59%	39%	0%	67%	22%
Math	25%	63%	12%	19%	61%	20%
Reading	1%	67%	32%	11%	67%	22%
Science	28%	60%	12%	29%	66%	14%
SS	21%	51%	28%	13%	56%	31%

Gifted			
	DNM	M	E
	2012		
LA	0%	6%	94%
Math	0%	9%	91%
Reading	0%	21%	79%
Science	0%	3%	97%
SS	0%	3%	97%

c) Strengths and Weaknesses based on Prescribed Assessments

The BMS Literacy Team uses the state-wide longitudinal data system to identify strengths and weaknesses from the prescribed assessments. After disaggregation of 2011 and 2012 data, the BMS Literacy Team identified strengths and weaknesses which were overarching across all grade levels.

Subject Area	Strengths	Weaknesses
Language Arts	<ul style="list-style-type: none"> • Teachers use professional learning opportunities to promote growth in language content descriptor areas. • 100% of Students with Disabilities passed the CRCT in Language Arts. 	<ul style="list-style-type: none"> • Research and writing process
Math	<ul style="list-style-type: none"> • CRCT scores continue to increase on a yearly basis due to thinking maps and other professional learning activities 	<ul style="list-style-type: none"> • 8th Grade math scores continue to show only small margins of growth • Teachers need more professional learning and assistance implementing vocabulary acquisition and other instructional strategies.
Reading	<ul style="list-style-type: none"> • Literary comprehension • CRCT scores continue to increase on a yearly basis due to teachers using a variety to teach literary skills. 	<ul style="list-style-type: none"> • Reading for Information • Media Literacy
Science	<ul style="list-style-type: none"> • CRCT scores continue to increase slightly on a yearly basis due to content area collaboration and benchmark data. 	<ul style="list-style-type: none"> • Lack of access to media / reading material in the content area
Social Studies	<ul style="list-style-type: none"> • Teachers with content knowledge who use a variety of instructional strategies such as graphic organizers and learning focused 	<ul style="list-style-type: none"> • Lack of access to media / reading material in the content area

d) Data for all teachers including CTAE, Special Education, and Media

One hundred percent of all BMS teachers are certified and teaching in field.

Percentage with Bachelors Degree	22.5%
Percentage with Masters Degree	35%
Percentage with Specialist Degree	40%
Percentage with Doctorate	2.5%
Average Teaching Experience (Years)	12.9

e) Teacher Retention Data

BMS has undergone many changes that have affected teacher retention. Sixth grade moved to elementary school in 2008, redistricting in the county resulting in a smaller student body, and decrease in teacher allotment have made a significant impact. With retirement and teachers who transferred within the Murray County School District, Bagley's teacher retention rate for the 2011-2012 school year is 56.6%.

f) Develops goals and objectives based on formative and summative assessments

Teachers use formative assessments such as tickets out the door and quizzes to plan for differentiated instruction. Teachers meet weekly by grade / department to analyze student work and prepare lessons to meet the individual needs of students. After quarterly benchmark assessment (progress monitoring), teachers meet with the administrative team to discuss strategies and plan for action to assist students in mastering standards. As we are a title I school, tutoring is also available before and after school at no charge to the parents and students.

g) Additional District Prescribed Data

Assessments	Administered	Purpose	Skill	Frequency
Benchmarks	7 th / 8 th Grade	Progress Monitoring / Diagnosis	GPS LA/R/M/SS/Sci	Three times a year
Fast ForWord	7 th / 8 th Grade	Reading Diagnosis and Correction	Reading	On going
i-Ready	7 th / 8 th Grade	Diagnostic	Reading / Math	Bi-Annually
Go My Access	8 th Grade	Formative	Writing	Bi-Monthly
Analyzed Work Samples	7 th / 8 th Grade ESS	Progress Monitoring /	GPS LA/R/M/SS/Sci	Weekly

h) Teacher Participation in the Professional Learning Communities / Ongoing Professional Learning

BMS teachers participate in a variety of professional learning opportunities targeted at increasing student engagement, motivation, and achievement. Teachers also participate in professional development geared toward implementing and teaching the CCGPS in each content area. Delivery methods of professional learning include: faculty training sessions, grade level meetings, book-study groups, cross-curricular collaborations, interactive web-facilitated discussion modules, and flexible meeting options based on needs. The CIF provides additional Professional Learning Units for grade level collaboration to review pertinent data.

