

School Profile

Created Friday, December 05, 2014

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School Information

System Name:	Clay County
School or Center Name:	Clay County Middle School
System ID	630
School ID	0104

Level of School

Middle (6-8)

Principal

Name:	Michelle Oliver
Position:	Principal
Phone:	229-768-2234
Email:	moliver@clay.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Jacqueline Holloway
Position:	Lead Teacher
Phone:	229-768-2234
Email:	jholloway@clay.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

7

FTE Enrollment

66

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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.

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)

Mrs. Johnnie M. Grimsley, Superintendent

Typed Name of Fiscal Agency Head and Position Title

12/5/2014

Date

Signature of Applicant's Authorized Agency Head (required)

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

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)

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: Mrs. Terri D. Marcus

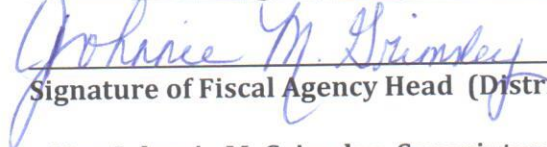
Position/Title of Fiscal Agent's Contact Person: Associate Superintendent

Address: 111 E. Commerce Street/P. O. Box 219

City: Fort Gaines Zip: 39851

Telephone: (229) 768-2232 Fax: (229) 768-3654

E-mail: tmarcus@clay.k12.ga.us



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

Mrs. Johnnie M. Grimsley, Superintendent

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

12/5/2014

Date (required)

Clay County Schools Audit Findings

FY10

Control Number	Finding/Questioned Cost	Outcome
FS-6301-10-01	This is a repeat finding (FS-6301-09-02, FS-6301-08-02 and FS-6301-07-02), from the years ended June 30, 2009, June 30, 2008, and June 30, 2007, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were implemented with the school activity accounts to ensure adequate documentation for both revenues and expenditures and adequate separation of duties, but there has been a change in staff since then. Plans to compose a self audit team to monitor all school finance procedures will be completed by June 2012 and the problems should be resolved by June 2013.
FS-6301-10-02	This is a repeat finding (FS-6301-09-07) from the year ended June 30, 2009. The General Fund of the Clay County Board of Education reported as a deficit fund balance. In addition, the School District failed to adopt a balanced budget for the General Fund. (NA)	Plans have been implemented to hire a financial consultant to assist with preparing and adopting a balanced budget. Problem will be resolved by June 2013.
FA-6301-10-01	The School District failed to file accurate completion reports for the Special Education Cluster (CFDA 84.027 and CFDA 84.173) (NA)	Financial Manager used incorrect reports for financial system to do the completion reports. Will use reports suggested by Auditor to do completion reports in the future. Problem should be resolved by June 2013.

FY11

Control Number	Finding/Questioned Cost	Outcome
FS-6301-11-01	This is a repeat finding (FS-6301-10-1, FS-6301-09-02 and FS-6301-08-02), from the years ended June 30, 2010, June 30, 2009 and June 30, 2008, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were put in place to monitor the separation of duties and adequate recordkeeping at the school level and the problem should be resolved by June 2013.
FA-6301-11-01	The School District failed to file an accurate completion report for Title I, Part A Cluster (CFDA 84.010) (NA)	The Financial Manager used the reports suggested by the auditor to do completion reports and the problem should be resolved by

		June 2012.
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FY12

Control Number	Finding/Questioned Cost	Outcome
FS-6301-12-01	This is a repeat finding (FS-6301-11-01, FS-6301-10-01 and FS-6301-09-02), from the years ended June 30, 2011, June 30, 2010 and June 30, 2009, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were implemented with the school activity accounts to ensure adequate documentation for both revenues and expenditures and adequate separation of duties, but there has been a change in staff since then. Plans to compose a self audit team to monitor all school finance procedures will be completed by June 2012 and the problems should be resolved by June 2013.

FY13

Control Number	Finding/Questioned Cost	Outcome
FS-6301-13-01	This is a repeat finding (FS-6301-12-01, FS-6301-11-01, and FS-6301-10-01), from the years ended June 30, 2012, June 30, 2011, and June 30, 2010, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts.	The Board has hired a new School Activity Account Bookkeeper so the problem should be resolved by June 2016.

HISTORY AND DEMOGRAPHICS

The city Fort Gaines is geographically located in Southwest Georgia in the county of Clay in the Second Congressional District. It is one of the poorest counties in Georgia and located 50 miles west of Albany, Georgia, 90 miles south of Columbus, Georgia, and 50 miles northeast of Dothan, Alabama. The county population is 3,183. It has decreased by 5.2% since the last census count. The population is composed of 67.93% African American, 31.08% White, 0.18% Native American, 0.18% Asian, 0.09% Pacific Islander, and 0.54% from two or more races. Hispanic or Latino of any race is 1.44% of the population. Unemployment is high and currently is over 14 percent. The median household income in Fort Gaines is 47.3% less than the Georgia average and 51.1% less than the National average. The poverty level in Fort Gaines is 118.3% greater than the Georgia average and 229.1% greater than the National average. There is no industry and a very small tax base in Clay County. The majority of the employed citizens work outside the county.

Poverty tends to impact children disproportionately. Young families and single parent homes are even more at risk than the general population. According to the 2010 United States Census, Clay County continues to have one of the highest percentages of school-age children living in poverty in the state. The level of poverty becomes more significant since 53.7% of the families with children age 5 –17 in the county are living below poverty guidelines. In fact, 62% of Clay's families living in poverty have only a mother present in the household with the majority of the families having children under the age of 18. Clay County is 21% above the state level. The school system has 98.01% of its students eligible to receive free and reduced lunch. The majority of the children attending the Clay County School System come from homes where one or more of the following conditions exist: (1) the adult(s) are on public assistance or are

earning below poverty level income, (2) the childcare providers did not complete high school, (3) the household is headed by a female, and (4) the mother is an unwed teenager. Large numbers of poorly educated adults with meager incomes have directly impacted students' achievement in the schools.

Clay County School System consists of one elementary, one middle school and a 9th Grade Academy.

<u>SCHOOL</u>	<u>GRADES</u>	<u>STUDENTS</u>	<u>POVERTY</u>
Clay County Elementary	PK – 5	231	96.73%
Clay County Middle	6 – 8	66	100%
Clay County 9 th Grade Academy	9	21	100%

All schools are Title I school-wide. This means that all of our students are eligible for Title I services. Last year, we began a partnership with Columbus ESP Head Start, and the classes are located on our campus.

CURRENT MANAGEMENT STRUCTURE

Clay County Board of Education is governed by a five member board and Superintendent. Day to day business is conducted and managed by a Principal (one for Elementary School and one for Middle School and 9th Grade Academy) and an Instructional Coach. The Central Office staff includes Superintendent, Associate Superintendent, Finance/Payroll Manager, Financial Assistant and Receptionist.

CURRENT PRIORITIES

Our first priority in Clay County is to increase student achievement for all students, Special Education (Special Needs), ESOL (English Learners), EIP (at-risk), Gifted and Remedial (at-risk for middle school and 9th Grade Academy). This is evident in our vision and mission.

Vision: Moving Every Child Forward To Become College and Career Ready.

Mission: To act on its vision, offer the best education possible to students by using current technology and curricula materials, by hiring quality teachers, and by celebrating all accomplishments. Some of our current priorities are:

- Increasing quality and effective professional learning: thinking maps, five step protocols, Georgia Formative Instructional Practices (GA FIP), Writing to Win, DOK for assessments, and participating reading, English Language Arts, Math, Science and Social Studies professional learning activities with our RESA and other training agencies.
- Continuing to implement Common Core Georgia Performance Standards (CCGPS) with fidelity.
- Encouraging and motivating our students to read more to increase their vocabulary and comprehension skills using a variety of text.
- Improving student achievement in all grade levels.
- Increasing the graduation rate.

PAST INITIATIVES

Over the past several years, the Clay County School System has implemented many instructional initiatives with the intention of improving our student achievement and ultimately graduating from high school ready for the workforce or college.

	Funded	Non-Funded	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014
Reading First	X		Yes	Yes	Yes	Yes	No	No	No	No	No
21 st Century	X		Yes	No	No	No	No	No	No	No	No
Pre-K (Lottery Funds)	X		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Carol M. White PE Grant	X		No	Yes	Yes	Yes	No	No	No	No	No
Transition Coach	X		No	No	No	No	Yes	No	No	No	No

Math Initiative		X	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Parents Taking the Initiative		X	No	No	Yes	Yes	No	No	Yes	Yes	Yes
System-Wide Writing Initiative		X	----	----	---	---	---	---	---	---	Yes

The above chart shows the eight year history of initiatives implemented in the Clay County School District. Reading First was the only reform implemented over the last several years that addressed Reading and Literacy. This program was for grades K-3. We had no state, federal or locally funded literacy reform for grades 4-8. However, Pre-K (4 year olds) has been funded in the district over 10 years from Bright from the Start which is funded by the Georgia lottery. This program is housed on our Elementary Campus. We had only two non-funded initiatives which were a local Math initiative and Parents Taking the Initiative. Local funds were used to fund these initiatives. Although we do not receive any funding for many of the past initiatives, we continue to utilize the best practices learned from each initiative.

LITERACY CURRICULUM

The GADOE provides us with a rigorous curriculum which extends from Kindergarten through 12th grade. We are currently implementing the CCGPS in all grade levels. Teachers have a common planning time to collaborate on units, lesson plans and aligning units. We current utilize the Houghton Mifflin basal reading series in grades K - 5. In grades 6 - 8, the Pearson basal reading series is used. With the implementation of the Common Core, we are utilizing the units and frameworks in the classrooms. Our basal series are now being used as a supplemental material. Last year, our elementary school was chosen to participate in the Governor’s Initiative to increase the percentage of students that are able to read at grade level by the completion of third grade.

LITERACY ASSESSMENTS

Clay County Schools assesses knowledge and literacy skills using a variety of formal and informal assessments. Local assessments include DIBELS Next and Online Assessment System (OAS). All students take the state assessments applicable to their grade level: GKIDS, ACCESS, and Georgia Milestone Assessment System (EOG). We are currently working on an assessment plan with the Data Team to ensure that disaggregating of data is completed effectively and timely.

NEED FOR A STRIVING READER GRANT

Clay County Elementary School and Clay County Middle School would greatly benefit from the Striving Reader Grant. Over the past few years, there has been a shortfall on revenue in our system. We have been unable to purchase as many resources such as more varied text, reading materials for content areas and engage in the professional learning needed to increase the teacher's knowledge of text complexity. Although we do not have many subgroups, we do see the gaps continuing to grow between our economically disadvantaged and non-economically disadvantaged, as well as, special education and regular education students.

