

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application

System Cover Sheet

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Jefferson County Board of Education	Project Number: (DOE Assigned)	
Total Grant Request: \$3,033,719	System Contact Information:	
	Name: Dr. Donnie Hodges	Position: Assistant Superintendent
Number of schools	Phone:	Fax:

in system: 6 (plus early learning)	applying: 6 plus early learning: 7	478-625-7626	478-625-7459
Congressional District: 12th		Email: hodgesd@jefferson.k12.ga.us	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

Small District (0-9,999 students)

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

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

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application

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guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___ Dr. Donnie Hodges _____

Position/Title of Fiscal Agent's Contact Person: ___ Assistant Superintendent _____

Address: ___ 1001 Peachtree Street _____

City: ___ Louisville GA _____ Zip: ___ 30434 _____

Telephone: (_ 478 _) _ 625-7626 _____ Fax: (_ 478 _) _ 625-7459 _____

E-mail: ___ hodgesd@jefferson.k12.ga.us _____

___ **Signature on paper copies as per Ms. Morrill** _____

Signature of Fiscal Agency Head (required)

___ **Molly P. Howard, Ed.D.** _____

Typed Name of Fiscal Agency Head (required)

___ **Superintendent** _____

Typed Position Title of Fiscal Agency Head (required)

Date (required)

LEA Narrative:

Jefferson County School System is located in eastern Georgia in the 12th Congressional District. It is comprised of a geographically large, sparsely populated rural area with three small towns -Louisville, Wrens, and Wadley where the three elementary schools are located - spread out over a 35 mile span along U.S. Hwy # 1 which cuts north to south through the county. The middle schools are in Louisville and Wrens with the high school centrally located between Louisville and Wrens. Louisville is near the geographic center of the county while Wrens is in the north and Wadley is in the south. The poverty rate for Jefferson County is 26.5%, and the school system has 84.35% of students who receive free and reduced lunch. Also, all six schools are Title I school wide projects, making all students eligible for Title I services. Many of the students are from homes where literacy growth and expectations are lacking. As a result, the students often enter school with literacy deficiencies that affect the ability to perform at expected levels on state-mandated standards and assessments. A lack of literacy materials and technology support also has a negative impact on the literacy growth of Jefferson County students.

Jefferson County students have scored below the state and the other CSRA RESA districts on the English Language Arts, mathematics, social studies, and science Georgia High School Graduation Tests GHSGTs and End of Course Tests EOCTs. The graduation rate is just above the state level (81.3%). The Iowa Test of Basic Skills ITBS for fourth and eighth graders also shows significant deficits in reading comprehension and vocabulary. Criterion-Referenced Competency Test CRCT scores for 3rd through 8th graders also indicate below state and CSRA RESA results in Reading/English Language Arts at most grade levels with 164 students (13.7%) not meeting standards for those grade levels. State writing scores also reflect a deficit in writing skills for 3rd, 5th, and 8th graders. Upon examination of the domain data associated with the state tests and the ITBS, the Jefferson County leadership notes that these deficits reflect a lack of literacy skills, especially in vocabulary, reading comprehension, writing, and speaking. Currently, the school system has created a literacy plan that proposes how to institute a systematic

approach for improving literacy needs for Jefferson County students (see Appendix). The Striving Reader Project can be the vehicle to make this happen. The intent of the project is not meant to be considered as self-standing, fragmented, or appropriate for piecemeal implementation; rather, it will be implemented in a thoughtful, planned, systematic manner. As a result, the Jefferson County Board of Education has identified literacy as a key component of the county strategic plan and has pledged to place monetary assets when available to support a literacy initiative. They recognize the need for sustained professional learning in the following areas:

Early literacy (PK-3)	Adolescent Literacy (4-12)
Instructional technology strategies and implementations	Research-based best practices needed for CCGPS literacy demands for all content areas
Formative and summative assessments	Monitoring to ensure fidelity

A major component also includes sustaining a community literacy focus with the early learning centers in our community. The literacy strategic plan is to include all schools in sustained, quality professional learning and implementation of research-based best practices in literacy as Jefferson County implements the CCGPS, the impact of targeted technology instruction on learning, the reading and writing connection and the responsibility across all content areas, and the importance of monitoring to sustain and guarantee the impact on instructional growth.

The vision of the Jefferson County School System is to have EVERY CHILD graduate from high school postsecondary ready based on a mission to partner with the community in creating a learning culture that challenges, supports, and ensures the success of EVERY CHILD, EVERY DAY. The school system has gained state and national attention from several successful partnerships including ones with the Southern Regional Education Board and the International Center for Leadership in Education

through the leadership of the school system and Dr. Molly Howard who was named the 2008 National Association of Secondary School Principal (NASSP) of the Year out of 48,000 candidates. Dr. Howard, who is now Superintendent of the school system, has spoken throughout the country on school reform and the dynamics of changing school culture.

The Jefferson County School System has approximately 2,900 students in grades PK-12 for the 2011-12 school year. The system has consistently lost 50-75 students per year over the last 10 years. The system is comprised of 74% minority students with 84.35% of students qualified for the free-reduced lunch program. Many students come to school with significant literacy delays. Even though many efforts have been made by the school system to address the overwhelming weaknesses in vocabulary, depth of knowledge, and necessary frameworks for active learning that many Jefferson County students have, much work has to be done on institutionalizing and sustaining a comprehensive approach to literacy that can be ultimately applied in all content areas including special education and Career, Technical, and Agricultural Education (CTAE). This will require support for teachers through high-quality professional development, a consistent monitoring piece for leaders, and ongoing understanding of curriculum, instructional strategies, and assessment. Jefferson County leadership members from both the school system and the community pledge to make literacy growth a priority and are willing to create a sustainability plan to continue the efforts after the shelf-life of the grant.

Eligibility of Schools and Centers

The following CRCT scores are for the initial spring testing for all students. *(In some instances, the school applications used the 2nd round AYP CRCT results to determine needs more specifically.)*

Elementary Schools	% F/R (includes PK)	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Carver Elementary	94.53%	Distinguished	40	7.5%	46	13%
Louisville Academy	84.78%	Distinguished	81	21%	83	15.7%
Wrens Elementary	82.57%	Distinguished	89	12.4%	108	24.2%

Middle Schools	% F/R	AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Louisville Middle	89.30%	Made AYP	113	2.7%
Wrens Middle	78.34%	Distinguished	86	10.5%

High School	% F/R	AYP Status	Graduation Rate
Jefferson County High	82.59%	NI-3	81.3%

LEA Process for Selecting Schools: One of the key components of our system strategic plan is for all schools to be more alike than different. A consistent approach and message is critical for vertical and horizontal growth and understanding of progress. Since we are a small school system, it is important not to fracture or splinter programs and initiatives as much as possible. The Board of Education and the system and school leadership teams agree that all schools should be included in this application.

Experience of the Applicant:

The school system has not had state or federal grants in the past five years that fit the description in Section IV: Experience of the Applicant: however, the system has had such grants in the

past ten years. The leadership of the school system is very stable and long-serving, so many of the current leaders managed these initiatives over the past ten years.

	Project Title	Funding Received	Is there audit?	Audit results
LEA				
LEA (fiscal agent for SHIPS for YOUTH, Inc.	Safe Schools, Healthy Students FY03-FY06	2,872,949	Yes	Clear
Schools				
Carver Elem	21 st Century (federal)FY02-FY04	669,846	Yes	Clear
	CSR Grant FY06-FY07	120,587	Yes	Clear
Carver Elem & Wrens Elem	Reading First FY02-FY05	1,423,205	Yes	Clear
Louisville Academy	Tech Literacy Challenge (II-D) FY99-FY02	253,000	Yes	Clear
Louisville Middle	Making Middle Grades Work FY06-FY07	106,879	Yes	Clear
Jefferson County High	High Schools That Work FY03-FY05	192,743	Yes	Clear

Description of Funded Initiatives: Even though the funding for the initiatives above has ended, the school system has benefitted greatly from lessons learned. Through these initiatives, the Jefferson County School System leadership has worked to establish a culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through recursive, job-embedded professional learning. Since most of these initiatives are school-based, the level of job-embedded professional learning varies school by school; however, the goal is to have a plan where sustainability and a vertical and horizontal instructional growth pattern emerge. Therefore, the current Jefferson County leadership team recognizes the need for a systematic sustainability plan. The

school system also has current initiatives, RTI, and READ 180 (universal screener and tiered and Read 180) that are being funded through a combination of IDEA, Title I SIP and/or Title-I A funds. The Striving Reader Project activities as set forth by the grant will not only revisit previous professional learning, such as that provided by Reading First, but also will expand to the new literacy demands and assessments needed to create a more sustainable literacy culture in Jefferson County. Because of lessons previously learned, the leadership team is more aware of what steps to put into place to ensure the sustainability piece of the grant.