Project Plan-Procedures, Goals, Objectives & Support

a) Project Goals	b) Project Objectives c) Measurable goals and objectives	j) Research Based Practice “What” and “Why”	g) Practices in Place	h) Goals to be Funded with other Sources
To provide innovative classroom technology to foster student literacy and engagement.	1. Increase student use of technology to expose to students to more informational text, graphs, and research. It is measurable by observations, computer lab schedule, log-on information, and data reports. 2. Increase teacher use of technology which would foster student engagement.	9. Intentional strategies for developing and maintaining engagement as students progress through school. f. Leverage the creative use of technology within the learning process to promote engagement and relevance.	Students use computer labs for projects, benchmarking and research.	Striving Reader Title-I School Business Partners
To provide professional development to enhance teacher literacy to positively impact student learning	Provide professional development in the following areas: 1. Use of new technology for student achievement 2. Webb’s Depth of Knowledge 3. Literacy instruction (speaking, reading, listening, and writing) in the	4. Best practices in instruction d. Six components of effective literacy programs b. professional learning	Smartboard training, CPS training, Mobi training, AV-Rover training all provided by Murray County Instructional Technology Department	Striving Reader Title-I School Business Partners

	<p>content areas</p> <p>4. Analyzing student work</p> <p>5. Differentiation Strategies</p> <p>6. Writing in the content areas.</p> <p>All are measured by observations, lesson plans, and state testing.</p>			
<p>Provide materials to develop rigorous and relevant literacy lessons in all content areas</p>	<p>1. Provide reading and writing supplemental materials to all classrooms that address the identified needs.</p> <p>2. Provide leveled libraries for classrooms that will allow students to have more reading material at their fingertips.</p> <p>3. Provide the media center with more high interest reading materials in a variety of genres.</p> <p>These areas are measured by inventory check lists, purchase orders, and categorizing.</p>	<p>4. Best practices in instruction</p> <p>c. Instructional improvement in literacy</p> <p>f. Diverse texts</p>	<p>Before and After School Tutoring</p> <p>Gifted Team</p> <p>Tiered Instruction</p>	<p>Striving Reader</p>

d, f, & i) Current School Instructional Schedule

7/8 Grades	Time	Daily Literacy Schedule	RtI
Academic Classes	10	1. Core content starter (preview/review)	I
(English Language Arts, Social Studies, Science, and Math)	20-25	2. Needs-based groups based on previous day's formative assessment a. content vocabulary acquisition skills b. reading for information (note taking/outlining) c. writing to summarize content material	II, III, IV
	20-25	3. Whole group instruction/project-based learning a. differentiated lessons based on learning styles b. students in tier IV receive extra instructional support through special education	I, II, III, IV
	5-10	4. Formative assessment to gauge learning	I
Connections Classes (CTAE, PE/Health, Fine Arts)	45	CTAE classes implement researched-based assignments in which students create projects incorporating reading, writing, speaking, and listening.	I
Academic connection	45	This tiered intervention is a computer-based literacy program that diagnoses and corrects reading deficits of students who are identified as struggling readers based on Lexile scores from state assessments. This area focuses on the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	II, III, IV

e. RtI Model

Resources for Tier One Instruction

Tier One Instruction is instruction when all students participate in standards-based learning. Teachers create lessons that engage all students to participate in academic talk and actively participate in the learning process. Journal writing in math to summarize content knowledge, graphic organizers in science to learn academic vocabulary, and writing persuasive and expository essays using primary and secondary sources in social studies are just a few strategies for incorporating literacy in the content area. Formative and summative assessments

are used to guide instruction. Along with the Common Core Standards and the Georgia Performance Standards, the following resources are available for content instruction:

Language Arts/Reading	Elements of Literature (Holt), Holt (Grammar) Handbook (Holt), a variety of novels, Word Craft (vocabulary instruction), Go My Access (8 th grade writing), and a variety of Coach Books
Math	McDougal Littell Mathematics (along with Classzone.com, an online resource), Coach Books, Performance Tasks
Science	Glenco Science Test, Coach Books
Social Studies	8 th -The Georgia Studies Book (Carl Vincent) and
Technology-Based	Study Island (all areas), Achievement Series (benchmarking), Go My Access (8 th Grade Writing), Brain Pop, Education City

Resources for Tier Two Instruction

Tier Two Instruction is defined as small group differentiated instruction. A student enters Tier Two after the classroom teacher determines, through formative assessments, that he has not mastered a standard. Small group instruction is used to re-teach the standard. If a student still does not master a standard, individual instruction is planned and implemented. Such strategies as study guides to help students read for information, vocabulary graphic organizers to help students understand vocabulary in context, and thinking maps to help students conceptualize math will be incorporated.

<p>Tier Two</p> <p>The classroom teacher is responsible for planning and implementing</p>	<ul style="list-style-type: none"> • Study Island • Achievement Series • Small group • Read with Sarah • SRA 	<ul style="list-style-type: none"> • Implement the Tier II Plan and, if age-appropriate adequate progress is made, then continue with intervention and progress monitoring monthly. • If adequate progress is not made, then select a second intervention and implement for 8-10 weeks providing progress monitoring every two weeks and have a vision and hearing screen completed on the student. • After the Tier II Plan is implemented and progress is noted and maintained after 8-10 weeks, then continue with intervention and monitor progress monthly. • If adequate progress is not made after 8-10
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		weeks, meet with the team and discuss whether to select another intervention and implement for 8-10 weeks with bi-monthly progress monitoring or refer to Tier III.
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Resources for Tier Three Instruction

If progress is not made after the allotted amount of time (eight to ten weeks), Tier Three Instruction is implemented unless an alternate intervention is selected to be used and monitored. This tier consists of more intensive interventions. Students in tier three will receive more direct content instruction such as: controlled vocabulary instruction, cloze reading, and content reading materials on students’ instructional reading levels.

<p>Tier Three</p> <p>The classroom teacher and CIF are responsible for planning and implementing</p>	<ul style="list-style-type: none"> • One-on-one or small group intensive • Individualized work plan • Weekly work sample/assessment analysis 	<ul style="list-style-type: none"> • Refer to CIF • Follow schedule of meetings outlined • Progress monitor weekly using probes for area of weakness • Document progress weekly for a 12 week period. • If adequate progress is made and maintained after 12 week period, continue with intervention and monitor progress monthly. • If adequate progress is not made, refer to Tier IV.
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Resources for Tier Four Instruction

When all other tier interventions have been exhausted, the student is placed within tier four. In tier four, a referral is made to the special education department. A speech screener is administered, the RTI documentation is reviewed by a school psychologist and a full psychological evaluation is given for diagnosis. Tier four instruction takes place either in an

inclusion setting or in a resource room. Students receive instruction based on an Individualized Education Plan. Students' weekly work samples are used for progress monitoring.

<p>Tier Four</p> <p>The classroom teacher, CIF, special education personnel, and school psychometrist are responsible for planning and implementing</p>	<p>Special Education, ELL, Gifted, Speech, and other programs</p>	<ul style="list-style-type: none"> • Testing
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At this time, Bagley is not using any other funded initiatives. The Striving Readers initiative will not only support current initiatives (DOK, Thinking Maps, Poverty in Education, Learning Focus), but it will embellish future initiatives.