MANAGEMENT PLAN AND KEY PERSONNEL

	Individual Responsible	Supervisor
Purchasing	Carolyn Davenport Financial Assistant Terri D. Marcus Associate Superintendent	Latonia Forte Finance Director Johnnie Grimsley Terri Marcus
Site-Level Coordinators	Kimberly Johnson Principal –Clay County Elem. Michelle Oliver Principal – Clay County Middle Emily Keith – Instructional Coach (K – 8)	Johnnie M. Grimsley Superintendent Kimberly Johnson & Michelle Oliver
Professional Learning Coordinator	Terri D. Marcus Associate Superintendent Johnnie M. Grimsley Superintendent	Johnnie M. Grimsley Superintendent
Technology Coordinator	Dwylan Glover Technology Specialist	Site Level Coordinators Associate Superintendent Superintendent
Assessment Coordinator	Terri D. Marcus Associate Superintendent Johnnie M. Grimsley Superintendent	Johnnie M. Grimsley Superintendent

Management is very important to the Clay County School District. If awarded this grant, the grant will be monitored on a day to day basis by the site-level coordinators. 1. **The Site level coordinators** are to facilitate the planning and implementation of the grant operation which are consistent to the assurance and the guidelines, establish and maintains, an effective learning environment in the school, supervise all school personnel, supervise the school’s teachings

process, schedule classroom, conduct staff meetings, participate in professional learning, and monitor the appropriate expenditures of allotted budget funds. 2. **The Purchasing Staff** will monitor the grant on a day to day basis as well. Purchase Orders are will be presented to the Literacy Team, which includes the site level coordinators. The coordinators will sign and approve all purchase orders. The same day or the day following, signed purchased orders are submitted to the superintendent for final approval. The superintendent acts on purchase orders within three days. Following approval, the system's financial assistant processes and faxes purchase orders to vendors. Most orders are shipped directly to the school and are checked. 3. **The Professional Learning Coordinator** serves as the (Curriculum, Special Education and Assessment Director). Managing the grant on a day to day basis is certainly not a problem. Her role is to plan professional learning according to the grant requirements, schedule training, travel arrangements, hotel and motel reservation, registration for professional learning, attend and monitor all professional learning. Provide feedback to staff, site coordinators, and superintendent and school board members. 4. **The Technology Coordinator** will monitor the technology ordered with grant funds. He or she is to provide advice, research the current technology, serve on the committee when technology issue are discussed, order the appropriate equipment per site coordinators directives, set up all technology, inventory and train staff on equipment. He or she should monitor the classroom each day to avoid malfunction of equipment. 5. **The Assessment Coordinator** is also the (Curriculum, Special Education and Professional Learning Director). She will attend all assessments training required by the grant. Other duties include: order and prepare assessments for administration in schools; prepare all testing sites; ensure all materials are stored in a secure and locked location; account for all students in terms of testing requirements; conduct, coordinate, and supervise inspection of all completed testing documents;

prepare assessment for shipping; conduct administration training for staff, conduct post test interpretation to staff and site coordinators, superintendent and school Board Members; and adhere to all assessment requirement per grant requirements.

The project will be managed at the district level by the Associate Superintendent who will be serving as the Professional Learning and Assessment Director. The Associate Superintendent will work closely with the district's finance department, federal programs director and school administrators. The Associate Superintendent and the Superintendent meets every day and the office staff meets after each School Board meeting which is the 2nd Tuesday of the month. The School level as well as the district will meet at the Design Team meeting twice a month. School level Literacy team will meet once a month and the Faculty meets twice a month. This project will be on the agenda at each meeting. The Superintendent and Associate Superintendent will participate in walkthroughs in order to observe literacy practices in context, support the school level administrators and teachers by providing professional learning, materials and resources; disseminating current research in best literacy practices; and develop a district literacy plan that supports an accelerated and corrective reading curriculum aligned with state literacy standards.

FUNCTION OF THE GRANT IN RELATIONSHIP TO THE DISTRICT STRATEGIC PLAN

The grant will be aligned with the district's strategic plan and the individual School Improvement Plans and Literacy Plans.

EXPERIENCE OF THE APPLICANT

Clay County School System implemented several initiatives over the past few years. The table below indicates the most recent initiatives in Clay County School System. Coordination of resources occur in order to streamline our efforts to reduce wasteful spending and to make sure everyone knows what the other is doing and not overlapping funding. The District has had multiple opportunities to disburse grant monies and to oversee their proper, legal and allowable use. We currently have internal controls and procedures in place for making purchases, receiving and distributing materials, overseeing grants, and monitoring and evaluating programs.

Initiatives	Grades	School(s) Impacted	Outside Funding	Status
Title IA Student Achievement and School Accountability Program	K - 8	CCES, CCMS	Yes	Current
Title IIA Teacher Quality Program	K - 8	CCES, CCMS	Yes	Current
PK Program	PK	CCES	Yes	Current
21 st Century Grant	2 - 8	CCES, CCMS	Yes	Past
Carol P. White PE Grant		CCES, CCMS	Yes	Past
Standards Based Classrooms	PK - 8	CCES, CCMS	No	Current
Instructional Coaches	K - 8	CCES, CCMS	Yes	Past
PK Transition Coach	PK	CCES	Yes	Past
Governor's Office Reading Mentor Program	PK - 3	CCES	Yes	Current
Reading First	K - 3	CCES	Yes	Past
Mathematics Initiative	PK - 8	CCES, CCMS	No	Current
Parent Taking the Initiative	PK - 8	CCES, CCMS	No	Current
Achieve 3000 Software	2 - 8	CCES, CCMS	Yes	Current
CCGPS Implementation	K - 8	CCES, CCMS	No	Current

THREE YEARS OF STATE AUDIT RESULTS

FY10

Control Number	Finding	Outcome
FS-6301-10-01	The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts.	Procedures were implemented. Plans to compose a self audit team to monitor all school finance procedures.
FS-6301-10-02	The General Fund of the Clay County	Plans have been implemented to

	Board of Education reported as a deficit fund balance. In addition, the School District failed to adopt a balanced budget for the General Fund.	hire a financial consultant to assist with preparing and adopting a balanced budget.
FA-6301-10-01	The School District failed to file accurate completion reports for the Special Education Cluster (CFDA 84.027 and CFDA 84.173) (NA)	Financial Manager used incorrect reports for financial system to do the completion reports. Will use reports suggested by Auditor to do completion reports in the future.

FY11

Control Number	Finding/Questioned Cost	Outcome
FS-6301-11-01	The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts.	Procedures were put in place to monitor the separation of duties and adequate recordkeeping at the school level.
FA-6301-11-01	The School District failed to file an accurate completion report for Title I, Part A Cluster (CFDA 84.010) (NA)	The Financial Manager used the reports suggested by the auditor to do completion reports.

FY12

Control Number	Finding/Questioned Cost	Outcome
FS-6301-12-01	The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were implemented. Plans to compose a self audit team to monitor all school finance procedures.

The audit findings for the past three years have shown that there is a dire need to closely monitor the school activity accounts. Procedures have been implemented with the school activity accounts to ensure adequate documentation for both revenues and expenditures and adequate separation of duties, but there has been a change in staff since then. Clay County Board of Education is no longer in a deficit and has a balanced budget.

DESCRIPTION OF LEA CAPACITY

The coordination of resources is sorted out with federal and state grant allocations to ensure that there will not be any supplanting of funds. The Superintendent, Associate Superintendent, School Administrators and Finance/Payroll Manager meet monthly to discuss

budgets, school improvement plans and schedules. The Superintendent and Associate Superintendent determine whether the school has implemented resources allocated to them using best practices, such as common planning time, class size, scheduling and professional learning.

School History. Clay County Middle School (CCMS) houses grades sixth through eighth, with 70 students. Clay County Middle School is a Title I High Progress Rewards School. We are the only middle school in our district, Clay County School System. While our population is predominately African American at 98%, we also have 2% Multiracial. We are the smallest county in Georgia. Our poverty level continues to rise with our free and reduced lunch rate reaching 98% of our population this year. With the unemployment percentages on the rise, we feel sure this number will continue to grow. We currently consist of seven regular education teachers, one special education teacher, one speech therapist, one physical education teacher, one music instructor, one business and computer science teacher, one speech and language pathologist and one media specialist. Our administrative staff consists of principal and a counselor.

Our school has made Adequate Yearly Progress (AYP) each of the past six years according to our state test, Georgia Criterion-Referenced Competency Test (CRCT). In the year 2012, Clay County Middle School became a Title I High Progress Rewards School. While our school has been successful in most recent years, it is only through hard work and self-evaluation that our school has found success. Although our middle school was recently named a High Progress school by the Georgia Department of Education for showing an increase in test scores, we still have a definite need for improvement in reading comprehension, writing, and vocabulary.

Administrative and Teacher Leadership Team. Our administrative team consists of: Middle School Principal, Mrs. Michelle Oliver and Counselor, Michelle Banks. Collectively, this group brings a wealth of experience to the table and comes from a variety of backgrounds.

The leadership team (LT) at Clay County Middle School is a school-based organization composed of administrators, counselor, grade representatives, and special education representative. The leadership team meets the second and fourth Tuesday of each month. The leadership team serves as liaison to their respective departments, teams, and organizations throughout the school. The responsibility of the LT is to identify problem areas and offer suggestions for improvement. The LT conveys accurate information pertaining to any solutions discussed to problems or concerns back to their team, department, etc. Not only does CCMS have a leadership team, we have a design team that is composed of administrators, school media specialist, technology specialist, and instructional coaches. The design team assists in the gathering and analysis of school-wide standards based testing data. The design team will make recommendations for improvement in the School Improvement Plan.

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

- In 2009 – 2010, the school incorporated an afterschool program which focused on reading and math skills. In this program, each teacher in the school reinforced reading literacy and algebraic skills; the ELA teachers were responsible for teaching reading and writing. The material used to teach reading was the Progress Coach Books, Georgia Coach Books, and the Accelerated Reader (AR) program.
- In 2010 – 2011, the school used a ninety minute schedule and the ELA teachers were responsible for all reading and writing literacy. The teachers used Prentice Hall literature books, Georgia Coach books, class novels, Study Island computer program, Classworks computer program, and the AR program.
- In 2011 – 2012, the same schedule was in place using the same materials.

- In 2012 – 2013, CCMS changed from a ninety minute schedule to an eighty-five minute schedule for all teachers. The materials being used are still the same, with a change in the areas of non-fiction and writing. All teachers in the building are responsible for reinforcing non-fiction reading and writing. The ELA teachers are responsible for teaching reading and writing literacy in the classroom.
- In 2013-2014, CCMS returned to an 80 minute reading schedule. The materials changed to a new writing program which is Writing to Win, and a new program for increasing students' lexile levels which is Achieve 3000.
- In 2014-2015, CCMS expanded the reading block to 100 minute schedule. We also built in a thirty minute intervention clock in the schedule. We are continuing to use Writing to Win and Achieve 3000.

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

- Georgia Performance Standards - With the rollout of GPS, CCMS began using the America's Choice strategies as a curriculum model for research-based instruction. CCMS continues to use this model for instruction. Teachers have developed units based on the Georgia Performance Standards and the Georgia Frameworks. These units provide for the use of essential questions, opening-hook, work period-focus on skills taught, closing-summarizing, differentiated instruction, assessment prompts, and culminating activities.
- Classworks - In 2011-2012 school years, teachers began using a screening program for math and reading called Classworks. This program uses school wide screeners to help

identify where students are, as well as progress monitor students who are in need of reading and/or math intervention.

- Achieve 3000-In 2013-2014 school year. This program is a differentiated online instructional program which enables the learner to increase the reading and writing lexile levels.
- Write to Win-2013-2014 school year. This daily writing focuses students' minds on what they are studying in every class, building mastery of curriculum content as well as building writing skills.