Description of Non-funded Initiatives: The school system has a number of initiatives that are on-going and are being sustained because of job-embedded professional learning and are reflected in the system strategic plan. These include Thinking Maps, roll-out of CCGPS, and CLASS KEYS implementation. Since the Striving Reader activities focus on all aspects of literacy, instructional practices to include the importance of assessments, and monitoring, the current initiatives will not be in conflict with any aspects of the grant. Our current roll-out plan of CCGPS centers on the understanding of the standards and instructional planning for the 2012-2013 school year. Based on the roll-out of the current Georgia Performance Standards in 2005-2006, we note that the more training our teachers can have on the roll-out of the CCGPS will only strengthen their knowledge and implementation practices. The Thinking Maps program represents “thinking” organizers to help students plan and organize their thought process; the maps are strategies and should not be in conflict with other research-based strategies. Currently, Jefferson County teachers are evaluated by CLASS KEYS , but that monitoring piece focuses on instructional practices. The Striving Reader’s grant will provide the level of professional learning and training that are needed to take teachers and students to the next level.

Description of LEA Capacity:

In their book Switch: How to Change Things When Change is Hard, authors Chip and Dan Heath (Broadway Books, 2010) highlight Dr. Molly Howard, the Jefferson County Superintendent of Schools, for the tough challenge she accepted when she became the principal of the new Jefferson County High School in 1995 where 70% of the students remained in the county making it one of the poorest in the state with less than 50% of the adult population having a high school diploma or its equivalent. Through a High Schools That Work (HSTW) grant from the Southern Regional Education Board and a state designated and funded affiliation with the International Center for Leadership In Education, Howard, along with strong support from the school system, led a school reform effort that received state and national attention culminating in her being named the 2008 NASSP National High School Principal of the Year. Through a research-based reform model guided by the 12 key practices of HSTW, Howard and her leadership team established a School of **H.O.P.E.** based on **H**igher Expectations (abolishing the dual track and putting all students in college-preparatory classes and opening doors for Advanced Placement (AP) courses; offering **O**pportunities for Success (mastery / modular approach to mathematics, “no zero” grading policy, and after-school tutoring with teachers and peers; **P**ersonalizing Learning Environment (teachers-as-advisors stressing relationships, 4 x 4 block scheduling, and face-to-face parent contact); and providing **E**xperiences in Real-World Problem Solving (youth apprenticeship placements in the community through work-based learning and articulation with Oconee Fall Line Technical College for dual enrollment).

Over the past fifteen years, the Jefferson County School System has managed several successful partnerships that resulted in positive project implementation. The school system was the driving force in establishing our community collaborative SHIPS for YOUTH, Inc. This collaborative began as the Jefferson County Family Connection and was established in 1994

through the interagency council with the goals of improving economic capacity, school success, and child health. The Jefferson County Family Connection became a partner with Communities in Schools during the 2000-2001 school year and established SHIPS for YOUTH, Inc., a non-profit agency focused on improving quality of life for families in Jefferson County with the school system serving as fiscal agent and driving partner. Collaborative members include all of the county's social agencies, county government, law enforcement, business representatives, the faith community, our local technical college, parents, and students. Through this strong collaborative, a network of blended opportunities and services for families in the county has been established and is working well. Referrals have been streamlined among agencies that are now more competent in discussing problems and issues through monthly board meetings and quarterly full collaborative meetings. Among its accomplishments, the collaborative received a Safe Schools, Healthy Students federal grant for three years totaling over \$2.8 million dollars. The school system served as fiscal agent for this project and was able to use staff and resources to support the full implementation of this community-wide project.

Some of the other successful partnerships that had positive project implementation are ones with Oconee Fall Line Technical College (OFTC), the Southern Regional Education Board (SREB), and the International Center for Leadership in Education (ICLE). The partnership and articulation with OFTC has resulted in the school system often being touted as the model for dual enrollment for the state of Georgia with one of the highest per size rates of seniors graduating with both a diploma and a technical college seal. In working with SREB through both High Schools That Work (HSTW) and Making Middle Grades Work grants, the school system has made significant progress in both academic areas as well as institutionalizing job-embedded professional learning at the high school level. The HSTW efforts at Jefferson County High

School brought national attention to the staff and its principal, Dr. Molly Howard who was named the 2008 NASSP National High School Principal of the year. As a result of a Georgia Department of Education Daggett school designation and working with the ICLE under Dr. Willard Daggett's direction, Dr. Howard and her leadership staff presented at the 2008 16th Annual Model School Conference in Orlando in a featured session entitled: "Leading for Secondary School Redesign".

Description of sustainability of initiatives implemented by the LEA

The Jefferson County School System values professional learning that is job-embedded providing opportunities for teachers to build their content and pedagogical knowledge and to examine practices that are based on student learning data. For example, the superintendent of Schools, Dr. Howard, who is a nationally known professional developer, led over sixty system and school administrators and teacher leaders in a year-long professional learning on assessment during the 2010-11 school year. These sessions were held in the evenings, and attendance was voluntary. The response to these monthly sessions was positive and pervasive. Each of the school teams were involved in re-delivering the assessment information and in bringing feedback from the school staffs. Through this initiative, several significant outcomes resulted. The group spearheaded a shift to move away from ability grouping and to redo how students were assessed and grouped for instruction which was instituted in 2011-12. Other outcomes were an examination of grading practices and policies and a move toward standards-based grading which is being piloted at one of the middle schools. This is just one example of the commitment by the school system to be sure that initiatives are carried out with fidelity and integrity and that professional learning is job-embedded to the point that it is sustained.

Resources

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

FY12	Title I Funds (before carry-over)	Title II Part A Funds	Title VI Part B Funds
LEA	<ul style="list-style-type: none"> • \$264,208 for system-level teacher development specialist and instructional coaches to deliver job-embedded professional learning 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Each Elementary School	<ul style="list-style-type: none"> • Carver Elementary \$166,693 for teachers & paraprofessionals • \$6,277 Classworks • Louisville Academy \$167,765 for teacher & paraprofessionals • \$11,758 Classworks • Wrens Elementary \$128,079 for teachers & paraprofessionals • \$11,161 Classworks 	<ul style="list-style-type: none"> • \$250 for substitutes • \$58,000 salary, benefits for teacher • \$2,000 stipends • \$7,200 for consultant services • \$4,300 registration fees 	<ul style="list-style-type: none"> • \$10,740 Classworks software
Each Middle and High School	<ul style="list-style-type: none"> • Louisville Middle \$145,235 for teachers & paraprofessionals • \$6,786 Classworks • Wrens Middle \$48,102 for teachers & paraprofessionals • \$4,818 Classworks • Jefferson Co. High \$195,156 for teachers & paraprofessionals 	<ul style="list-style-type: none"> • \$250 for substitutes • \$1,500 stipends • \$11,000 for consultant services • \$3,300 registration fees 	<ul style="list-style-type: none"> • \$10,740 Classworks software • \$1,000 supplies

- LEA Use of Title I Resources: The LEA uses Title I funds for professional learning in the form of instructional coaches to deliver job-embedded professional learning.
- LEA Use of Title II Resources – Based on the Title II needs assessment in the spring of 2011, funds are used to meet the following system goals: every teacher and paraprofessional highly qualified, reduction of class size in kindergarten through grade three to 18 students per class,

quality professional learning in mathematics and literacy, quality professional learning on differentiated instruction, and creation of a quality mentoring program. To meet these goals, Title II funds are used at each elementary school to fund one teacher to reduce class sizes in the early grades. In addition, funds are used to pay for substitutes and registration fees for teachers to attend professional learning activities with a focus on Lexile scores, integrating technology, differentiated instruction, CCGPS redelivery and literacy (writing workshops, standards based best practices, DOK). A consultant works with staff at each elementary and middle school for nine days during the year on DOK levels, differentiated instruction, and formative assessment, with emphasis on mathematics. Stipends are paid to a teacher at each elementary school to attend a local university to receive the Reading Endorsement and for teachers to mentor new teachers at each school.

- Title I and Title II Resources at Each School – Title I funds are used primarily for personnel. Title I also partially funds the Tier 2-3 portion of Classworks for the three elementary and two middle schools. Since Title II funds are used primarily for reduced class size and professional learning, the only resources located at the schools are professional learning materials for book studies.

Clear alignment plan for SRCL and all other plans

In addition to the SRCL grant funding, the Jefferson County School System will continue to invest in literacy efforts, curriculum alignment including CCGPS roll-out, and quality professional learning for teachers and staff members. The system pledges to implement a systematic plan to improve literacy instruction and opportunities by aligning SRCL funding with other programs supported by federal funds including Title I, Title II-A of the ESEA, Bright from the Start, IDEA Act of 2006, and state and local funds. For instance, the school system will continue to fund Classworks, the universal screener and interventions software for RTI Tiers 2-4

through a combination of funding from IDEA, Title I, and Title II-A which will support the literacy efforts. The system will use Title I and Title II-A funds to reduce class size and to provide support for interventions which will also enhance the literacy efforts afforded by SRCL funds. The school system will use its technology team and available e-rate, eSPLOST and local technology funds to support the software, hardware, and non-print media that the SRCL funds will bring.