Assessment/Data Analysis Plan

Assessments	Administered	Purpose	Skill	Frequency
CRCT	7 th / 8 th Grade	Summative	LA/R/M/SS/Sci	Annually
Content Area Formative Assessments	7 th /8 th Grade	To plan for instruction/remediation/acceleration	LA/R/M/SS/Sci	Daily
Benchmarks	7 th / 8 th Grade	Progress Monitoring	GPS LA/R/M/SS/Sci	Three times a year
Computer-based literacy program	7 th / 8 th Grade	Reading Diagnosis and Correction	Reading	Ongoing
ACCESS	7 th / 8 th Grade ELL	Diagnostic	Literacy for English Language Learners	Annually
i-Ready	7 th / 8 th Grade	Diagnostic	Reading / Math	Bi-Annually
8 th Grade Writing Assessment	8 th Grade	Summative	Writing	Annually
Gifted Testing	7 th / 8 th Grade	Diagnostic	Creativity, mental ability, achievement, motivation	Bi-Annually
Analyzed Work Samples	7 th / 8 th Grade ESS	Progress Monitoring / Diagnosis	GPS LA/R/M/SS/Sci	Weekly
CRCT-M	7 th / 8 th Grade ESS	Summative	LA/R/M	Annually
GAA	7 th / 8 th Grade ESS	Summative	LA/R/M/SS/Sci	Annually
Study Island	7 th / 8 th Grade	Diagnostic	LA/R/M/SS/Sci	Ongoing
Go My Access	7 th / 8 th Grade	Writing Diagnostic	LA/R/M/SS/Sci	Ongoing

A core building block of Georgia's Literacy Plan involves ongoing formative and summative assessments to inform instructional decisions. All students at Bagley are tested using benchmarks in all academic subject areas following a semester of instruction. Teachers analyze data from the benchmarks to develop tiered instruction. Formative assessment in the form of frequent, ongoing progress monitoring drives instruction in tiers two and three. Summative assessments are used to determine the effectiveness of the year's instructional program and to

identify at-risk and exceeding students for further intervention and acceleration. Georgia's Literacy Plan states that a clearly articulated strategy for using data to improve teaching and learning is a critical component of an assessment plan.

Bagley will need a reading program, such as Scholastic Reading Inventory (SRI), to progress monitor and place students in needs based groups. This assessment will also provide a Lexile score for guiding students in leveled reading. Progress monitoring will occur every eight weeks in conjunction with current benchmarking. This new assessment will be used with current assessment tools already in place and will not replace any programs. All teachers will need professional development to implement the SRI program. Professional learning will be required to assist teachers with utilizing the data provided to direct instruction and to place students in needs based grouping. Teachers will also need professional training in literacy across the curriculum and using data to drive instruction.

Bagley utilizes a variety of methods for informing parents about assessments and student progress. Informal methods include phone calls, notes, text messaging service, and newsletters. Formal strategies include conferences, data reports such as progress reports, literacy progress tracker from computer-based literacy program, and benchmark data, RTI team meetings, and Title I parent training nights. In addition, parents and/or guardians may access student grades through the internet source, Infinite Campus.

Resources, Strategies, and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

Common Core curriculum requires all content areas and CTAE areas to include reading, writing, speaking, and listening skills during instruction. This means teachers will prepare lessons where students read for information, write to demonstrate understanding, and are able to articulate using academic language. To do so, teachers need resources to assist in instructing students. Pertinent resources for implementing such instruction include content related leveled libraries, e-readers with content related applications, audio library resources, availability to other online media resources, and availability to publish and share student created products. Using such tools will improve student engagement and better prepare students for college and careers in the 21st century.

Current Classroom Resources	Current Shared Resources	Current Library Resources	Resources Needed to Implement the Literacy Plan
<ul style="list-style-type: none"> • Textbooks • Teacher computers • Smart Boards • Some Classroom Libraries 	<ul style="list-style-type: none"> • 3 Computer Labs • Team Printers • AV Rover • Airliners • Clickers • Computer-based literacy program • Go My Access • Study Island • ILearn • Brain Pop • Class Zone • Scholastic Scope Magazine 	<ul style="list-style-type: none"> • Novels • Non-fiction books • Reference materials • Newspapers • Science and Social Studies Kits • Videos (DVD/VHS) • Digital camera • Listening center • Read with Sarah • Professional materials • Computer projector 	<ul style="list-style-type: none"> • Leveled intervention materials • Multi-level / high interest books for classrooms and school library • Updated STEM books for library • Class sets of novels (CCGPS) • Audio books • Common Core reading