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

- Differentiated Instruction
- Assessment Uses

Need for Striving Readers Project. CCMS has continued to see improvement in the CRCT test scores and writing test scores over the last several years. However, we have not had a significant increase in the “Exceeds” area on our CRCT scores. Our writing scores decreased from last year in the “Does not Meet” area by 5.9 %. While there have been gains on the writing test, these gains have been slight. Due to our budget restraints and limited resources, it has been difficult to progress more students from the “Meets” category to the “Exceeds” category. The literacy team has come to the conclusion that an increase could be made in the “Exceeds” category through funding that supports our school-wide literacy plan and technology resources. The literacy team believes students would benefit from the funding and increase our literacy programs and technology use in the classrooms. With our facility and infrastructure, we have the capability to support more technological advances from the support of the literacy grant. It is our
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goal to provide our students with state-of-the-art technology that will result in increased reading and writing achievements. In 2013-2014 year, the literacy program has incorporated I-Pads for each student in the middle school reading program.

All teachers at CCMS participated in the needs assessment survey. Content area teachers have expressed their need for laptops, reading materials, classroom sets of books, software, computers that are capable of running the new reading software, and non-fiction texts. Based on the needs assessment survey, all CCMS teachers stated that our core literacy curriculum is in need of improvement; it does not meet the needs of all students. Teachers are not confident in their ability to provide literacy instruction, and the needs assessment survey showed their need for professional learning in this area. All teachers stated the need for reading materials in their classrooms. Teachers believe they do not have adequate materials to support the reading program, and it is believed that the literacy program does not meet the needs of all students. All teachers do not believe they have adequate instructional materials for providing in-class intervention to help struggling readers and writers.

If we received the materials teachers are requesting, we could improve our student growth). Also, students in subgroups could benefit from these requested materials as they would improve their reading abilities, thus preparing them for success on the End of Grade test. Most students in these subgroups do not like to read. We could build their confidence in reading and their desire to read if we had texts that the students find interesting and materials to meet the needs of all students at CCMS.

Needs Assessment, Concerns, Root Cause Analysis

a. A description of the needs assessment process

CCMS has a comprehensive needs assessment process that ensures the identification and prioritization of gaps in school performance. As a result of the needs assessment process, CCMS can acquire an accurate, thorough picture of the strengths and weaknesses of the school that can be used in response to the literacy needs of all students for improving student achievement and meeting challenging academic standards. During the needs assessment process, data is collected and examined in order to uncover school-wide issues and to determine priority goals, to develop a plan, and to allocate funds and resources. Students, parents, teachers, administrators, and other community members are included in the process of gathering data.

The Literacy Team at CCMS plays an essential role in the needs assessment process. The following is an overview of the needs assessment process used at our school:

Data Collection-The Literacy Team at CCMS meets on a regular basis to collect and analyze data. Once analyzed, each team member meets with their department to convey findings and receive input on school improvement and professional learning. The information collected from the faculty is then brought back to the literacy team and used to develop plans for school improvement and professional learning. The types of data collected during the needs assessment process is as follows:

- Locally administered assessment data (OAS-Online Assessment System)
- Classroom data
- Classroom observations
- State assessment data
- Surveys for staff, parents, and community members
- Interviews

Examination of Data- The literacy team collects and analyzes data and conveys findings to faculty and staff members. The findings are also presented to our school council which is comprised of representatives from the school and community.

Identification of School Targets and Strategies- The school literacy and improvement plans contain strategies which target specific needs or areas of improvement for the school.

Professional Learning- The needs assessment process is crucial in helping our school decide what types of professional learning is appropriate for our staff. Professional learning is provided through several facets including PLC meetings, online professional learning and workshops, and face to face trainings provided by RESA.

Evaluating Literacy and Improvement Plan-CCMS utilizes assessment data, observations/walkthrough results, and PLC meeting documentations as a means of evaluating the effectiveness of our literacy plan.

b. A description of the types or styles of surveys used in the needs assessment process

All teachers, paraprofessionals, and administrators at CCMS were asked to complete a survey as part of the needs assessment process. The survey included a section where staff indicated instructional needs in the areas of curriculum, technology, and professional learning. In addition, the CCMS Literacy Team met with their departments and completed the Georgia Literacy Plan Needs Assessment Rubric to provide feedback that would be essential in setting goals and objectives for the SRCL grant.

c. Defines the root or underlying causes of the areas of concern found in the needs assessment

After carefully scrutinizing our instructional practices and observational data, we at Clay County Middle School concluded that our areas of learning concerns include assessments, differentiation, and lack of instructional programs and materials.

- a. Although reading is a priority in the middle school, the reading program struggles because of a lack of reading assessments that are needed to properly diagnose reading problems. The lack of necessary materials and the ability to use those resources is hampering progress in literacy in the middle school.
- b. The lack of an established assessment plan is a problem in the middle school. Without this plan, literacy teachers are not making the necessary progress that could be made. The underlying causes of our concerns are reading comprehension, the lack of vocabulary development, and below level writing scores. All grade levels and content areas are impacted by a gradual increase in vocabulary development and comprehension on the Georgia Criterion Referenced Competency Test.
- c. The true reading level of each student is unknown due to the fact that the instrument that is currently being utilized does not adequately identify the reading levels of the students. With these factors existing, literacy teachers are unable to reach the AMO in the middle grades. Adequately yearly progress is barely being met in literacy in the middle school. Only 22% of the students have exceeded the standards in reading, while the passing rate of the students in writing was 5.9%.
- d. Data interpretation is not occurring due to the fact that there is not an established assessment plan in our school or designated staff to administer such an assessment. When literacy staff receives training, there is no follow up to determine if the literacy teacher has actually implemented the plan.
- e. Differentiation is an area of concern which has caused a low achievement in reading. The materials that are used in sixth through eighth are only geared toward Georgia Performance Standards and not student performance. We found through careful

processing that if we focus more on data gathered on student performance, it will help us to close the gaps between grade levels. Our literacy program does not contain reading inventories or placement tests. Data obtained from both areas will help to supplement the reading program and provide resources to identify “at risk” students at the beginning of the school year.

- f. The literacy team determined that due to the lack of planning, teachers have difficulty placing students in flexible groups. Flexible grouping will allow all learners to experience learning differently but have a better outcome. Educators have grouped students many ways but without coordination, planning, and consistent scheduling, our plans are written in vain.
- g. Through processing our data on small group instruction, we found that due to the lack of resources and proper scheduling, we were unable to provide students with the proper small group implementation. Scheduling is not properly implemented to give students the necessary instructional time. Student performance data needs to be reviewed monthly for students who are at risk.
- h. Students in K-5 do not receive a double dose in reading instruction due to the lack of reading resources and personnel. Our classroom schedules do not provide enough time for a double dose of reading instruction. Stakeholders need to plan instruction for students with reading problems in small, groups at least twice a day.
- i. Cross-class and cross-grade grouping is unavailable in grades sixth through eighth due to lack of planning, coordination, and scheduling. This grouping process between grades or between classes will create groups in which children of like instructional levels can be

taught in the same group. Cross-level teams need to process data to determine grouping procedures.

- j. The gap between elementary and middle school has affected the students' reading performance. The middle school does not have a literacy coach. Without the guidance of a literacy coach, some teachers have relapsed to practices that have not been deemed effective. This is the underlying reason for the lack of fidelity.

d. The needs assessment process included all content and ancillary teachers including: CTAE, special education, EL, media and paraprofessionals

The needs assessment process included the following teachers and staff members at CCMS:

- Teachers-12
 - Connections-3
 - 6th ELA/Social Studies-1
 - 6th Math/Science-1
 - 7-8th Math-1
 - 7-8th ELA-1
 - 7-8th Science-1
 - 7-8th Social Studies-1
 - Special Education-1
 - Media Specialist-1
 - Counselor-1
- Paraprofessionals-2
- Administrators-2

e. Data is disaggregated and identifies the specific age, grade levels, or content area in which the concern originates

The percentage of students passing the CRCT in reading and the 8th Grade Writing Assessment has held steady in the past few years; however, there are still a number of students that are scoring just above the 800 bar. In addition, there is a need to increase the number of students in the “Exceeding” category. CCMS has struggled to meet the state passing rate for science and social studies for all subgroups in grades 6th through 8th. Furthermore, our students in all grades struggle with reading and interpreting the meaning of text in all content areas. By

implementing a comprehensive literacy curriculum, CCMS could provide opportunities to close the literacy gap and increase student achievement in all content areas, thus moving toward college and career readiness for all students.

f. Identifies areas of concern as they relate to the research-based practices found in the “What” document with steps the school has or has not taken to address the problem(s)

As students progress from elementary to middle school, literacy skills are crucial for their success to reach graduation. This concern is critical for particular subgroups of students including black, economically disadvantaged, and students with disabilities. At CCMS, there are several major areas of concerns that are of utmost importance to ensure that all students have the same opportunities to further their education and graduate from high school. Below is a chart of the major areas of concerns that relate to the research based practices found in the “What” document. An additional description of each area of concern is below the chart.

Area of Concern From “What” Document	Grade(s)	Content Area(s)	“What” Building Block
Direct and Explicit Comprehension Instruction	6-8	All	#1, #4
Motivation and Self-Directed Learning	6-8	All	#1, #4
Extended Time for Remediation	6-8	All	#3, #5
Intensive Writing	6-8	All	#1, #4
Professional Learning	6-8	All	All

Direct and explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and other research-based strategies. This concern is one that originates in early readers prior to entering middle school. Data indicates that students in low performing subgroups are struggling with reading comprehension. Reading comprehension is essential to academic success in all subject areas and has a profound effect on student’s

performance in science and social studies. All content area teachers would benefit from professional learning that provides research based strategies for reading comprehension.

Another area of concern for CCMS is student motivation and self-directed learning. As students reach the adolescent years, it becomes more difficult to motivate them. Prior to entering high school, it is critical that students begin the process of learning independently and motivation plays a major role in the developing learner. Teachers are constantly striving to utilize strategies that will increase motivation in students. Professional learning which provides research-based strategies that focus primarily on motivation and self-directed learning is essential to improving student literacy at CCMS.

Extended time for remediation, including but not limited to after-school and summer programs, is an area of concern at CCMS. With budget constraints at the state and system level, we are not afforded the opportunity to offer necessary extended programs that provide much needed remediation to struggling students. To positively impact struggling students, CCMS would like to be able to offer more intensive, individualized programs for students.

Another concern at CCMS is the implementation of intensive writing. Writing instruction should emphasize informational writing and research in all areas of the curriculum. From the time students enter our school system, there is a dire need to assist students with the appropriate writing instruction. CCMS implemented the Writing to Win program this year to improve student writing. Ongoing professional learning is critical to ensure that this program is implemented with fidelity in all content areas.

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Building Block 1. Engaged Leadership

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

Planning:

The administrator will:

1. Participate in professional learning in literacy leadership in order to support the classroom instruction.
2. Study research-based guidelines, strategies and resources for literacy instruction set for in “The Why” document of the most current iteration of the Georgia Literacy Plan
3. Schedule protected time for literacy instruction (100 minute block) and teacher collaboration
4. Schedule regular literacy observation to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices.