The school system plan is to maximize the benefit of SRCL and other funding for teachers and students; to communicate clearly that programs will be non-competitive with each other; to integrate program activities to avoid repetition; and to maximize the benefits to students and minimize the costs per teacher and students as good stewards of the taxpayers' dollars. One of the benefits of a small school system is that a small staff makes it easier to communicate and to consolidate initiatives. There are fewer levels of bureaucracy, and it is much easier to ensure against duplication and repetition of people. As a result of this effort, the system and each of our schools have in place a school improvement plan that has decreased previously fragmented efforts. Our current plans focus on improved academic achievement and assessment practices, targeted professional learning, instructional technology planning, and curriculum alignment and development. This more systematic approach to school improvement initiatives has highlighted a need for a more systematic sustainability plan for the literacy goals, a noted aspect of the Striving Reader activities.

List of resources available at each building

Elementary	Middle Schools	High School
Average of 4 non-modern student computers per	Average of 2 non-modern student computers per	Average of 1 non-modern student computer per classroom

classroom	classroom	
Mini lab with 8-9 computers	Mini lab 8-9 computers	4 vocational labs with 25 computers
4 document cameras	2 document cameras	
7 digital cameras	8 digital cameras	25 digital cameras
30% of classrooms have interactive white boards	46% of classrooms have interactive white boards	69% of classrooms have interactive white boards
25 computer lab	Two 25-computer labs	Two 25-computer labs
Generic list of shared resources in every K-12 building:		
Galileo		
Software for intervention and remediation		
Microsoft Office, including Publisher		
Video distribution, united streaming		
Leveled texts – limited in quantity and diversity		
Trade books – fiction and nonfiction – limited in quantity and diversity		
Thinking Maps		
Adequate print materials in the media center, but up-to-date materials are needed.		
Minimal audio-books, DVDs, Videos, TVs, periodicals		
All classrooms have overhead projectors		
All classrooms have high speed Internet access		
All classrooms have at least one networked printer		
At least 2 sets of student response system per school		
All media centers have at least six computers.		
Additional shared resources in every K-8 building:		
Renaissance Place		
Minimal classroom libraries		
Additional shared resources in every 6-12 building:		
SRI licenses (through READ 180)		
Wireless Internet access in part of the buildings		
Mobile carts		
READ 180 software for at least 30 students per school		

A plan to ensure that no supplanting takes place

Even though the school system has been informed that supplanting will be allowed with this grant, the system will make every effort to use funds to support literacy efforts that will supplement and enhance rather than supplant those funds that are already committed because of our efforts to sustain the Striving Reader Project activities.

Detail of how SRCL will add value to the existing resources in the schools

The school system has acknowledged that there is noted critical area for literacy improvement is in the early learning centers, pre-school programs, and in the elementary schools. The primary and elementary students have a dire need for extended work in the foundational reading skills, writing skills, and overall literacy components of learning. Jefferson County students often lack any literacy support from home. As a result of the literacy needs of the students, Jefferson County educators need to be equipped to provide students with viable, sustainable skills and opportunities that will not only show an increase in test scores but also more importantly an increase in all literacy expectations, from early literacy skills to literacy strategies for reading, writing, and communication. The literacy focus for Jefferson County will need to extend into a partnership with Head Start, family day care facilities, the Jefferson County library, and SHIPS for Youth (Family Connection and CIS) to target younger children who are not receiving the literacy needs in the home. Not only will Jefferson County teachers need systematic and monitored professional learning opportunities to improve literacy instruction in the classroom to meet the literacy demands of the CCGPS, but also the Jefferson County teachers will provide professional learning that they have received to the early support systems' personnel on Saturdays, in the evenings, or in the summer. The goal is to train personnel in daycares or other early learning centers on different literacy strategies to help young children in their comprehension and vocabulary development. This partnership will create a strong alliance on behalf of the children as they enter the Jefferson County school system. The literacy needs of the younger children will be a critical component in establishing literacy goals for the county because of the rigorous demands of the literary, informational, and foundational reading demands of the (CCGPS).

The second critical literacy need is in improving the content literacy expectations as set forth by the CCGPS and the College and Career Readiness Performance Index. As evident by the performance on the current state assessments, SATs, and other post-secondary measurements, Jefferson County

students are lacking skills necessary in reading, writing, and speaking in the content areas. A critical focus will be to improve literacy skills needed to achieve in English Language Arts, math, social studies, science, and technical subjects, as indicated by the CCGPS. Again, a systematic and monitored professional learning community will be essential in training Jefferson County teachers on evidence-based literacy strategies that are needed to increase the literacy scores of the students. The professional learning will also need to extend on how to choose appropriate materials and technology to support students as they work to increase their literacy skills. Currently, many Jefferson County teachers are lacking the expertise in this critical area.

Perhaps the most critical component for ensuring a strong literacy plan for Jefferson County is in the area of literacy assessment and evaluation. Currently, Jefferson County is using DIBELS as well as Classworks as the universal screener for students through grade eight. However, a major concern is the lack of true understanding as to how to use these instruments effectively to guide instruction and need. Another concern is the lack of a universal screener for high school students. Also, a lack of understanding regarding Lexiles and what that instrument means in selecting reading materials is of concern. This concern is only going to increase with the issue of text complexity evident in Reading Standard 10 in the CCGPS. Professional learning and training in understanding the different prongs to measure reading materials will be important: quantitative, qualitative, and reader to task. Also, assistance in selecting appropriate reading measures and how to use them will be necessary. Most importantly, the ability to use formative assessments throughout instruction to measure reading growth will be another component of needed professional learning.

Management Plan and Key Personnel:

	Individual Responsible	Supervisor
Project Director	Dr. Donnie Hodges	Dr. Molly Howard

Purchasing	Dr. Donnie Hodges	Dr. Molly Howard
Site-Level Coordinators	See chart below	Principals
Professional Learning Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard
Technology Coordinator	Mrs. Lynn Hopper	Mrs. Cindy Rabun
Assessment Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard

The Jefferson County Public Schools has a qualified and expert infrastructure. Dr. Donnie Hodges, Assistant Superintendent, will serve as Project Director for the SRCL Project and monitor the day-to-day operation of the early learning portion of the project. Dr. Hodges has over twenty years experience at the central office level and has written or collaborated in the writing of and managed a number of grants for the school system including *Reading First, High Schools That Work, Making Middle Grades Work, Next Generation School Project, 21st Century Community Learning Center, and Safe Schools, Healthy Students.* Dr. Hodges has served as Title I Director for the school system for more than ten years and has extensive experience with federal programs and budgets. Dr. Hodges is currently the Director of Pre-K and has served in that capacity since 1994. She will wear “two hats” in this project: Project Director for the SRCL Project and Coordinator for Early Learning.

School Project Coordinators for the SRCL Project will be named at all six of the schools.

Even though the principals will be expected to be very involved with the grant, school level directors will be named to be responsible for the day-to-day grant operations.

SCRL grant operations	School	Position
Dr. Donnie Hodges	Jefferson County BOE	Coordinator for Early Learning
Ms. Tiffany Pitts	Carver Elementary	Assistant Principal
Mrs. Dana Williams	Louisville Academy	Instructional Coach
Mrs. Ginger Parris	Wrens Elementary	Instructional Coach

Ms. Jacqueline Jukes	Louisville Middle	Instructional Coach
Mrs. Stacy Arnold	Wrens Middle	Assistant Principal
Mrs. Stephanie Hildebrant	Jefferson County High	Assistant Principal

All members of the management team have been closely involved in the literacy task force that worked on the grant at the system level and the school level and in the development of the system literacy plan. Currently, they are all involved in the roll-out of the CCGPS. This roll-out, as well as learning to implement the new CCGPS with fidelity, is an essential part of the school system’s literacy focus. The members have researched and studied all aspects of the CCGPS initiative and have participated in collaborative discussions to examine the components of the Striving Reader Project that will best benefit the students of Jefferson County. Each member of the team understands her individual role in serving as the literacy leader in her school. Each member has had experience in planning and conducting professional learning. The members are also involved in the writing and implementing of school improvement plans. Since they have helped to write the individual school plans, they have a full understanding of the existing school data and system needs, forming the basis of the grant.

Sustainability Plan

Through this grant, Jefferson County School System leadership has the intent to further efforts to enrich the culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through job-embedded professional learning that becomes more and more internalized and institutionalized. The system will continue to conduct an in-depth study of the CCGPS literacy demands.

As Jefferson County staff becomes more and more familiar with the demands of CCGPS of both

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foundational and adolescent literacy, they will be able to lead their own professional learning, thus building sustainability. The professional learning provided will be systematic and connected to all the aspects that participants have learned through the Striving Reader activities. Also, leadership from the county office will be instrumental in the planning and monitoring of that professional learning. The professional learning sessions will be monthly and with targeted topics based on data and needs as indicated in the school/system's school improvement plan. The Jefferson County leadership will participate in the trainings provided through the Striving Reader grant, so they will have first-hand knowledge of all aspects of the professional learning piece. Any outside consultants needed or desired will be determined based on recommendations from the Georgia Department of Education and national research. The purpose of empowering the Jefferson County staff is to allow the staff to embed all aspects of the learning into the existing school day without depending on afterschool, Saturday or summer professional learning time, based on the fact that such programs are expensive and Jefferson County does not have the monetary resources consistently to support such programs. Also, since Jefferson County staff will become comfortable and knowledgeable with all aspects of the CCGPS particularly through content areas beyond ELA, Jefferson County will not have a need to add any additional staff to sustain the project. The goal is to maximize existing resources and personnel to ensure growth and sustainability. One approach is to have a teacher training team that will redeliver and train any new teachers or early learning center personnel to Jefferson County. All Jefferson County schools are Title I Schoolwide Projects. Title I-A and Title II-A funds will be brokered to re-direct the work to support the initiative beyond the grant. It will be imperative that resources including time, materials, and energy be used and allocated wisely to meet student and teacher needs. Time must be allowed and fiercely protected for teacher professional development and data analysis. The school system plans to assign teacher leaders as instructional mentor teachers to assist and promote content literacy skills to all content area teachers.