	<ul style="list-style-type: none"> • Novel Sets 	<ul style="list-style-type: none"> • Overhead projectors • Tape recorders / players • CD Players • DVD/VHS players • Televisions 	<ul style="list-style-type: none"> materials • Bilingual materials • English language development materials • E-readers • E-books • Head phones • SMART Slates • Greater access to computer-based literacy programs • AR/STAR • Updated classroom libraries of non-fiction texts aligned to science and social studies (CCGPS) • Audio copies of student texts • Document camera • Scholastic Reading Inventory materials and training for screening and progress monitoring
Activities to Support Classroom Practices	Activities that Support Literacy Intervention Programs	Additional Strategies Needed to Support Student Success	
<ul style="list-style-type: none"> • Collaboration • Pacing Guides 	<ul style="list-style-type: none"> • Brain Pop • Class Zone 	<ul style="list-style-type: none"> • School/Team book clubs 	

<ul style="list-style-type: none">• Professional Learning• System-wide Collaboration	<ul style="list-style-type: none">• RTI• Computer-based literacy program	<ul style="list-style-type: none">• Participation in reading competitions	
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Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Attended Previous Year	Number of Professional Learning Hours	Percentage of Staff Attending Professional Learning
Gifted Endorsement	120	17%
Thinking Maps	15	8%
CCGPS Writing Standards	6	20%
CCGPS Literacy Across the Curriculum	4	33%
CPS Training	12	57%
SmartBoard Training	11	23%
Data analysis to plan for instruction	20	100%
Depth of Knowledge	15	100%
Poverty Training	15	100%
<u>What Great Teachers Do Differently</u> by Todd Whitaker	4	100%

Ongoing Professional Learning

- Learning Focused School strategies
- Response to Intervention
- Collaboration – Horizontal and Vertical
- Depth of Knowledge
- Differentiated Instruction
- Understanding Poverty
- Technology Training
- Common Core Standards

Surveys indicated teachers' preferred method of delivery of professional learning is contracting with experts to come to the school to deliver training sessions. For example, RESA has provided training on implementing the Common Core Standards. The needs assessment indicated a need for cross curriculum literacy training. Teachers also expressed a desire to revisit Learning Focused training. They have also shown an interest in learning how to better develop

differentiated instruction within their classrooms. For example, teachers will be able to provide tiered instruction by using a variety of materials and strategies using resources made available through SRCL.

Professional development is determined to be adequate and effective through a variety of measures. Observation by administration, peer observations, student work samples, teacher collaboration, and improvement in formative assessments will be used as indicators of successful implementation of professional development.

Sustainability Plan

<p>BMS will extend the assessments protocol beyond the grant period.</p>	<ul style="list-style-type: none"> • BMS will continue to adhere to currently established district-wide assessment protocols derived from the GPS and CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses.
<p>BMS will develop community partnerships to assist with funding.</p>	<ul style="list-style-type: none"> • BMS conducts multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. BMS holds regular funding initiatives involving stakeholders. Collaborative partnerships are established with local organizations.
<p>BMS will expand lessons learned.</p>	<ul style="list-style-type: none"> • The Curriculum Instructional Facilitator (CIF) will redeliver training and enrichment lessons to teachers. • Literacy trainings from information learned from the SRCLG will be offered for teachers so they can keep abreast of current trends and teaching strategies. • Professional development courses in the areas of literacy, writing, technology integration, and RTI implementation will be offered.
<p>BMS will extend the assessment protocols.</p>	<ul style="list-style-type: none"> • BMS is committed to maintaining the current assessment protocol established by the Murray County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. The academic coach currently monitors and will continue to monitor RTI, Benchmarks, OAS, and CRCT school-wide data.
<p>BMS will train new system employees.</p>	<ul style="list-style-type: none"> • Trainings will be offered throughout the school year at BMS as well as district-wide, so that new teachers will have opportunities to benefit from the SRCLG information and findings. Teacher mentors will be established at fitting grade levels / content areas to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. BMS will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
<p>BMS will maintain technology after funding has ended.</p>	<ul style="list-style-type: none"> • The Murray County School (MCS) Technology Department maintains a strong infrastructure. • BMS will continue to have a part-time Technology Technician, part of the district-wide technology team, who will support our school with hardware and instructional technology needs. • Insurance and site licenses will be maintained by MCS. • BMS will follow the MCS Technology Plan to address infrastructure upgrades and replacement needs as new