Implementing:

The administrator will:

1. Participate in and provided professional learning based on student data and teacher needs.
2. Schedule and conduct literacy walkthroughs to monitor use of literacy strategies, student engagement and learning, and effective instructional practices.
3. Research and model best practices to improve literacy instruction by facilitating professional discussion, and training team leaders as facilitators.

Expanding:

The administrator will:

1. Provide professional learning for new staff to receive support on any literacy initiatives previously learned by the staff.
2. Continue to analyze student data and adjust professional development accordingly.

Sustaining:

The administrator will:

1. Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learning strategies.
2. Identify and train leaders to assist and support in this training.

B: Action: Organize a Literacy Leadership Team

Planning:

The literacy team led by the administrator will:

1. The administrators will form a literacy team comprised of one reading teacher per grade level, non-certified personnel, counselor, administrator, community leader, and parent.
2. Develop a literacy vision for the school and community aligned with the state literacy plan.
3. The administrators will observe and evaluate current practices in all classrooms using a checklist developed by the literacy team to identify needs of improvement.
4. Use the data collected to make informed decisions about the next steps.

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Implementing:

The literacy team led by the administrator will:

1. Identify and prioritize a list of students to be targeted for intervention or support.
2. Ensure use of research-based practices aligned with CCGPS.
3. Provide professional learning days to support staff in disaggregation of data to identify target intervention.
4. Use technology such as school e-mail, PD360, or Edmodo to communicate amongst group members in order to share pertinent information.
5. Use data to determine if interventions and practices are working and make informed decisions about instruction.
6. Use the school website, homeschool facilitator, newsletters, and School Council to maintain communication with out-of school organizations.

Expanding:

The literacy team led by the administrator will:

1. Revise School Improvement Plan according to student achievement results
2. Share student improvement gains with parents and with the local community through newspaper articles, school newsletters, website, etc.

Sustaining: The literacy team led by the administrator will:

1. Pinpoint priorities and allocate needed resources to sustain them over time.
2. Work with the Governor's mentor assigned to assist with literacy.
3. Share student achievement gains with School Board members.
4. Set WIGs (Wildly Important Goals) to keep staff motivated and focused on student achievement in literacy.

C: Action: Action: Maximize the use of time and personnel through scheduling and collaborative planning. As indicated in the "Why" document, it is crucial for administrators, coaches, and teachers to have a scheduled time to meet about curriculum and instruction.

Planning:

1. Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy instruction in all content area classes.
2. Schedule time for collaborative planning teams within and across the curriculum.
3. Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule.

Implementing:

1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times.
2. Maximize use of scheduled times for collaborative meetings
 - Prepare agendas and action summaries for all meetings

Expanding:

1. Promote active engagement and provide differentiated instruction while teaching key components of literacy and writing by maximizing instructional time and using effective strategies.

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2. Video classrooms for self-evaluations, peer observations, to help improve literacy.
3. Study formative student assessment results and use the results to make adjustments to instruction.

Sustaining:

1. Use technology to provide professional learning including showing classroom videos to new teachers of effective teachers.
2. Share professional learning at team and staff meetings.

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:

1. Evaluate the school culture and current practices by surveying strengths and needs for improvement.
2. Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
3. Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
4. Develop a walk-through and/or observation form to ensure consistency of effective instructional practices.
5. Monitor instruction to ensure consistent use of effective instructional practices that includes disciplinary literacy and active student engagement across content areas.

Implementing:

1. Utilize all staff to support literacy instruction.
2. Incorporate technologies to more creatively and effectively support stakeholder engagement.

Expanding:

1. Develop and maintain infrastructure to support literacy.
2. Use technology to assist incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders.

Sustaining:

1. Keep the focus on literacy development.
2. Provide a literacy resource room for parents and caregivers in the school.
3. Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
4. Provide summer programs and tutoring opportunities for academic support.

E: Action: Optimize literacy instruction across all content areas as stated in “The Why” and “The How” documents.

Planning:

1. Identify research -based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
2. Create a plan to integrate literacy in all subjects as articulated within CCGPS.
3. Provide professional learning on RTI, writing instruction, use of informational texts, and

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the use of literature and writing in the content areas, and text complexity.

Implementing:

1. Ensure the use of research-based strategies and appropriate resources to support student learning the CCGPS.
2. Require the teaching of academic vocabulary in all subjects using a systematic process.
3. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.

Expanding:

1. Identify skills or knowledge that needs to be strengthened in the future for students to reach proficiency.
2. Monitor literacy instruction across the curriculum through observations, lesson plans, walkthroughs, and work samples.
3. Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

Sustaining:

1. Expand the types of writing across subject areas.
2. Host family nights such as Reading Night, which engage parents in activities that demonstrate the importance of proficiency in literacy.

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

Planning:

1. Create a shared vision for literacy for the school.
2. Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board.
3. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming).

Implementing:

1. Enlist members to provide leadership by mentoring, speaking to groups, visiting classrooms, etc.

Expanding:

1. Open school building for adult learners from the community in the evenings to promote a community of learners.
2. Actively support teachers in their efforts in schools.

Sustaining:

1. Celebrate academic successes publically through traditional.
2. Foster relationships among schools, postsecondary education.
3. Invite past students and retired teachers from the system to speak during assembly programs as to how schools, teachers and literacy impacts lives.

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Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I, D, E) as documented in “The How” and “The Why documents.

Planning:

1. Study research-based strategies and resources found in “The Why” document.
2. Identify gaps in instruction.
3. Administration establishes an expectation of shared responsibility for literacy across the curriculum.

Implementing:

1. Plan and implement lesson tailored to meet the needs of students.
2. Meet in disciplinary teams during scheduled common planning times or when scheduled.

Expanding:

1. Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Study formative student assessment results and use the results to continue to adjust instruction.

Sustaining:

1. Share professional learning online at team and staff meetings.
2. Collaborate with others using videotaping to conduct peer observations.

B: Action: Support teachers in providing literacy instruction across the curriculum as documented in “The Why”, “The How” and “The What” documents.

Planning:

1. Provide awareness sessions for entire faculty to learn about the CCGPS for literacy in all content areas.
2. Study research-based strategies found in “The Why document of the Georgia Literacy Plan
3. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that student needs to learn for each subject area.

Implementing:

1. Use research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Incorporate all types of literacy throughout the day (print, social media, wikis)
3. Make writing a part of every class each day using technology whenever possible.

Expanding:

1. Train teachers to identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
2. Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.
3. Integrate appropriate comprehension strategies into instruction in all subject areas.
4. Share creative ideas to infuse literacy throughout the day.

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Sustaining:

1. Stay abreast of effective strategies for literacy instruction.
2. Plan a literacy celebration for the entire school.
3. Differentiate assignments by offering student choice.

C: Action: Collaborate with supporting out-of-school agencies and organizations within the community as documented on “The How” document.

Planning:

1. Develop avenues of communication with key personnel in out-of school organizations as well as governmental agencies that support student and families.
2. Appoint a person in a leadership role at the school who will be in charge of transitions for all students.
3. Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

Implementing:

1. Identify and contact learning supports in the community that target student improvement.
2. Establish a means of communication between teachers and community.
3. Utilize all staff to support literacy instruction.

Expanding:

1. Evaluate the effectiveness of programs used to increase literacy achievement.
2. Provide professional learning and resources that support literacy learning.

Sustaining:

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Ask local bookstores to donate books to the school.
3. Pursue additional funding sources for literacy materials.

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.

Planning:

1. Ensure that teachers understand the purpose for and use of formative assessments and how it differs from summative assessment.
2. Ensure that teachers understand how formative assessments are to be used when differentiating instruction.
3. Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments.

Implementing:

1. Provide timely, descriptive feedback to students with opportunities to assess their own learning.
2. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.

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3. Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding RTI (Response to Intervention).
4. Use formative assessment results to differentiate instruction based on students learning needs.

Expanding:

1. Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.
2. Analyze student data in teacher teams to develop and adjust instructional plans.
3. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted use-friendly format.

Sustaining:

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.
2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments.
3. Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.
4. Continue to upgrade and purchase technology necessary to meet student learning needs.

B. Action: Use the universal screening and progress monitoring for formative assessment as stated in “The How” and “The Why” documents.

Planning:

1. Identify literacy skills needed to master CCGPS in each content area.
2. Research and select effective universal screening to measure literacy competencies for all students across the curriculum.

Implementing:

1. Monitor the adherence to assessment calendars created by our system’s curriculum coordinator which include universal screenings to measure literacy competencies for all students across the curriculum.
2. Administer Classworks and Achieve 3000 universal screeners to determine students area of strengths and weakness.

Expanding:

1. Assign a person or persons responsible for monitoring fidelity of all formative assessment procedures and timelines.
2. Analyze student data in teacher teams to develop and adjust instruction.

Sustaining:

1. Provide continued professional learning to staff who administers assessments to maintain use of standardized procedures and accurate data recording.

C: Action: Use diagnostic assessments to analyze problems found in literacy screening as stated in “The How” and “The Why”.

Planning:

1. All students at CCMS who have been identified as having weaknesses in academics will receive remediation/intervention through a reading support class. Student data errors

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will be analyzed and skill remediation will be focused accordingly.

Implementing:

1. Use results of diagnostics for student placement within an intervention and to adjust instruction.
2. Use technology to differentiate learning within content areas.

Expanding:

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
2. Use technology to share relevant student progress data with families in an easily interpreted format.

Sustaining:

1. Recognize and celebrate individual student's incremental improvements toward reaching literacy goals.

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress as stated in "The How" and "The Why" documents.

Planning:

1. Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
 - End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, English Language Arts
2. Identify common mid-course assessments to measure progress toward meeting standards.
3. Analyze assessment data to identify teachers who need support.

Implementing:

1. Discuss assessment results with students to set individual goals.
2. Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results.
3. Administer summative assessments at scheduled intervals.
4. Include specific times on the school calendar for analyzing summative assessment data.

Expanding:

1. Disaggregate data to ensure the progress of subgroups.
2. Apply protocols for looking at student assessments and evaluating student progress.
3. Share and analyze student work samples as a way to inform instruction during collaborative planning.
4. Plan lessons, re-teaching, and intervention activities that target areas of need.

Sustaining:

1. Based on analysis of summative data: evaluate the effectiveness of programs and policies, revamp school improvement goals, adjust curriculum alignment to eliminate gaps, and use the school website to recognize and celebrate individual student's improvement.

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E: Action: Develop a clearly articulated strategy for using data to improve teaching and learning (Sec. V.A.) as stated in “The Why”, “The How” and “The What” documents.

Planning: The literacy team led by the administrator will:

1. Identify participants for data teams for each building and for specific grade bands.
2. Develop procedures and expectations for staff to review and analyze assessment results.

Implementing: The literacy team led by the administrator will:

1. Communicate the expectations for meetings.
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.

Expanding: The literacy team led by the administrator will:

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

Sustaining: The literacy team led by the administrator will:

1. Continue to build collaborative data meetings into the monthly calendar.
2. Ensure the data storage and retrieval system is effective and efficient.

Building Block 4: Best Practices for Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students as stated in “The Why” and “The How” documents.