The greatest sustainability challenge will be with the technology aspects of the grant. Jefferson County’s Board of Education, along with early learning centers and school system personnel, are so dedicated to this effort that existing eSPLOST funds, e-rate, and general funds will be used to maintain

DOE Use Only	DOE Use Only:	DOE Use Only:
Date and Time Received:	Received By:	Project Number

and expand the technology aspects of the grant.

There is a strong commitment from our community to ensure that the literacy initiative will benefit our students. The commitment extends from the high school student association, Jefferson County Rotary, and Louisville Kiwanis to have ongoing fundraisers to help sustain this effort. Also, all school personnel will have the opportunity under a voluntary basis to have money withdrawn monthly from their pay checks and will be used to fund the FERST foundation subscriptions at the Jefferson County Library. The goal is to make literacy the number one effort of the entire Jefferson County community.

Appendices are on hard copies as per Ms. Morrill (via email).

School Name: Louisville Middle School		Total Grant Request: \$493,610
System: Jefferson County		School Contact Information:
		Name: Ken Hildebrant
		Position: Principal
Number of Students		Phone Number (478) 625-7764
		Fax Number: (478) 625-3120
	327	Email Address:hildebrantk@jefferson.k12.ga.us
Number of Teachers		
	30	
Free/Reduced Lunch %	89.09%	

Principal's Name: Ken Hildebrant	Other Reform Efforts in School: NONE
	Principal's Signature: Signature on paper copies as per Ms. Morrill

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

SRCL School Application: Louisville Middle School

Brief Narrative Giving Readers a Sense of the School/Center

History: Louisville Middle School (LMS) is in Jefferson County which is located in east-central Georgia, and has a population of 16,930 (2010 Census). The county population reflects a 2% decrease since the 2000 Census population of 17,266. The county school system has seen a significant decrease in school enrollment over the past 10 years partially due to the loss of key industries and rising unemployment which reached 15% this year. More than half of the residents of Jefferson County are of African-American descent. Sixty-eight percent of the children enrolled in the Jefferson County School System are of African-American descent.

Louisville Middle School is a Title I school and is located in Louisville, Georgia, the Jefferson County seat. The school has approximately 327 students in grades 6-8, of which 87% are classified as economically disadvantaged. Eighty two percent are of African American descent, 14% of Caucasian descent, 2% of Hispanic descent, and 2% multiracial. Approximately 89.09% of the enrolled students receive free and reduced lunch. Louisville Middle School was once a seven year “Needs Improvement” school, but since 2005, has shown tremendous growth in academic achievement especially in the areas of Mathematics and Language Arts where we now consistently meet or exceed the average of state test scores. Louisville Middle School is now a Title I School of Distinction. In 2008, Louisville Middle School’s 6th grade was recognized by the Georgia State School Superintendent as being one of ten schools with the greatest achievement gains in reading on the CRCT. The National Association of Secondary School Principals named Louisville Middle School for outstanding improvement in academic achievement.

Administration and Leadership:

Louisville Middle School implements a model of shared leadership to enhance the academic success of students. A leadership team comprised of grade level leaders, departmental chairs, instructional coaches, counselor, media specialist and administrators work together to provide optimal support and guidance to our school community. Administrators employ a “grass-roots” mentality, essentially vetting new ideas to the staff. This insures the inclusion, input, and ownership of all staff in forming instructional and professional policies.

The expertise of our teachers allows for continuous teacher-led professional growth. The use of the Class Keys assessment tool for the past two years has encouraged teacher reflection and initiated the development and implementation of individual professional/learning goals. Teachers were heavily involved in creating the new master schedule. They also worked together to create classes and student schedules that reflect and take advantage of the diversity of our school. Including teachers in this

process has resulted in teachers reflecting daily about their differentiation and instructional practices in the classroom.

The use of each teacher on our staff as a “specialist” is guiding us toward transparent leadership and instructional practices. Teachers are eager to act as mentors to new staff members and introduce them to the norms of the school. Teachers also take a leadership role in training. LMS now benefits from the services of two coaches/teachers who work with colleagues and students to achieve academic excellence. The school also utilizes a strong peer observation system that allows teachers to observe, debrief and collaborate with their peers. Allowing teachers to work together encourages continuous instructional improvement and they become better educators through collaboration.

Past Instructional Initiatives

America’s Choice – emphasized numeracy and literacy strategies across all content areas	Read With Sarah – developmental reading program that provided explicit and direct instruction in reading comprehension strategies
Making Middle Grades Work – utilized comprehensive framework to develop a consistent use of best instructional practices across content areas	

Current Instructional Initiatives

Common Core Georgia Performance Standards – staff is involved in extensive rollout of CCGPS and Depth of Knowledge	Read 180 – limited use of reading support and software program targeted for lowest 25 th percentile in 6 th grade academy
Thinking Maps – utilized across content areas to facilitate writing instruction	Support Math Classes – students receive a double dose of mathematics instruction through support classes that afford opportunities for hands on learning and real world connects and reinforces the Georgia Performance Standards

<p>Specialized Math and Writing Connections – classes are taught by instructional coaches and target students who have been identified through the RTI/Universal Screener process</p>	<p>ClassWorks – software used to administer Universal Screener and facilitate progress monitoring Students in Tier 2 or above receive 90 minutes of ClassWorks instruction per week as an academic intervention through the connections classes as well as through differentiated instruction delivered by the regular classroom teachers</p>
<p>Extended Learning Time – scheduled time in our 6th grade academy to accelerate and extend students according to individual needs</p>	<p>Write for the Future – promotes writing across the content areas using varied strategies</p>
<p>Standards Based Grading – our school has began piloting the use of standards based report cards in our support math and writing classes in an effort to accurately communicate what students know and are able to do</p>	<p>Working on the Work - faculty members collaborate with other grade level and content level teachers across the district in developing curriculum maps, concept maps, pacing guides and common assessments</p>

Professional Learning Needs

<p align="center">Professional Learning Needs---Faculty needs training or professional learning:</p>
<p>-In use of differentiated instructional strategies as well as feedback and modeling by experts in the area of differentiation</p>
<p>-In the use of reading and writing strategies in all academic areas</p>
<p>-Teaching vocabulary acquisition and development (identified weakness in school system)</p>
<p>-In translating standards based instruction and assessment into accurate data reporting for standards based report cards</p>
<p>-In assisting students with significant reading delays (especially in the area of students with low lexile scores, students with disabilities, and English Language Learners)</p>
<p>-In using the Georgia Student Longitudinal Data System to help drive instruction</p>
<p>-In digital technology to prepare students for the advances in technology in classrooms</p>

Need for a Striving Readers Project

The new Common Core Georgia Performance Standards are founded on a comprehensive **definition of literacy which is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following: to communicate effectively with others, to think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content areas.** The focus on the need for content area literacy has been affirmed by Georgia's adoption of the Common Core Georgia Performance Standards (CCGPS). Because the current Georgia Performance Standards (GPS) included standards that address the need for reading across the curriculum, this focus is not new to Georgia. However, with the adoption of the CCGPS, that focus is given even greater specificity. The Standards insist that instruction in reading, writing, speaking, listening, and language become a shared responsibility within the school. Part of the motivation behind the interdisciplinary approach to literacy advanced by the CCGPS is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.

Historical data compiled from the Iowa Test of Basic Skills (ITBS) and the Criterion Referenced Competency Test (CRCT) as well as the Standardized Test of the Assessment of Reading (STAR) indicates that our students continue to read well below grade level. In this year's incoming class of 6th graders, only 13% read on grade level. Of the most recent class of students leaving our school and transitioning to Jefferson County High School, only 60% of students were reading on grade level. In spite of many odds, our students have made exceptional achievement gains over the last 5 years. However, we feel as though further gains will be impeded by the challenges our students face in reading and vocabulary

acquisition. The Striving Readers Project could provide the funds and guidance to continue implementation of an effective and sustainable literacy plan and therefore allow more students to exceed standards rather than simply meeting them.

Analysis and Identification of Student and Teacher Data

A. School Student CRCT Data

Louisville Middle School (LMS) Reading CRCT Data *Scores are listed as Percent of Does Not Meet – Meets – Exceeds						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Grade 6	10-81-10	20-74-5	25-64-10	16-63-21	13-65-22	12-65-23
Grade 7	22-71-7	18-72-10	26-69-5	26-67-7	20-68-12	12-78-10
Grade 8	11-81-7	12-76-13	8-81-12	10-73-17	8-78-14	3-76-21

The Louisville Middle School literacy team has identified several key areas in the reading domains that greatly affect our students’ academic achievement in all content areas. Reading for critical analysis and vocabulary are two very important aspects of literacy that negatively affect our students’ academic performance, not only in reading, but in science and social studies as well. Data indicates that there is a direct correlation between our reading scores and our below average science and social studies CRCT scores. Based on these results, we must strengthen reading in all content areas; particularly with the advent of the rigorous Common Core Georgia Performance Standards, we must address our students’ needs promptly and effectively.