	<p>materials are integrated into the school.</p> <ul style="list-style-type: none"> • To ensure that teachers maintain cutting-edge technological skills, BMS administrators and teacher leaders will attend technology integration professional learning. This, in turn, will allow teachers to continuously apply 21st century learning practices during instruction.
<p>BMS will maintain on-going professional learning after funding has ended.</p>	<ul style="list-style-type: none"> • BMS will continue using the Georgia DOE's Striving Literacy Resources. • BMS will incorporate research-based, data-driven professional learning. • BMS will provide leadership opportunities for teachers to put into practice tiered instruction
<p>BMS will ensure new teachers receive professional learning after funding has ended.</p>	<ul style="list-style-type: none"> • BMS offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher within the particular grade level / content area.
<p>BMS will ensure print materials are replaced when necessary.</p>	<ul style="list-style-type: none"> • Title I funds will continue to be efficiently utilized to replace print materials when necessary. • Fiscal resources generated from various fundraisers and donations will help supplement and support print material needs.
<p>BMS will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA.</p>	<ul style="list-style-type: none"> • BMS will continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, BMS will continue to provide training to new system employees.

Budget

Budget Summary

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	\$ 8,000.00
610 – Supplies	\$ 40,500.00
611 - Technology Supplies	\$ 25,000.00
612 - Computer Software	\$ 18,000.00
615 - Expendable Equipment	\$ 26,000.00
616 - Expendable Computer Equipment	\$ 200,000.00
641 – Textbooks	\$ 20,000.00
642 - Books and Periodicals	\$ 17,000.00
Function Code 1000 - Instruction Narrative: The budgeted instruction money will provide innovative technological tools and resources that promote student engagement.	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	\$ 10,000.00
116 - Professional Development Stipends	\$ 15,000.00
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	\$ 35,000.00
580 – Travel	\$ 15,500.00
610 - Supplies	\$ 10,000.00
810 - Registration Fees for Workshops	\$ 15,000.00
Function Code 2210 - Improvement of Instructional Services Narrative: On-going professional learning will be provided to enrich literacy instruction across all content areas.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	\$ 10,000.00
642 - Books and Periodicals	\$ 35,000.00
Function Code 2220 - Educational Media Services Narrative: Funds will be used to purchase materials that	

align with student interests to engage and motivate struggling readers.	
Total Budget for Year 1	\$ 500,000.00

The budget provided through the Striving Reader Comprehensive Literacy Grant would allow Bagley Middle School to address the areas of concern identified by the needs assessments and based on the “What” document. Bagley Middle School’s greatest needs are content leveled libraries and professional development in literacy instruction. In order to meet the needs of the 21st Century classroom and provide engaging literacy activities, we must update all aspects of technology. Purchasing classroom computers, i-pod touch caddies, e-tablets, e-readers, digital books, digital A/V equipment and ear buds will allow teachers to fully integrate technology into the curriculum. Purchasing software that will aid students in literacy achievement will be an integral portion of the instructional budget.

Professional development will offer the teachers the training to implement the goals of the literacy plan. Teachers will receive initial training and on-going training in the areas of technology implementation for the literacy programs and differentiation strategies for the classroom. These opportunities will be on-site and at other locations.

Educational media services budgeted items include student books and other literature in both print and digital format. There will also be a parent section that will house print and electronic literature to promote literacy.