Planning:

1. Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
2. Examine student data to identify areas of instruction with greatest needs(e.g. word identification, fluency, vocabulary, comprehension)
3. Compile and examine classroom observation data to gauge current practice in literacy instruction.
4. Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area.
5. Plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing:

1. Upgrade the media center so that students will have access to more informational text.
2. Provide professional learning to all pertinent staff on the use of explicit instruction to include: use of data to inform instructional decisions, selection of appropriate text for strategy instruction, student-specific strategies to be learned and why, modeling of how strategy is used, guided and independent practice and feedback, discussion of when and where strategies are applied
3. Develop an extended learning time for literacy remediation and differentiation.
4. Expand and use technology more effectively in literacy instruction to motivate and engage all learners.

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Expanding:

1. Review teacher and student data to improve instruction.
2. Share effective differentiated lessons to share with other educators.
3. Provide families access to resources that differentiate support for students.

Sustaining:

1. Continue analyzing data to determine the impact of teaching strategies on student achievement.
2. Continue to provide ongoing training to all pertinent and new staff in the use of the core program.
3. Provide support to new teachers on differentiated instruction for all learners.

B. Action: Teachers work to develop and maintain interest and engagement as students' progress through school as stated in "The How" document.

Planning:

1. Purchase technology tools, e-books, and texts to be used for production, publishing, and communication across the curriculum.
2. Develop a plan for instruction in writing consistent with CCGPS that is articulated vertically and horizontally
3. Purchase updated hardware necessary for successful implementation of grant objectives.

Implementing:

1. Leverage the use of technology more effectively in literacy instruction to motivate and engage all learners.
2. Professional learning will be provided on scaffolding students' background knowledge and competency in navigating content area test to ensure confidence and self-efficacy.
3. Provide professional learning for teachers and ensure that incentive programs are not required not tied to grades.

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

A: Action: Use information developed from the school-based data teams to inform RTI process (see Section 3 E.) as documented in "The Why", "The How", "The What" documents.

Planning:

The administrator will:

1. Determine the percentage of students currently being served in each tier at each grade level.
2. Articulate goals based on identified grade-level needs as well as system needs to all staff.
3. Budget for recurring costs of data collection, intervention materials, and technology used for implementation.
4. Develop protocols for identifying students and matching them to the appropriate intervention.

Implementing:

The administrator will:

1. Purchase, schedule, train providers and implement data collection.
2. Analyze data for individuals to identify students in need of intervention according to established protocols.
3. Monitor to ensure that interventions are occurring regularly and with fidelity.

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4. Monitor results of formative assessment to ensure students are progressing.

Expanding:

The administrator will:

1. Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to intervention.
2. Schedule grade-level data-analysis team meetings.
3. Provide support of the process.
4. Develop process monitoring the implementation of research-based interventions at the building level and across the system.

Sustaining:

The administrator will:

1. Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers

B. Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms. (See Sections IV. A & B)

Planning:

The literacy team led by the administrator will:

1. Examine student data to determine the current percentage of successful students in the areas of literacy.
2. Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist.
3. School-wide understanding of assessment data and anticipated levels of student mastery during the school year.
4. Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills.

Implementing:

The literacy team led by the administrator will:

1. Ensure that each student within each subject area plan together to implement jointly adopted literacy instruction.
2. Ensure that teachers meet regularly to debrief on the progress of lessons.
3. Use data from universal screeners to identify general weaknesses in instruction Tier 1 as well as struggling students.
4. Provide professional learning to promote literacy.

Expanding:

The literacy team led by the administrator will:

1. Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
2. Monitor the planning, delivery, and assessment for students with special learning needs.

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Sustaining:

The literacy team led by the administrator will:

1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual needs of students.
2. Ensure the communication between teachers and administration is ongoing and effective.

C. Action: Implement Tier 2 needs-based intervention for targeted students as documented in “The Why” and “The How” documents.

Planning:

The literacy team led by the administrator will:

1. Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
2. Schedule time for collaborative discussion and planning between content area Tier 1 teachers and interventionists.
3. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the year.

Implementing:

The literacy team led by the administrator will:

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

Expanding:

The literacy team led by the administrator will:

1. Establish protocols to ensure consistent progress monitoring, data collection, and reporting
2. Ensure adequate time for planning and implementing interventions.
3. Monitor student movement between Tier 1 and Tier 2.
4. Provide adequate resources.

Sustaining:

The literacy team led by the administrator will:

1. Ensure that teachers consistently provide research-validated interventions designed to meet individual students’ needs.
2. Monitor students’ response to intervention.

D. Action: In Tier 3, ensure that (SST) and Data Team monitor and progress jointly as stated in “The Why” and “The How” documents.

Planning:

The administrator will:

1. In addition to everything that occurs at T1 and T2, data teams meet to:
 - Discuss students in T3 who fail to respond to intervention.
 - Receive professional learning on SST processes and procedures as outlined in the

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GA DOE manual and guidance.

- Verify implementation of proven interventions.
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.

Implementing:

The administrator will:

1. Ensure Tier 2 SST data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum four data point.
2. Ensure interventions are delivered 1:1-1:3 during a protected time daily by a trained interventionist.
3. Ensure T3 SST data teams follow established protocol to determine specific nature of lack of progress.

Expanding:

The administrator will:

1. Ensure teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Ensure that T3 includes proven interventions that address behavior.

Sustaining:

The administrator will:

1. Continue to ensure that students move in and out of T2 and T3.
2. Continue to ensure that data is used to support response to intervention.
3. Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way as stated in the "The Why" and "The How" documents.

Planning:

The administrator will:

1. Developed school schedules to ensure least restrictive environment.
2. Assign a case manager to each student with an IEP so that communication with student and parents is seamless.

Implementing:

The administrator will:

1. Ensure mostly highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.

Expanding:

The administrator will:

1. Create IEP teams that include key members required to support students' individualized transition plans and/or attainment of College Readiness Anchor Standards.

Sustaining:

The administrator will:

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1. Ensure student data supports the exit of students from T4.
2. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Building Block 6: Improved Instruction through Professional Learning

A: Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom as stated in “The How” document.

Planning:

1. Revise teacher preparation and training to include disciplinary literacy for pre-service teachers in all subject areas.

Implementing:

1. Enlist support from local colleges to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy.

Expanding:

1. Continue to monitor and support the integration of disciplinary literacy.

Sustaining:

1. Continue to provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content area in order to help them make informed hiring decisions.

B: Action: Provide professional learning for in-service personnel as stated in “The How” document.

Planning:

1. Use teacher data as well as student data to target professional learning needs.
2. Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation.
3. Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
4. Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
5. Provide training in administering and interpreting results of assessments in terms of literacy.

Implementing:

1. Provide targeted professional learning on the CCGPS based on student and teacher needs.
2. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.

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Expanding:

1. Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
2. Use formal and informal observations to monitor and improve literacy instruction.
3. Encourage all teachers to share information learned at professional learning sessions.

Sustaining:

1. Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
2. Revisit professional learning options to utilize experts within the school to develop and support colleagues.

Analysis and Identification of Student and Teacher Data

a. Student Assessment Data

The chart below describes our Criterion-Referenced Competency Tests (CRCTs) scores for the last five years. We are very concerned that our “Exceeds” category is not as high as our “Meets” category. To simply “meet” is not satisfactory for our expectations of our students. A student can “meet” CRCT expectations with a score of 800, which in reality means that the student answered about half of the questions correctly. RTI is designed for those students who are struggling and we wish to heavily target those students who simply met standards to move them ahead to the “Exceeds” category. This emphasis on all students will move us forward, but we must utilize the resources to accomplish this feat.

School student CRCT data

Student Achievement Data Clay County Middle School				
Reading and English/Language Arts CRCT Data				
Year	Did Not Meet	Meets	Exceeds	Meets + Exceeds
2013-2014	0%	79%	21%	100%
2012 – 2013	9%	69%	22%	91%
2011 – 2012	4%	79%	17%	96%
2010 – 2011	14%	76%	10%	86%
2009 – 2010	20%	75%	5%	80%
2009 – 2008	25%	70%	5%	75%

While we have continued to make percentile gains in all academic areas on the CRCT, we continue to have problems with increasing our “Exceeds” category in addition to the “Meets”

category being up to par.

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Georgia Grade 8 Writing Assessment		
Year	Meets + Exceeds	State Average of Students that Meet + Exceed
2013-2014	34.5 %	80
2012 – 2013	73%	82
2011 – 2012	59.3%	82.3
2010 – 2011	65.2%	82.7
2009 – 2010	71.4%	79
2009 – 2008	56.7%	79
2008 – 2007	37.9%	75

The above chart describes our Georgia Grade 8 Writing scores for the last six years by comparing our students that met/exceeded the standard in relation to the state average. There is a disconnection between the state percentages of the number of students that meet/exceed on the writing assessments in relation to the eighth grade students at CCMS.

b. Disaggregation of data in subgroups

The following data charts include overall and subgroup performance data for Clay County Middle School. The only subgroups represented in the charts below are the subgroups in which data was reported by the State.

	6 th CRCT Reading % Passing				7 th CRCT Reading % Passing				8 th CRCT Reading % Passing			
	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010
Overall	97	100	94	76	94	92	88	70	94	92	77	100
SWD	---	---	---	---	---	---	---	---	---	---	---	---
Female	100	100	94	93	100	89	93	73	93	87	---	100
Male	93	100	94	50	87	95	80	69	94	100	71	---
Black	96	100	94	74	94	92	87	70	94	92	77	100

	6 th CRCT English Language Arts % Passing				7 th CRCT English Language Arts % Passing				8 th CRCT English Language Arts % Passing			
	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010
Overall	100	94	94	88	88	95	76	78	77	84	86	100
SWD	---	---	---	---	---	---	---	---	---	---	---	---
Female	100	94	94	93	94	95	87	82	79	93	---	100
Male	100	94	94	80	81	95	60	75	76	70	78	---
Black	100	94	94	87	87	95	75	78	77	83	86	100

	6 th CRCT Mathematics % Passing				7 th CRCT Mathematics % Passing				8 th CRCT Mathematics % Passing			
	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010
Overall	90	86	88	68	76	92	84	81	48	84	82	95
SWD	---	---	---	---	---	---	---	---	---	---	---	---
Female	94	94	88	86	82	89	93	73	57	93	---	100
Male	87	76	87	50	69	95	70	87	41	70	79	---
Black	93	86	87	70	75	92	83	81	48	83	82	95

	6 th CRCT Science % Passing				7 th CRCT Science % Passing				8 th CRCT Science % Passing			
	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010
Overall	29	17	38	24	85	50	48	26	35	26	14	24
SWD	---	---	---	---	---	---	---	---	---	---	---	---
Female	17	17	29	36	88	58	67	36	43	33	---	15
Male	44	18	47	10	81	42	20	19	29	17	7	---
Black	29	17	36	22	84	50	46	26	35	23	14	24

	6 th CRCT Social Studies % Passing				7 th CRCT Social Studies % Passing				8 th CRCT Social Studies % Passing			
	2013	2012	2011	2010	2013	2012	2011	2010	2013	2012	2011	2010
Overall	74	43	59	28	85	45	56	37	42	44	23	52
SWD	---	---	---	----	---	---	---	---	---	---	---	---
Female	67	33	47	43	88	47	60	45	50	67	---	54
Male	81	53	71	10	81	42	50	31	35	17	14	---
Black	74	43	58	26	84	45	54	37	42	42	23	52