Reading endurance and stamina is also another area of concern with our students at Louisville Middle School.

2010-2011 Jefferson County CRCT Comparison
Meets- Exceeds

	Reading		Language Arts		Mathematics	
Grade	System	State	System	State	System	State
6	65-21	57-37	72-13	60-31	56-16	55-21
7	73-11	67-24	59-31	52-41	54-41	53-36
8	69-25	59-37	55-33	51-41	55-27	52-26
	Science		Social Studies			
Grade	System	State	System	State		
6	38-7	54-17	36-12	37-34		
7	50-22	44-38	32-27	32-43		
8	47-16	48-20	50-13	45-28		

B. School High School Graduation Data

The Jefferson County graduation rate, which was 81.3% for 2010-2011, has shown continuous improvement over the past few years despite the fact that 60% of students entering high school are reading on or above grade level.

C. Early Learning Readiness

The lack of meaningful diagnostic data for early learning readiness has been indentified as a district wide weakness. We are addressing this weakness through the Early Learning Readiness portion of the grant application.

D. Disaggregation of Data in Subgroups

6 th Grade Reading				
	# of Students	DNM	Met	Exceeds
% Black	79	15% (12)	66% (52)	19% (15)
% White	16	0	56% (9)	44% (7)
% Hispanic	2		100% (2)	
7 th Grade Reading				
	# of Students	DNM	Met	Exceeds

% Black	76	14% (11)	80% (61)	5% (4)
% White	15	0	67% (10)	33% (5)
% Hispanic	1		100% (1)	
8th Grade Reading				
	# of Students	DNM	Met	Exceeds
% Black	93	2% (2)	78% (73)	19% (18)
% White	17	0	65% (11)	35% (6)
% Hispanic	3	33% (1)	66% (2)	

E. Teacher Retention Data

Teacher retention rates have improved dramatically at Louisville Middle over the past five years. During the 2010-2011 academic year, three teachers with identified weaknesses in the areas of classroom management and instructional delivery elected to or were asked to leave which gave the school a 90% retention rate. Although these instructional personnel were lost and subsequently replaced, the remaining teachers at LMS form a solid core. The previous two years LMS had zero teachers leave for a 100% retention rate. Comparing these figures with the 2005-2006 school year where our teacher retention rate was 56%, we have made great strides in holding on to our key staff members. Prior to the 2005-2006 school term, we had a consistently high turn over rate. We can attribute our rising teacher retention rates to a very strong support system, both from the district level and school level. We also firmly believe that our model of “shared leadership and governance” has positively influenced our teacher retention rates, as all members of our staff and stakeholders have a voice in the decision making processes of Louisville Middle School.

F. Teacher Participation in Professional Learning Communities

Currently our faculty is comprised of 26 highly qualified teachers. In 2005, approximately 40% of our faculty held graduate degrees. Today, fifty-eight percent hold a T-5 certification or higher. Twenty-

seven percent are certified in reading. Our staff also includes 3 teachers who are TSS endorsed, 1 Master Teacher, 1 National Board Certified Teacher, 1 gifted endorsed teacher and 1 ESOL endorsed Teacher. Eighty five percent of the teachers on staff have more than 3 years of teaching experience. LMS has a cohesive staff that participates in varied and ongoing professional learning activities such as: re-delivery of the Common Core Georgia Performance Standards, Differentiated Instruction, Standards-Based Grading and Reporting, Depth of Knowledge, ActivBoard Integration, and Writing Across the Content Areas, Teachers meet weekly for professional learning through vertical team meetings within content areas as well as through collaborative planning and RTI process meetings within grade level teams. Refer to the chart in the Professional Learning Strategies Identified on the Basis of Documented Needs Section for more details about ongoing professional learning strategies.

Needs Assessment

A. Description of Materials Used in the Needs Assessment

Materials	Description	Data Analysis
Criterion Referenced Competency Test (CRCT)	Annual assessment used to determine Standards mastery	-58% of current 6 th graders had a Lexile score under 850 -38% of current 8 th graders had a Lexile Score under 1050
Writing Assessments	Administered students to assess writing skills	-21% of the current 9 th graders did not meet standards -3% of the current 9 th graders exceeded the standards -25% of the current 6 th graders did not meet standards -8% of the current 6 th graders exceeded the standards
Standardized Test for the Assessment of Reading	Assesses students' grade level of	-11% of current 6 th grade students read on

(STAR)	reading	grade level
Iowa Test of Basic Skills (ITBS)	Norm referenced assessment of basic skills	<p>-2008 – 34% of 6th grade students ranked in lowest percentile; 26% of 8th grade students ranked in lowest percentile</p> <p>-2009 – 40% of 6th grade students ranked in lowest percentile; 23% of 8th grade students ranked in lowest percentile</p> <p>-2010 – 33% of 6th grade students ranked in lowest percentile; 31% of 8th grade students ranked in lowest percentile</p>
ClassWorks	Universal screener and progress monitoring assessment	<p>-6th grade – 47% at risk (Math); 29% at risk (ELA)</p> <p>-7th grade – 88% at risk (Math), 56% at risk (ELA)</p> <p>-8th grade – 59% at risk (Math), 37% at risk (ELA)</p>
Surveys	Survey teachers to gain data on literacy practices, instructional resources, and technology use	<p>-Teachers do not feel confident in their skill to teach literacy instruction to struggling and non-readers</p> <p>-Teachers do not feel adept with using advanced technology</p>

B. Description of the Needs Assessment Process

The staff of Louisville Middle School was surveyed using the Comprehensive Literacy Program Needs Assessment Survey and the Comprehensive Literacy Program Instructional Resources Survey. While our school has made tremendous progress in recent years, results from this survey revealed several key concerns amongst our staff.

Our needs assessment process was initiated by the School Improvement Team which is composed of the school principal, two instructional coaches, grade level and content representatives,

the special education chair, the gifted teacher, the media specialist, and a counselor. For the last five years, one of these positions has also served dually as a parent representative. During monthly meetings, this team discussed assessment needs, assessment data, and began the process to identify stakeholders' needs. This information was then disseminated and utilized by members of Student Support Teams (SST), vertical content teams, grade level teams, community stakeholders, and students (when it was appropriate) to positively impact student achievement. The process was fluid and flexible allowing for a holistic and collaborative approach to identifying the needs of all students and stakeholders at Louisville Middle School.

C. Listing of Individuals Who Participated in the Needs Assessment

Name and Position	Role
Ken Hildebrant, Principal (dual parent representative)	Addressed budget and policy concerns, Provided critical parental voice
Carmen Bennett, Instructional Coach (Math & Science)	Addressed resources and time management
Jacqueline Jukes, Instructional Coach (ELA & Social Studies)	Addressed resources and time management
Deborah Wilkerson, Media Specialist	Addressed resources and time management
Stacy Brown, SPED Department	Addressed needs of Tier 4 student population
Beth Haynes, Gifted	Addressed needs of Tier 4 student population
Jerry Cofer, Counselor	Addressed needs of community and student stakeholders
Christy Smith, 6 th Grade Math	Addressed curriculum needs and classroom perspectives
Greg Burns, Band and Careers	Addressed curriculum needs and classroom perspectives
Kim Martin, 7 th Grade ELA	Addressed curriculum needs and classroom perspectives
Binitha Benny, 8 th Grade Math	Addressed curriculum needs and classroom perspectives

Areas of Concern

A. Areas of Concern Relating to the Researched-Based Practices found in the “What”

Based on information determined from the needs assessment process, Louisville Middle School has identified several key areas of concern which are directly correlated to instructional improvements necessary for an effective adolescent literacy program as outlined in the Georgia Literacy Plan. The most significant concern identified by our staff was the lack of professional training to successfully implement scientifically and research based programs that include systematic and explicit instruction. Another concern was the lack of diverse texts, instructional materials, classroom libraries and advanced technology to meet the literacy needs of all students. Additionally, teachers have concluded based on multiple means of assessment that students are not sufficiently progressing in the school's current literacy program. Lack of resources prohibits our ability to provide strategic tutoring to accelerate these students.

B. Identifies the Specific Age, Grade Level, or Content Areas where Concern Originates

Assessment data indicates that the majority of students entering the sixth grade come to us reading well below grade level. This problem compounds itself as students progress through middle school because they are required to read more complex text; they are asked to read more non fiction and technical material; they are unable to independently navigate text. The results of data demonstrate that our low science and social studies scores are directly correlated with the students' lack of reading skills and strategies in these content areas. This is especially alarming to us as the implementation of the Common Core GPS will demand more intensive focus on reading skills in order to be successful in all content areas.

C. Identifies Areas of Concerns and Details the Steps the School Has or Has Not Taken

To address the concerns related to professional learning we have:
-Attended Professional learning as outlined in the content strategy section to maintain highly qualified teachers

-Implemented vertical teaming through master schedule to facilitate transitions and content alignment
-Implemented two instructional coaches to support, mentor, and provide professional learning opportunities for staff to promote engaged and shared leadership and to review formative and summative assessments
-Provided explicit writing instruction for content teachers to on standards based instruction

We recognize the need for improvement in our professional learning cycle. Specifically we have not addressed the effective implementation of strategies acquired through professional learning and provided adequate coaching and support for teachers to begin using newly acquired strategies in the classroom.

To address the concerns related to student progress we have:
-Eliminated ability grouping to ensure best practices and instruction
-Implemented a 6 th grade academy to facilitate and articulate plan for 6 th grade transition and alignment
-Utilized ClassWorks as a universal screener and a student support resource (RTI process) for progress monitoring to promote student engagement and quality teaching strategies
-Used staff input when creating a master schedule and when scheduling students to promote shared leadership
-Created academic connections courses that specifically address individual student needs as it relates to the Response to Intervention process
-Established a mentoring program involving community members to support struggling students and promote student engagement
-Established a Saturday school for students seeking extra help with teacher volunteers to extend best practices and instruction and deliver standards based instruction

Teacher dialogue and professional collaboration indicates the need for improvement in monitoring student progress using the RTI process. We also acknowledge room for improvement in supporting our ESOL students. Additionally, we have not been able to establish and implement a

foundational reading program due partly to the fact that upper elementary and middle grades teachers are not trained in the explicit teaching of reading.

To address the concerns related to resources we have:
-Had teachers voluntarily provide before and after school tutorials to reinforce standards based instruction
-Had teachers apply for small classroom grants to acquire instructional material that facilitate student engagement
-Had teachers set specific days for students to seek extra help in the areas during connections time
-Conducted multiple fundraisers to support extracurricular academic activities which promoted shared leadership
-Begun issuing progress reports to students at three week intervals to give parents and students more frequent updates on achievement and provided more timely intervention through the RTI process

We have not been able to provide transportation for students to and from tutorials. Due to scarce resources, we have only provided limited access to diverse texts and current instructional software. We have not provided strategic tutoring on a large scale due to lack of funds.

Root Cause Analysis

A. The Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment

After intrinsic examination of our own instructional practices and observational data, we at Louisville Middle School conclude that the root cause of our professional learning concerns stem from a missing component of the professional learning cycle. According to research conducted by the Southwest Educational Development Laboratory (SEDL, 2008), the most effective professional learning programs involve three equally important steps. Those include communicating expectations, building capacity for implementation of strategies, and finally monitoring, supporting and reviewing the use of these strategies in the classroom. Through the reflection process, we have determined that expectations are effectively communicated and that we have the building capacity for implementation of strategies; however, our staff has not been effectively monitored, supported, or reviewed on the use of these

strategies in the classroom which has led to the lack of confidence in successfully implementing literacy instruction as identified in the needs assessment.

B. The Specific Grade Levels that are Affected

All grade levels and content areas are impacted by this, and we are striving to improve this component of the professional learning cycle with the services of two part-time instructional coaches.

C. A Specific Rationale for the Determination of the Cause

After careful analyzes of our areas of concerns in our needs assessment and a physical inventory, we have concluded that the lack of diverse texts, instructional materials, classroom libraries, and advanced technology is actually a root cause of our students' lack of progress in literacy instruction. Our rationale for making this determination is supported by research. Guthrie (2000) states that the use of abundant texts and resources is one of the main factors positively associated with change and achievement in reading, science, mathematics and writing. Allington (2006) believes that sheer quantity of available texts can have an important impact on adolescent literacy development. Unfortunately, additional research suggests that many students who are most at risk for literacy problems are likely to have less access to texts at home, in the classroom, and in school libraries, due to factors such as income and teacher practice. A lack of literacy skills is one of the most commonly cited reasons for students dropping out of school. Research supports the idea that students' access to a viable school library is essential to developing readers.

D. What has been done in the past to Address the Problem

We have made efforts to address this problem by providing adequate library resources for our students. However, in recent years our ability to do so has been inhibited by our lack of financial resources. This year, our media center was unable to purchase any new titles as our budget was cut

more than 50%. Additionally, we have not been able to add new nonfiction text over the past four years.

E. New Information the Needs Assessment Uncovered

Our needs assessment did not reveal any information we were not aware of at this time.

School Literacy Team

A. Listing of the Members of the Site Based Literacy Team

Literacy Team Member/Position	Literacy Team Member/Position
K. Hildebrant/Principal	K. Martin/7 th Grade LA Teacher
J. Cofer/Counselor	D. Shade/6 th Grade LA Teacher
C. Bennett/Inst. Coach/Math & Science	L. Howard/RTI Coordinator
J. Jukes/Inst. Coach/LA & Social Studies	S. Brown/SpEd Department Head
T. Brooks/Alt. School Principal	B. Styler/Foreign Language Instructor
C. McGahee/Computer Tech. Teacher	A. Brown/7 th Grade Social Studies Teacher
D. Wilkerson/Media Specialist	M. Davis/ESOL & Math Department Chair
B. Haynes/ Gifted Education	M. Harris/Science Department Chair
S. Widener/8 th Grade LA Teacher	

B. The Function of the Site Based Literacy Team in Terms of the Needs Assessment

The shared leadership model utilized by Louisville Middle School allows for input from all stakeholders. Louisville Middle School’s Literacy Team will function as a subsidiary of the School Improvement Team, and its function will be to survey teachers, reflect on current practices and then research and communicate potential school initiatives to all faculty members to initiate the needs assessment process.

C.-D. Minutes of the Meetings (See Appendix) and how the team communicates and includes all members of the staff

The Literacy Team will include representatives from each grade level and content area. Our site based literacy team will include teachers who are reading certified and have obtained reading endorsements. The team will explore needs through reflection, research and development of school initiatives via surveys, professional learning communities, peer observation and professional dialogue. This transparent approach ensures all stakeholders are informed, aware and have a voice in the decision making process.

Project Goals and Objectives

A.-B. Project Goals and Objectives as the relate to implementation

1. Students will read independently at or above grade level before exiting 8 th grade.
-Administer the Scholastic Reading Inventory (SRI) for all students to determine Lexile ranges at regular and specific intervals
-Update media and classroom libraries to include Lexile ranges for all texts
-Provide diverse selections of text including electronic media to all classrooms
-Provide students with differentiated instruction to write in all content areas
-Provide collaborative learning opportunities for students to interact with text
-Provide strategic tutoring in literacy afterschool, Saturday school and summer literacy programs
-Monitor student progress using summative and formative assessments
-Continue to utilize flexible scheduling to provide extended time for literacy instruction
2. Students will be able to effectively communicate in written and oral form.
-Provide opportunities in science and social studies classes for writing using academic standards
-Increase the number of 8 th grade students exceeding on the Middle Grades Writing Assessment by
-Provide students opportunities in all content areas to orally present and defend their work
3. Students will be engaged in literacy instruction through the use of advanced technology.
-Provide instruction on the uses of electronic text
-Ensure that digital content will be available before, during and after school and will be integrated into all instruction as appropriate
4. Prepare and provide ongoing support for all teachers and staff members in literacy instruction.
- Provide professional learning for all staff in the rollout of the CCGPS
-Provide professional learning that instills a deep understanding and knowledge of the latest research and processes needed to teach students to read and write in all content areas
-Provide support through well articulated duties of instructional coaches on the implementation of literacy strategies acquired through professional learning

5. Establish a family/community literacy program that incorporates technology instruction.
- Conduct needs assessment for parents and community stakeholders
- Create monthly on-site workshops based on results of needs assessment
- Provide literacy instruction to parents including use of technology
- Provide opportunities for mentors and mentees to use technology in the mentoring process such as career exploration and college research

C. The Research-Based Practices in the “What and Why” Document as a Guide

After reviewing the Necessary Building Blocks of the Georgia Literacy Plan, our school has determined that our stated goals and objectives are guided by best practices cited in the document.

D. Considers Practices Already in Place When Determining Goals and Objectives

Our school currently has several practices in place that support literacy instruction such as our use of flexible scheduling which provides for extended learning time in our 6th grade academy. We also have an established mentoring program which will assist us in meeting our family literacy goal.

E. Goals to be Funded with Other Sources

Currently, our district provides funding for our literacy materials. Texts and other materials are purchased out of the school’s general fund.

Scientific, Evidence-Based Literacy Plan

In order to implement the school wide literacy plan and address the rigorous demands of the Common Core GPS, our teachers must become well versed and confident with the delivery of reading strategies and content knowledge which includes collaborative learning, differentiated instruction, diverse texts, and digital content. We must prepare our students to independently and proficiently interact with text, problem solve, and communicate verbally and in writing ideas about text. In order to achieve these goals, we must increase our use of advanced technology as we recognize the research findings emphasizing that technology promotes engagement. Direct and explicit literacy instruction must be focused and address the needs of specific learners to promote comprehension and critical thinking.