	6 th – 8 th Reading % Passing	6 th – 8 th Science % Passing	6 th – 8 th Social Studies % Passing
	2014	2014	2014
Overall	100	62	71
SWD	---	----	----
Female	67	75	56
Male	81	84	65
Black	100	100	100

c. Identify strengths and weaknesses based on prescribed assessments

Despite high aspirations on the part of educators and parents of CCMS, there is clearly a need for improvement in the area of literacy. The implementation of CCGPS in all subject areas has challenged teachers and students to meet state benchmarks. Math scores fell dramatically last year, and science and social studies continue to be an obstacle for the students at CCMS. Even though school improvement strategies are implemented and evaluated in each academic area, student performance at CCMS would be enhanced by the multitude of options that technology and other resources would bring to the classroom. Over the past four years, data trends evidence a disparity among subgroups in academic content areas which urges our school to seek literacy improvement for all students at CCMS.

d. Data for all teachers (2013-2014 data)

Teachers (Total: 11)	CCMS	Average for all middle schools statewide
Highly qualified teachers	100%	98.5%
Percentage with Level 4 Cert	54.5%	31.2%
Percentage with Level 5 Cert	36.3%	45.2%
Percentage with Level 6 Cert	.9%	21%
Percentage with Level 7 Cert	0%	3.9%
Average Teaching Experience (Years)	12	12.3
Low-Level Experienced Teachers (less than 3 years)	27.2%	10.7%
Mid-Level Experienced Teachers (between 3 and 20 years)	54.5%	71.8%
High-Level Experienced Teachers (greater than 20 years)	18 %	18.6%
Annual Teacher Retention Rate	62.5%	85.8%
Experience Continuity Ratio	0.81	0.87
Principal Experience Continuity Ratio	0.33	0.81

Professional Learning:

The table below lists the professional learning activities offered since the 2011 school year.

Professional Learning Activity	Year(s) Offered	Number of Hours Attended	Percentag e of Staff Attended	On-going Professional Learning
Teaching Vocabulary and Comprehension	11-12	5	73%	
Data Analysis and Cultural Training (Summer Institute)	11-12	16	75%	*
National Reading First Institute	11-12	24	50%	
State Reading Conference	11-12	16	80%	
Common Core GPS Training (Overview)	11-12 12-13	4	100%	*
Georgia Stock Market Game Workshop	11-12	4	100%	
Monthly Vertical Team Meeting (Math)	Ongoing	1 per month	90%	
Thinking Maps	12-13	4	100 %	*
Teacher KEYS	On-going	1 bi-weekly	100%	*
Response to Intervention	12-13	3	100%	

Lexile Framework for Reading	12-13	1	75%	
Achieve 3000	13-14 14-15	4	100%	*
iPass	13-14 14-15	3	53%	*
Writing to Win	13-14 14-15	1 per month	100%	*
Formative Instructional Practices	14-15	1	100%	*
Georgia Milestone	14-15	2	100%	*
Study Island	14-15	4	100%	
Interactive Journals	14-15	4	100%	
Effective Use of Technology	14-15	ongoing	100%	*

Teacher Retention Data

Attrition Rate* of Teachers		
Year	Number	Percentage of Teacher Population
2013-2014	3	33%
2012 – 2013	3	37.5%
2011 – 2012	2	33%

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

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

Lexile ranges of each child.

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

Clay County Middle School Project Plan-Procedures, Goals, Objectives, and Support

Goal 1: Provide current, meaningful, research-based professional development to all staff LLT – Literacy Leadership Team

DT – Data Team

PL – Professional Learning

Objectives	Who?	What?	How?	Why?
Provide training in:				The PL will:
Research-based practices in teaching children living in poverty.	Administrators LLT Teachers	Identify training models	Determine training dates/trainers	Prepare educators to understand and to hold high expectations for academic achievement (“Why” p143)
Research-based practices in teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation.	Administrators LLT Teachers	Identify training models	Determine training dates/trainers Plan/provide PL	Deepen educators’ content knowledge, provide research-based instructional strategies to assist students in meeting academic standards (“Why”p143).
Collection, analysis, and utilization of data to align and adjust instructional decisions.	Administrators LLT Teachers	Identify training models	Determine training dates/trainers	Train teachers in how to administer screeners, interpret data and determine best course of instructional action (“Why” p. 24).

How to teach writing across the curriculum.	Administrators LLT Teachers	Identify training models Incorporating writing instruction (narrative, argument, and informational) in all subject areas	Determine training dates/trainers Plan/provide PL on direct, explicit instructional strategies in writing across the curriculum.	Deepen educators' content knowledge, provide research-based instructional strategies to assist students in meeting rigorous academic standards ("Why", p.143).
How to use technology more effectively in literacy instruction to motivate and engage all learners.	Administrators LLT Teachers Instructional Technology Specialist	Identify training models	Determine training dates/trainers	Train teachers in how to prepare students to live in a technology/media- driven environment ("Why", p.56).

2: Institute data-driven practices

Objectives	Who?	What?	How?	Why?
Use universal screening and progress monitoring for ongoing formative assessments.	Administrators LLT Teachers	Implement formative assessments outlined in SRCL Grant Assessment Chart Insert an infrastructure for ongoing assessments, determine need for and intensity of interventions	Develop school-wide, classroom-based formative assessments to determine efficacy of classroom instruction ("How" p36)	Train teachers to administer screeners and interpret data to plan instruction ("Why" p24).

Research/develop a summative assessment that will provide performance predictor based on nationally normed data correlated to CCGPS	Administrators LLT	To evaluate effective instruction (“What” p9)	Develop school-wide, classroom based formative assessments to assess efficacy of classroom instruction (“How” p.36)	Promote the use of ongoing, frequent, and multiple measures in the Georgia Literacy Plan that will be used as diagnostic and monitoring planning tools for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment (“Why”, p.95)
Develop/ train DT in how to drive the RTI process.	Administrators LLT DT	Develop Data Trainers who frequently analyze results of formative assessments and ensure students are progressing or adjust instruction to match their needs (“What” p.11)	Monthly DT meetings Identify/train staff administering assessments ensuring standardized procedures & accurate data recording (“How”p.5)	Provide teachers with intense PL on administering screeners & how to both interpret data & determine best course of instructional action (“Why”, p.24)
Develop data protocols and meeting schedules	Administrators DT	Publish data protocols and meeting schedule. Develop and analyze data to improve teaching and learning (“What”, p.9)	Determine training dates (Initial in-service, meetings) Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions	Set protocols for a systematic process for monitoring fidelity of selected instructional strategies & interventions, monitor student progress, & fine tune strategies based on student progress

			regarding flexible-4-tier service options for RTI(“How”, p.34)	(rtinetwork.org)
Use data to effectively differentiate instruction	DT Teachers	DT will meet with grade levels monthly Ongoing formative assessments will be used to determine need for and intensity of interventions to evaluate effectiveness of instruction(“What”, p.8)	Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals(“How”, p.37)	Provide an understanding of data by school personnel to drive instruction(“Why”, p.96)
Align core content lesson plans to CCGPS across the disciplines to ensure continuity of instruction	Teachers Academic Coach	The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS(“What”, p. 6)	Summer Curriculum Team Meetings Create a plan to integrate literacy in all subjects as articulated within CCGPS (“How”, p.26)	Provide a seamless continuum of Common Core standards leading to College and Career Readiness at the end of grade twelve(“Why”, p. 93)

Develop a plan for making writing an integral part of every class every day	Administrators Academic Coach Teachers	Develop a plan for making writing an integral part of every class every day(“What”, p.6	Require writing as an integral part of every class every day(“How”, p26)	Meet the demands of CCGPS
Develop a plan for teaching academic vocabulary for all subjects	Administrators Academic Coach Teachers	Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects(“What”, p. 6)	Identify or develop a systematic procedure for teaching academic vocabulary in all subjects(“How”, p. 26	Provide vocabulary instruction to children of poverty coming to school lacking academic vocabulary needed for academic success
Develop an extended learning time for literacy remediation and differentiation	Administration	Time for intervention is built into the school schedule each day(“What”, p.6)	Implement “flexible scheduling options to include additional time for reading intervention and RTI (double dosing)” re-teaching and/or acceleration (“How”, p23)	Provide a rigorous, standards-based curriculum and specialized academic and /or enrichment programs are the foundations for students’ literacy successes in career and life skills (“Why”, p31)

3: Provide up to date hardware and infrastructure for literacy instruction in classrooms

Objectives	Who?	What?	How?	Why?
Purchase updated hardware necessary for successful implementation of grant objectives.	Technology Team	Technology infrastructure will be adequate to support administration and storage of assessments and the dissemination of results (“What” p 8)	Use one tablet cart of 30 tablets for each grade level. Use technology to differentiate learning within content areas (“How”, p.37)	Engagement, motivation, and support of self-direction through digital formats. (“Why”, p. 67)
Provide updated infrastructure for new technology.	Technology Team	Technology infrastructure will be adequate to support administration and storage of assessments as well as the dissemination of results (“What”, p. 8)	Upgrade technology infrastructure to support assessment administration and dissemination of results (“How”, p. 34)	Engagement, motivation, and support of self-direction through digital formats (“Why”, p. 67)
Protect the 2-4 hours of tiered instruction through content areas	Administration	Leadership calls for a plan for organizing, implementing, and sustaining a comprehensive approach to literacy (“What” p5).	Restructure schedules (“The How” p20)	Extended time for literacy, 2-4 hours, should occur in language arts and content-area classes (“Why” p 58)

4: Provide rich non-fiction literacy material aligned to the CCGPS

Objectives	Who?	What?	How?	Why?
Expand Media Center resources to include non-fiction texts that supports content specific literacy of CCGPS	Media Specialist Media Committee	Develop Media Center classroom resources aligned to Science and Social Studies GPS Teachers provide literacy instruction across the curriculum (“What” p7)	Locate high-interest, CCGPS-aligned, nonfiction texts Meet with the Academic Coach, Lead Teachers, and media committee to preview additional resources	CCMS survey reveals, students do not have home access to non-fiction literacy resources to support content literacy

Sample Schedule for CCMS by grade level:

	Holloway	Johnson	Jones	Mallard	Wakefield	Phillips	Shaik	Fair	Atwell	Chaffin		Thornton	
7:45-8:15	Achieve & iPass Intervention												
8:15-9:05	6 th Reading	7B Math		7A S.S.	8 th Reading								
9:05-9:55			7A Science										
10:00-10:50	6 th © S.S.	7A Math		6 th © S.S.	7B Reading	8th Math							
10:50-11:40	<i>Achieve Study Island CCA</i>		6 th Science										
11:40-12:30	<i>Data Wall SST/RTI SACS</i>	6 th Math		7B SS	7A Reading		8 th Science						
12:30-1:00	Lunch Prevention												
1:05-1:55	Writing Wi iLearn PBIS		7B Science	8 th SS						7 th © Science	8 th © SS		
2:00-2:25	<i>Achieve Study Island CCA Data Wall SST/RTI</i>	6 th DEAR 25 Books	7 th DEAR 25 Books	8 th DEAR 25 Books	7 th DEAR 25 Books					7 th © DEAR 25Books	8 th © DEAR 25Books		
2:30 - 3:30	Writing to Win iLearn PBIS					iPass (laptops)			Achieve (iPads)	Band			Spanish GaV

RTI Model:

See Building Block 5 of CCMS Literacy Plan

Goals to be funded by other sources:

All additional literacy goals will be supported with local, state, federal, and competitive grant funds when available.