A – C. Implementation Plan Detailing Who Will Implement and Clearly Defines What Will

Take Place in the Project Based on the “What” Document

Steps	What Will Happen?	Who is Responsible?
Conduct strategic faculty literacy meetings	<ul style="list-style-type: none"> • Shared buy-in and ownership of project • Universal definition of literacy will be shared • Literacy plan and goals will be shared 	Administrator
Establish consistent school literacy strategies and practices	<ul style="list-style-type: none"> • Reading strategies (previewing, predicting, paraphrasing, summarizing, visualizing, questioning, inferring, and evaluating) will be modeled in all content areas. • Writing strategies (writing process, textual structures, paragraph construction and comprehension) will be modeled in all content areas. • Students will write weekly in all content areas. • Students will write research papers in all content areas. 	Instructional Coaches Language Arts Teachers Content Area Teachers
Provide professional learning and support to all content area teachers	<ul style="list-style-type: none"> • Professional learning will be made available to build teacher knowledge of key literacy components appropriate to grade level and content area • Explicit professional learning (modeling, peer observations, progress monitoring, and coaching) on the delivery of engaging instruction to promote active learning within the RTI framework • Faculty study groups will examine student work and data to drive instruction and interventions for individual students 	State Consultants Instructional Coaches Administrator In-house Experts
Conduct literacy diagnostic assessments and surveys	<ul style="list-style-type: none"> • Students will be assessed for Lexile range and literacy skills • Community stakeholders will be surveyed to identify needs 	Content Area Teachers
Research based literacy instruction will be delivered	<ul style="list-style-type: none"> • Training on the CCGPS • Direct reading and writing instruction 	Literacy Teams Content Area Teachers

in all classrooms	<ul style="list-style-type: none"> • Self-directed learning • Use of diverse text • Intensive writing on regular basis • Text-based collaborative learning • Use of advanced and integrative technology • Laser focused tutoring 	
Conduct community research based literacy workshops	<ul style="list-style-type: none"> • Monthly workshops conducted for community stakeholders (includes parents, mentors, and students) 	Media Specialist Community Mentors Language Arts Teachers Staff Volunteers
Monitor implementation process and progress	<ul style="list-style-type: none"> • Observations, data collection, and assessments will be used to evaluate process and progress • Classrooms will be regularly monitored for follow through on literacy instruction and technology integration • Student, teacher, and community stakeholder feedback will be actively and regularly solicited • Students will be provided appropriately tiered interventions as needed 	Administrator Instructional Coaches RTI Coordinator Content Area Teachers

D. Details the Current Instructional Schedule

Our current instructional schedule exceeds the two to four hours for literacy instruction recommended by the Georgia Task Force for Literacy. Learning is spaced over time and across content areas to effectively implement literacy success, and is also supported through academic connections classes and extended learning time (6th grade). Our schedule operates with “no bells” to allow for flexibility in class transition times which is communicated through the collaborative planning process.

Louisville Middle School Master Schedule 2011-2012 (authentic format from PowerSchool)

Team 6

	Rm #	7:20-8:20	8:20-9:45	9:45-11:25	11:55-1:00	1:00-2:00	2:00-2:35	2:35-3:10
C. Smith	33	PLAN	MAT 6 (22) 19,8,4,14,13	MAT 6 (19) H,I,J,17,7 (REP)	MAT 6 (20) A,B,1,11,6 (REP)	PLAN	MAT 6 (20) A,B,1,11,6 (REP)	ELT/CW() 5,15
Howard	47	PLAN	SST 6a(25) SST 6b(24) 1,11,17,6,7	SST 6a (18) SST 6b(19) A,B,13,4,19	SST 6a(18) H,I,J,8,14	PLAN	SST 6b(23) 16,18,C,F,G,3	ELT/CW() 11,12
Zachariah	46	PLAN	SCI 6a(24) SCI 6b(25) 2,10,9,12	SCI 6a (19) SCI 6b (18) E,D,5,15	SCI 6a(23) 16,18,C,F,G,3	PLAN	SCI 6b(18) H,I,J,8,14	ELT/CW() 14,17
Saleth	35	PLAN	MAT 6 (26) 15,18,3,16,5	MAT 6 (23) 2,12,G,F,C (REP)	MAT 6 (18) E,D,9,10 (REP)	PLAN	MAT 6 (17) E,D,9,10 (REP)	ELT/CW() 8,19
Shade	45	PLAN	Read 180 6I(15) G,F,C,D,E (REP)	LGA 6 (24) 18,3,10,16,9	LGA 6 (27) 5,2,12,15	PLAN	LGA 6 (27) 5,2,12,15	ELT/CW() J,I,F
Wood	34	PLAN	Read 180 6V(15) A,B,H,I,J (REP)	LGA 6 (24) 1,11,6,8,14	LGA 6 (23) 4,7,13,17,19	PLAN	LGA 6 (23) 4,7,13,17,19	ELT/CW() G,F,10,9

Lunch 11:25-11:55 Reading will be part of the LGA block. ELT/CW= Extended Learning Time/Class Works-

Team 7

Room #	7:20-8:30	8:30-9:30	9:30-10:30	10:30-11:40	11:40-1:10	1:10-2:15	2:15-3:10

Martin	43	LGA 7 (18) 3,14,20,24,4 (REP)	PLAN	LGA 7(19) 5,19,16,8, 12,17 (REP)	LGA 7 (17) A,10,25 7,1	LGA 7 (25) 6,15,18,22, 21,B	LGA 7(18) 9,2,13,23 11 (REP)	PLAN
Pope	37	MAT 7 (24) A,2,9,11,22,18, 8 (REP)	MAT 7 (16) 6,21,23, 14 (REP)	PLAN	MAT 7 (20) 4,16,19,20,B	MAT 7 (19) 3,5,13,17,25 10 (REP)	MAT 7(18) 1,7,12, 24,15	PLAN
Davis	41	MAT 7 (19) 1,6,17,21,7 (REP)	MAT 7 (17) 25,11,2, 18,13 (REP)	PLAN	MAT 7 (21) 5,12,23,22,15 3 (REP)	MAT 7 (16) A,24,4,8,9	MAT 7(24) 20,10,14, 16,19,B (REP)	PLAN
Harris	39	SCI 7(14) 13,19,25,12	SCI (26) 9,20,10, B,15,22,	PLAN	SCI 7 (14) 2,24,21	SCI 7(22) 1,14,16,11,7, 23	SCI 7(21) A,18,8,3,4 5,6,17	PLAN
A. Brown	40	SST 7 (23) B,23,16,10,5, 15	PLAN	SST 7 (17) 24,3,A,1,7,4	SST 7(22) 6,8,9,11,13, 14,17,18	SST 7(17) 19,2,20,12	SST 7(18) 21,22,25	PLAN

Lunch: 12:00-12:25 Reading will be part of the LGA block. Highlighted classes are inclusion classes

Team 8

	Room #	7:20-8:30	8:30-9:30	9:30-10:30	10:30-11:40	11:40-12:30	12:55-2:00	2:00-3:10
Jackson	9	SCI 8 (20) D,E,F,G	SCI 8 (16) I,B	PLAN	SCI 8 (24) N,J,H,L	PLAN	SCI 8 (15) A,C,K	SCI 8 (18) M,O,P
McBride	11	MAT 8 (19) I,M,K (REP)	MAT 8 (18) A,O,H(REP)	PLAN	MAT 8 (18) P,C,G (REP)	PLAN	MAT 8 (18) J,N,L (REP)	MAT 8 (20) B,D,E,F

Jones	10	SST 8 (12) B,H	PLAN	SST 8 (21) J,F,K,N	SST 8 (16) A,E	PLAN	SST 8 (22) D,M,O,P	SST 8 (22) C,G,I,L
Widener	14	LGA 8 (20) J,L,N (REP)	PLAN	LGA 8 (17) (R) C,M,P	LGA 8 (16) B,D,O	PLAN	LGA 8 (19) E,F,G,I (REP)	LGA 8 (21) A,H,K
Benny	12	MAT 8 (22) A,C,O,P	MAT 8 (21) D,E,G,L	PLAN	MAT 8 (19) F,I,K,M	PLAN	MAT 8 (19) B,H	MAT 8 (12) J,N

Lunch: 12:30-12:55 Reading will be part of the LGA block. Highlighted classes are inclusion classes

Team Connections

	Room #	7:20-8:20	8:30-9:25	9:30-10:25	10:30-11:25	11:40-12:30	1:00-2:00	2:00-3:10
Burns Band Career	Band 6	6 th Grade	7 th & 8 th Grade LGA/SST	7 th & 8 th Grade MAT/SCI	PLAN	8 th Grade	6 th Grade	7 th Grade
Blocker Health & PE	Gym 17	6 th Grade	7 th & 8 th Grade LGA/SST	7 th & 8 th Grade MAT/SCI	PLAN	8 th Grade	6 th Grade	7 th Grade
McGahee Business/ Web Des	1	6 th Grade	7 th & 8 th Grade LGA/SST	7 th & 8 th Grade MAT/SCI	PLAN	8 th Grade	6 th Grade	7 th Grade
Jukes & Bennett Mat/Writing	44 31	6 th Grade	7 th & 8 th Grade LGA/SST	7 th & 8 th Grade MAT/SCI	PLAN	8 th Grade	6 th Grade	7 th Grade
Styler	23	6 th Grade	7 th & 8 th	7 th & 8 th	PLAN	8 th Grade	6 th Grade	7 th Grade