Assessment/Data Analysis Plan

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

Assessment	Purpose	Skills Measured	Frequency
STAR	Norm-referenced growth indicator	Math, Vocabulary, and Reading Level	Three times per year
Common Classroom Assessment (Formative)	To determine if students have mastered skills taught over one week period	GPS and Common Core Standards taught over a one week period for reading , language, math, science, and social studies	Weekly
Benchmark Assessments (Georgia Online Assessment System)	To determine if students have mastered skills taught over a nine week period	GPS and Common Core Standards taught over a nine weeks period for reading , language, math, science, and social studies	Four times per year
ClassWorks Universal Screener	To provide students with an individualized learning paths to address their areas of weaknesses.	Reading and Math skills	Three times a year
iPass	To provide differentiated math instruction and monitor progress of students	Math skills	Every two weeks
Achieve3000 Level Set	To determine student lexile levels and provide individualized reading instruction	Reading level	Three times per year
Georgia Milestone	Assess mastery of Common Core Standards and GPS standards	Common Core Standards and GPS standards in areas of reading, ELA, math, science, and social studies	Once per year
SLOs	To assess mastery of Common Core Standards and GPS standards not assessed by Georgia Milestone	Common Core Standards and GPS standards in areas of reading, ELA, math, science, and social	Twice per year

		studies	
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The above chart represents the assessment protocol used at CCMS. This protocol is utilized to determine the school's instructional strengths and weaknesses based on a 4-tiered instructional model. In addition, students who need additional academic assistance and interventions can be identified and monitored on a regular basis. After students are identified, strategies are implemented to guide instruction and to help students become proficient in the identified areas of weakness. If the primary intervention is not working, then other research-based interventions are implemented. At the end of the school year, data is examined to determine the effectiveness of the strategies used. Growth is examined to find the most effective strategies used for the targeted skills.

b. Comparison of the current assessment protocol with the SRCL assessment plan

The current assessment protocol for CCMS is very similar to the SRCL assessment plan. However, CCMS does not use the SRI (Scholastic Reading Inventory) in their assessment protocol. With funding provided through the SRCL grant, CCMS would be able to implement the SRI assessment.

c. A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule

The SRI assessment could be easily implemented at CCMS by having students in each grade level take the test three times during a school year. In order to implement the SRI assessment, administrators, teachers, and the school counselor would need training on its administration. The SRCL grant funds would be used to fund this professional learning.

d. A narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL

In order to utilize SRI as we implement the SRCL grant, the STAR reading assessment may be discontinued. Currently, it is given to students throughout the year to monitor progress, but the addition of SRI would make the implementation of the STAR reading assessment unnecessary. STAR will continue to be used for Math, however.

e. A listing of professional learning needs that teachers will need to implement any new assessments

Professional learning is critical to implementing any new programs and/or assessments. The teachers at CCMS will need professional learning on how to implement the SRI. In addition, the professional learning should provide information and practice for teachers to use the data obtained from the assessment to make instructional decisions.

f. A brief narrative on how data is presented to parents and stakeholders

There are several avenues that CCMS uses to disseminate data to parents and stakeholders. Teachers and administrators have opportunities to meet with parents on an individual basis through parent conferencing and IEP meetings. During these meetings, teachers and parents discuss strengths and weaknesses of students by reviewing multiple forms of data. The End of Grade testing data is disseminated to students and parents by giving out written summaries of scores sent from the State or school. All test scores released by the State are shared with parents and community members through the school council and local media. The following is a list of ways that stakeholders communicate assessment results:

- Progress reports
- State report cards
- Parent/teacher conferences
- Report cards
- Open House
- Parent nights

- Student assessment reports
- Newspaper
- Board meetings
- School council meetings
- Professional Learning Communities
- School and/or system website
- Parent contacts

g. A description of how the data will be used to develop instructional strategies as well as determined materials and need

The Literacy Team at CCMS will examine both formative and summative assessment data to develop instructional strategies as well as determine materials and needs. Each teacher will examine their assessment data to look for trends and will share within the PLC. In addition, the Literacy Team gathers information about the materials needed to implement any necessary strategies. From there, the Literacy Team will meet to discuss any common trends to identify professional learning needs. Below is the professional learning needs identified through the needs assessment data.

On-going Professional Learning at Clay County Middle School	
Topic	Method of Delivery
Common Core GPS	Face-to-face; webinars
Differentiated Instruction	Face-to-face during PLC
Professional Learning Communities	Face-to-face
Georgia Online Assessment System	Face-to-face; webinars
Georgia LDS	Face-to-face
TKES	Face-to-face
Writing to Win	Face-to-face during PLC
Achieve 3000	Face-to-face

Additional Professional Learning as determined by the needs assessment:

- Direct and explicit comprehension strategy instruction such as before, during, and after reading strategies
- Increased motivation and engagement in literacy learning
- Intensive and individualized interventions for struggling readers

- Increasing opportunities for students to write daily
- Strategies to support SWD
- Participation in statewide professional learning webinars, online courses, and conferences that are literacy based

h. A plan detailing who will perform the assessments and how it will be accomplished

Administrators, counselor, and teachers at CCMS are responsible for administering assessments to students throughout the year. The STAR assessments are given to all students in Reading and Mathematics. Progress monitoring assessments are given to specific students who are targeted based on a particular need or based on requirements in their IEP. Standardized assessments are given to each student who qualifies for the exam and is administered by the school testing coordinator. When appropriate, all assessments are scheduled prior to the beginning of the school year.

**Clay County Middle School
Resources, Strategies and Materials (Existing and Proposed)
Including Technology to Support the Literacy Plan**

Resources Needed:

Professional Development:

Teacher/staff training in improving literacy outcomes by acquiring knowledge and skills for:

- Effectively teaching students of poverty
- Effectively teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
- Effectively teaching writing across the curriculum
- Aligning current writing program to CCGPS to accommodate cross-curricular writing/developing cross-curricular technology-rich lessons that offer student choice, aid in student motivation/engagement, and lend themselves to outcomes based performance projects
- Establishing effective protocols for collecting, analyzing, and sorting data
- Effective use of data analysis to drive classroom instruction horizontally and vertically

Technology:

- Provide seamless wireless access for entire campus
- Update computers/servers
- Addition of student computers to content classrooms
- Addition of tablet carts to strive for a one to one ratio for student use

This technology will:

- Engage students
- Make software/hardware readily available to teachers/students
- Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills
- Afford teachers easily accessible data to aid in driving/differentiating instruction
- Provide teachers/students with easily accessible technology tools to prepare them for 21st Century college/career success
- Allow more opportunities for utilizing digital resources

Additional Nonfiction Texts:

Additional Nonfiction Texts will be added to the media center collection to update the current collection and provide a more diverse span of interest levels for students.

Available Resources:

**Media Center
Resources**

Media Center Technology

5	Student/teacher computers
1	Circulation desk computer
1	Media Specialist computer
1	Laptop, amplified speaker system
1	Printers

Classroom Resources

- 1 teacher computer
- 4 student computers
- 1 multimedia projector
- 1 document projector
- 1 Television
- 1 wireless slates

Shared Resources

Software Licenses:

- Accelerated Reader
- Achieve3000 Reading
- ILearn
- Study Island
- Classworks

Other Software Resources:

- Galileo Resources
- SIRS Discoverer
- Searchasaurus

Computer Lab

- 30 computers
- 1 Laser Printer
- 1 multimedia projector
- 1 Promethean Board

Strategies:

Current strategies that support literacy intervention and classroom practices:

- Learning Focused School strategies
- Tiered instruction

- Small group instruction by resource teachers
- Partially implemented standards-based classroom practices
- CCGPS literacy instruction
- CCGPS writing instruction
- Data guided whole group instruction

Strategies to be implemented as a result of Striving Readers funding:

- Professional learning
 - Strategies for teaching children of poverty
 - Strategies for teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
 - Intense writing instruction in all content areas
 - Technology to improve literacy instruction
 - Analysis of data and using it to drive classroom instruction horizontally and vertically
 - Summer Literacy Academies that will provide training for teachers

- Institute data-driven practices
 - Utilize Universal screenings and progress monitoring
 - Research and develop summative assessment
 - Develop protocols and schedules for data collection
 - Using data to differentiate instruction
 - Using data to drive literacy instruction and vocabulary development in all subjects
 - Using data to align core content lesson plans to CCGPS across disciplines
 - Develop an extended literacy instruction time for remediation and differentiation

- Provide up to date hardware and infrastructure for literacy instruction in classrooms
 - Purchase updated hardware
 - Provide updated infrastructure for new technology

- Provide rich non-fiction literacy material aligned to the CCGPS
 - Expand media center resources to include non-fiction texts that supports content-specific literacy of CCGPS

How proposed technology purchases will support the following:

RTI

This grant will enable CCMS to purchase additional tablets to use for literacy intervention support for all tiers of RTI process. Extended learning time will allow for additional literacy instruction to engage students, differentiate learning, and motivate more students, all of which will help close the achievement gap.

Student Engagement

Updated computers and additional tablets are desperately needed to allow consistent, seamless integration of technology-based lessons in our classrooms. Training will be provided in effectively integrating digital technology in literacy instruction to motivate/engage all learners. With the added technology we will be able to provide more opportunities for engaging students in project-based learning activities including guided and independent research projects as well as other student-focused learning activities.

Instructional Practices

Additional technology will support current instructional practices across all grade levels and content areas. Teachers will have access to the technology tools needed to provide differentiated instruction while engaging and motivating students. Teachers will be able to plan more effectively and have quicker access to a plethora of learning activities for students. It will also allow CCMS to implement an extended learning time for additional literacy instruction, all of which will benefit instructional practices.

Writing

Writing across the content areas is mandated with the CCGPS implementation. The added technology will allow students to publish work in digital formats as well as paper and pencil. Technology will allow students more opportunities for completing research projects and the

importance of digital citizenship. These opportunities will help to prepare our students with 21st Century background knowledge they can use for success.

Clear Alignment Plan for Striving Readers and All Other Funding:

The Striving Readers grant will afford us the opportunity to provide extensive, ongoing literacy-based professional learning for all faculty and staff and purchase additional technology resources that current funding does not provide. Due to the extreme poverty level of the district, many students do not have access to adequate technology tools at home. School is the only place where these students have access to such tools. It is our responsibility to provide the best education possible for all of our students to help them overcome the distinct barriers presented by situational and generational poverty.

	Striving Readers Funding	Other Funding Sources
Professional Learning	Literacy professional learning consultant fees, conferences, workshops, stipends, trainings	Title II, Part A, Title 1 Part A, Title V1B
Technology	Technology resources including hardware and updated infrastructure	Technology – Title II, Part D; SPLOST IV
Literacy Material for Tier II, III, and IV	personalized technology-based program that includes diagnostic assessments and multiple-entry points	Title 1 Part A
Literacy Assessment	Comprehensive Literacy Assessment comprised of screener, diagnostic and progress monitoring	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B
Print Materials	Print materials: media, classroom, libraries, PL books	Title I, Part A; Title VI

Professional Learning Strategies Identified on the Basis of Documented Need

a. A table indicating professional learning activities that staff have attended in the past year

b. The % of staff attending professional learning

Professional Learning Activity	Year(s) Offered	Number of Hours Attended	Percentage of Staff Attended	On-going Professional Learning
Teaching Vocabulary and Comprehension	11-12	5	73%	
Data Analysis and Cultural Training (Summer Institute)	11-12	16	75%	*
National Reading First Institute	11-12	24	50%	
State Reading Conference	11-12	16	80%	
Common Core GPS Training (Overview)	11-12 12-13	4	100%	*
Georgia Stock Market Game Workshop	11-12	4	100%	
Monthly Vertical Team Meeting (Math)	Ongoing	1 per month	90%	
Thinking Maps	12-13	4	100 %	*
Teacher KEYS	On-going	1 bi-weekly	100%	*
Response to Intervention	12-13	3	100%	
Lexile Framework for Reading	12-13	1	75%	
Achieve 3000	13-14 14-15	4	100%	*
iPass	13-14 14-15	3	53%	*
Writing to Win	13-14 14-15	1 per month	100%	*
Formative Instructional Practices	14-15	1	100%	*
Georgia Milestone	14-15	2	100%	*
Study Island	14-15	4	100%	
Interactive Journals	14-15	4	100%	
Effective Use of Technology				

c. A detailed list of on-going professional learning

On-going Professional Learning at Clay County Middle School	
Topic	Method of Delivery
Common Core GPS	Face-to-face; webinars
Differentiated Instruction	Face-to-face during PLC
Professional Learning Communities	Face-to-face
Georgia Online Assessment System	Face-to-face; webinars
Georgia LDS	Face-to-face
TKES	Face-to-face
Writing to Win	Face-to-face during PLC
Achieve 3000	Face-to-face

d. The programmatic professional learning needs identified in the needs assessment

- Direct and explicit comprehension strategy instruction such as before, during, and after reading strategies
- Increased motivation and engagement in literacy learning
- Intensive and individualized interventions for struggling readers
- Increasing opportunities for students to write daily
- Strategies to support SWD
- Participation in statewide professional learning webinars, online courses, and conferences that are literacy based
- Explicit vocabulary instruction
- Walk-through observations and coaching which provide critical feedback and support for literacy

e. The application details the process to determine if professional development was adequate and effective

In order to determine if the professional development was adequate and effective, the following will take place:

- Examination of student achievement data

- PLC meetings with documentation
- Walk-through and observations to collect professional learning implementation
- Provide feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities

f. The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy plan, &

g. There is a method of measuring effectiveness of professional learning that can be tied back to the goals and objectives

The following chart contains the CCMS Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop the plan, the Literacy Team utilized the school’s literacy plan, as well as the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. The professional learning plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

Professional Learning Plan		
Professional Learning	Location in Literacy Plan	Measure of Effectiveness
Provide PL for new staff to receive necessary support on any new literacy initiatives previously learned by the staff. <ul style="list-style-type: none"> • CCGPS • Effective vocabulary instruction • PLC protocols • Georgia LDS • Online Assessment System • Differentiated Instruction Use the Comprehensive Reading Solutions website where	Page 1 & 9	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Literacy Team meeting minutes • Data Team meetings • Formative and Summative Assessments Results

appropriate: http://www.comprehensivereadingsolutions.com/		
Continue to implement professional learning and support to staff during the transition to CCGPS. This includes state-sponsored webinars and face-to-face workshops.	Page 2	<ul style="list-style-type: none"> • PLC documentation/minutes • CCGPS units and lesson plans • Walkthrough/observations of implementation • Literacy Team meeting minutes • Data Team meetings • Formative and Summative Assessments Results
Provide teachers with professional learning in the use of achievement data.	Page 2	<ul style="list-style-type: none"> • PLC documentation/minutes • Data Team meetings • Unit/Lesson Planning • Data Team meetings • Formative and Summative Assessments Results
Ensure that collaborative planning time is scheduled and teachers are trained in the use of protocols such as examining student work.	Page 2-3	<ul style="list-style-type: none"> • Master Schedule • PLC documentation/minutes • Student work samples • Data Team meetings • Formative and Summative Assessments Results
Provide professional learning to administrators and teachers in the use of technology for researching and data analysis.	Page 2-3	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Unit and lesson plan documentation of technology use • Data Team meetings • Formative and Summative Assessments Results
Plan and implement targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge. Use the Comprehensive Reading Solutions website where appropriate: http://www.comprehensivereadingsolutions.com/	Page 3	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Literacy Team meeting minutes • Unit and lesson plans

		<ul style="list-style-type: none"> • Data Team meetings • Formative and Summative Assessments Results
Provide opportunities for parents and caregivers to attend training on how to access information and resources on the web to help their child at home.	Page 6	<ul style="list-style-type: none"> • Agendas and sign-in sheets • Evaluation of training by parents
Continue to provide professional learning as needed regarding the implementation of teaching academic vocabulary in all subjects. Use the Comprehensive Reading Solutions website where appropriate: http://www.comprehensivereadingsolutions.com/	Page 3-4	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Unit/Lesson plans • Data Team meetings • Formative and Summative Assessments Results
Provide professional learning on: <ul style="list-style-type: none"> • Incorporating the use of literature in the content areas • Use of informational texts in English Language Arts classes • Writing instruction in all subject areas • Text complexity that is appropriate for each grade level and how to make adjustments based on the needs of individual students • Guiding students to conduct short-research projects that use several sources Use the Comprehensive Reading Solutions website where appropriate: http://www.comprehensivereadingsolutions.com/	Page 3-4	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Unit/Lesson plans • Student work samples • Data Team meetings • Data Team meetings • Formative and Summative Assessments Results
Provide professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction.	Page 5	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Unit/Lesson plans with rubrics • Data Team meetings • Formative and Summative Assessments Results
Provide continued professional learning to staff who administers assessments.	Page 7	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations

		of implementation <ul style="list-style-type: none"> • Data Team meetings • Formative and Summative Assessments Results
Provide training to teachers and staff members on the SRI assessment.	Page 7 & 9	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Data Team meetings • Formative and Summative Assessments Results
Provide professional learning to support how technology will be used for production, publishing, and communication across the curriculum.	Page 10	<ul style="list-style-type: none"> • PLC documentation/minutes • Walkthrough/observations of implementation • Unit/Lesson plans with documented technology use • Student work samples

**Clay County Middle
School Sustainability
Plan**

Sustainability of this grant will be our highest priority. District leaders will work with school literacy teams to ensure that resources, materials, and training is available to guarantee that Georgia’s Literacy Plan is fully implemented in all Clay County Schools. Attention to both horizontal and vertical alignment, transition of information, understanding of assessments, and continuity of services will be a high priority. The district will work with schools to develop protocols, schedules, assessments, RTI processes, fiscal processes, and sustainability plans. To read more about our plan to expand the lessons learned please see Building Block 1C.

Extension Beyond Grant

	Striving Readers Funding	Other Funding Sources
Professional learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I, Local School, QBE
Assessments	New assessments for literacy outlined in the SRG.	State, Title I,
RTI Support	Technology tools and resources for Tiers 2, 3, 4	Title I, Title VIB, Local School, QBE
Instructional Technology	Professional Learning, software and hardware	RESA Collaborative
Community Outreach	SRG updates to parents/families via website, school newsletters, newspaper, social media, and Family Literacy Nights.	Title I, Local School, QBE,

Community Partnerships

We will continue to develop community partnerships as outlined in Building Block I.F. of our

Literacy Plan. We will continually look for opportunities to engage the community to assist with the funding of initiatives requiring yearly cost commitment to sustain the SRG after the end of the grant period.

New Employee Induction

As new teachers enter the building, they will be paired with mentor teachers who guide, support, and encourage them as they become familiar with our literacy strategies and practices. When possible, we will videotape training sessions that model research-based practices. A warehouse of best practices including SRG resources and local training resources will be incorporated into the PL program for Clay County teachers and staff. For more information see Building Block 6.

Sustainability of PL

Sharing ideas and data regarding curriculum, instruction, and assessment is the beginning of our becoming better educators. Redelivery will take place during grade level meetings, collaboratives, and/or faculty meetings. The principal will continually identify leaders for succession to ensure sustainability. For more information please see the Professional Learning Strategy section of our application. Multiple opportunities are provided throughout the year for teachers to share new ideas and practices (Team Collaborative, Summer Literacy Academies, etc). These opportunities will continue to weave a web of collaboration and support as we work together to ensure learning for all. Our DLT will stay abreast of new strategies and redeliver to all teachers including new hires.

Sustainability of Practices:

Annual needs assessment inventories will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used to finance these trainings. Any software license renewals will be funded through the local technology budget. Replacement costs incurred from loss or damage to texts purchased for classroom libraries will come from

the local media budget and supplemented, if necessary, by the PTO. Evaluation tools for ensuring sustainability will include surveys (teachers/students/parents), teacher interviews, classroom observations, and analyses of assessment data.

Sustainability of Equipment:

Our school will sustain technology purchased with SRG funds and maintain by our media specialist and technology staff and continue to provide technical assistance and maintenance. Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced using media funds, PTO contributions and/or available TITLE and SPLOST funds.

BUDGET SUMMARY

Clay County Middle School (CCMS) will request a total \$320,000 to address professional learning needs and to increase the literacy resources for students and teachers. The professional learning expenditures will be addressed via consultant work, related workshops/trainings, registration and transportation. All technology equipment and software purchased will require teachers to be trained to use effectively for intervention and assessing students. Funds will be used to purchase intervention programs and a variety of print/non-print materials. Teachers and students will have access to document readers, informational and non-fiction texts. Lexile-leveled books, eBooks, and mobile iPad labs. The extensive amount and nature of reading materials will provide students and teachers the opportunity to engage in literacy through different methods. The budget below depicts how grant funds will be used for CCMS.

GADOE Defined Category	Resource(s) Defined in Application	Projected Cost
Programmatic Professional Learning and Training	Contract Work, Workshops	\$15,000
Consultants and Contractors	Contract Work, Electronic form & Submission	\$20,000
Salaries to Extend PK	None	\$0
Travel Expenses for Professional Learning	Workshops, Registrations, and Transportation	\$20,000
Intervention Materials, Assessment Materials and Contracted Services	Technology Needed to Implement Assessments and RTI Software and equipment for literacy based products	\$70,000
Classroom Equipment, Materials and Supplies	Document readers, software & equipment for literacy-based products	\$65,000
Printed Materials for Classrooms, Media Center and Family Literacy	Informational & Non-Fiction Texts, Lexile-Leveled Books, Printing materials.	\$50,000
Instructional Technology to Expand Media Titles	Informational & Non-Fiction Texts, Lexile-Leveled Books, iPad mobile lab w/apps, eBooks	\$80,000
TOTAL PROJECTED COST		\$320,000