Spanish			Grade LGA/SST	Grade MAT/SCI				
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Lunch: 12:30 – 1:00 w/ 8th Grade

Team SpEd

teacher	Room#	7:20-8:20	8:05-9:45	9:45-11:25	11:25-12:45	12:45-2:30	2:30-3:10	
Wilcher (6 th)	36	Plan	SST/SCI 6 Howard/ Zacharai	LGA 6 Wood/ Saleth	LGA 6 Smith	MAT 6 Shade	Resource 6	
		7:20-8:30	8:30-9:30	9:30-10:30	10:30-11:40	11:40-1:10	1:10-2:10	2:10-3:10
Boyd (7 th)	38	MAT 7 Pope	SCI 7 Harris	SST 7 Brown	LGA 7 Martin	LGA 7 Martin	MAT 7 Davis	Plan 2:10-3:10
Brown (8 th)	8	MAT 8 Benny	MAT 8 McBride	PLAN	LGA 8 Widener	Resource 8	MAT 8 Benny	LGA 8 Widener
ParaPros		8:00-8:30	8:30 – 9:30	9:30 – 10:30	10:30 – 11:30	12:30 – 1:00	1:00 – 2:00	2:00-3:10
Thomas (6,7,8)	36	SST 6 Howard	SST 6 Howard	MAT 6 Saleth	LGA 6 Wood	MAT 7 Davis	Connection s 6 th Grade	Bus route
Harmon		Media	Media	Media	Media	Media	8 th Grade Widener	Media

E. Details for Tiered Instruction

F. Details the Materials Currently Used for Tier 1 Instruction

Our response to intervention plan is continually evolving. Our RTI team is continuously evaluating its effectiveness and making appropriate updates and changes based on student needs and data from ongoing assessments.

Louisville Middle School's Pyramid of Interventions

	ACADEMIC PROCESS	BEHAVIORAL PROCESS
Tier	<u>Standards Based Classroom Learning</u>	<u>Standards Based Classroom Learning</u>
1	<p>All students participate in general education learning that includes:</p> <ul style="list-style-type: none"> -Universal screening -School wide benchmark assessments -Implementation of the CCGPS through a standards based classroom -Differentiate/data driven instruction -Progress Monitoring -Reading across the curriculum -Course pacing guides -Vertical/grade team collaborative planning -Continuous review of content -Create a personalized learning environment -Advisory Program -Multiple Intelligence Learning Styles Inventory -Reading Interest Survey -Field Trips/Career Exploration -Science/Writing lab -Instructional Coaches -Fine Arts/music/world language -Higher order thinking skills -Extended Learning Time -Flexible grouping -Parent Involvement Meeting 	<p>The basis for behavior is the implementation of universal school-wide expectations, rules, and procedures which serve as the standards for behavior.</p> <ul style="list-style-type: none"> -Teach behavioral expectations through lessons and demonstrations. -Instructional Coaches -Differentiate instruction -Personalized learning environment -Vertical/grade team collaborative planning -Advisory Program -Multiple Intelligence Learning Styles Inventory -Reading Interest Survey -Drug Awareness -Fitness -Data driven instruction -Progress Monitoring -Rituals and routines -School wide discipline plan -Flexible grouping -On-going staff development -Parent Involvement Meetings

<p>Tier 2</p>	<p><u>Needs Based Learning</u></p> <p>In addition to Tier 1, targeted students participate in learning that is different by including:</p> <ul style="list-style-type: none"> -Standard intervention protocol process for identifying and providing research based interventions based on need and resources -On-going progress monitoring to measure student response to intervention and guide decision-making -Data driven instruction -After-School/Saturday School Programs -Reading 180 program 	<p><u>Needs Based Learning</u></p> <p>In addition to Tier 1, targeted students participate in learning that is different by including:</p> <ul style="list-style-type: none"> -Teacher identification based on formal and informal observations -Development of a Behavioral contract/social skills -On-going progress monitoring involving teacher checklist, ODRs, rating scales -Instruction in following school rules -Behavioral cues -School Counselor referral -Selective placement/ grouping
<p>Tier 3</p>	<p><u>SST Driven Learning</u></p> <p>In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:</p> <ul style="list-style-type: none"> -Intensive, formalized problem solving to identify individual student needs -Targeted research based interventions tailored to individual needs -Frequent progress monitoring and analysis of student response to intervention 	<p><u>SST Driven Learning</u></p> <p>In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:</p> <ul style="list-style-type: none"> -Review of all previous interventions -Review of academic deficits -Functional Behavioral Assessment -Behavioral Intervention Plans -Individualized/ Customized Positive Behavioral Support/Behavior Management Plans
<p>Tier 4</p>	<p><u>Specially Designed Learning</u></p> <p>In addition to Tiers 1 through 3, targeted students participate in:</p> <ul style="list-style-type: none"> -Specialized programs, methodologies, or instructional deliveries -Gifted program 	<p><u>Specially Designed Learning</u></p> <p>In addition to Tiers 1 through 3, targeted students participate in:</p> <ul style="list-style-type: none"> -Specialized programs, methodologies, or instructional deliveries -Greater frequency of progress monitoring of

G. Lists the Time, Personnel and Strategies for Tier II, III, and IV Instruction

Students in Tiers 2-4 have multiple opportunities for interventions through extended learning time, connections academic support classes, after school classes, and Saturday school. These interventions are delivered through classroom teachers as well as peer support and advanced technologies.

H. Includes a Statement Regarding Conflict with Other Initiatives

Our plan is not in conflict with any current initiatives and complements our Read 180 program. With this literacy plan, we hope to expand our Read 180 program for our deficient readers.

Strategies and Materials (Existed and Proposed)

<p><u>A. Current Classroom Resources</u></p> <ul style="list-style-type: none"> -Wireless Internet with restrictive bandwidth capabilities/School Server Access -30% of classrooms equipped with interactive whiteboards -2-4 Modern Computers -Classroom Sets of content area textbooks 	<p><u>B. Shared Resources</u></p> <ul style="list-style-type: none"> -2 Computer Labs -2 Sets of Student Response Devices -5 Document Cameras -25 LCD Projectors -2 Digital Cameras -4 Digital Video Cameras
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<p><u>C. Library Resources</u></p> <ul style="list-style-type: none"> -Fiction Books – 30,436 -Non-Fiction Books – 37,229 (no new purchases in past 4 years) -Reference Books – 1,994 -Professional Books – 3,685 -Online Research and Informational Databases -15 Desktop Computers -Collection of Visual/Audio Materials (DVDs, CDs, Audio Books) 	<p><u>D. Resources Needed to Implement Literacy Plan</u></p> <ul style="list-style-type: none"> -Updated Infrastructure to support expanded wireless use -Tablets -Keyboards -Charging Stations -E-Books -Leveled Texts -Tablet Applications -Collection of diverse texts -Periodicals (Digital and Print) -Interactive Whiteboards -Headphones -Speakers -Scanners -Microphones -Calculators (Scientific) -Online/Digital Writing Assessment/Scoring Program -Field Experiences -Digital Camcorders with SD card -Digital Cameras -Web-based Service Subscriptions
<p><u>E. Activities that Support Classroom Practices</u></p> <ul style="list-style-type: none"> -Direct, explicit instruction -Text based collaborative learning -Self-directed learning -Consistent student feedback -Explicitly modeling use of reading strategies -Intensive writing -Peer Observations -Progress Monitoring 	<p><u>F. Activities that Support Literacy Intervention Programs</u></p> <ul style="list-style-type: none"> -READ 180 -Differentiated Instruction -ClassWorks -Flexible Grouping -Academic Connection Classes -Extended Learning Time (6th grade Academy) -Saturday School
<p><u>G. Additional Strategies Needed to Support Student Success</u></p> <ul style="list-style-type: none"> -Additional READ 180 licenses -Field Experiences -Software for progress monitoring -Vocabulary Acquisition Program -Foundational Reading Program for non-readers -Community based literacy program 	

Project Procedures and Support

A.-C. Details a Sample Tiered Instructional Schedule, at least 2-4 hours tiered instruction through the content areas and schedule designed for RTI.

The unique scheduling process Louisville Middle school employs involves all teachers. This on-going holistic process begins in the winter as all facets of our current schedule and processes are analyzed and evaluated to determine any need for change. (Period length, planning periods, inclusion classes, connection classes ext) Two days of post planning activities are devoted to the scheduling process. All teams of teachers have input and contribute to the development of our flexible grouping pods. Individual student data and needs are analyzed and collaborated upon.

Our current schedule is the culmination of much intensive and hard work, and involved many teachers volunteering to come in during the summer to make tweaks and adjustments. The schedule that Louisville Middle currently utilizes is very flexible, no bells, and demands teacher collaboration and cooperation pertaining to adjusting class periods as needed so that time is protected to deliver a tiered instructional model. An emphasis was placed on the development of the 6th grade Academy and extended learning time to help our students with the transition from elementary school. Research has shown that the scheduling process must be continually evolving and maintain flexibility to best meet the needs of students. Highlights of our current schedule:

6th Grade Academy and ELT – emphasis placed on writing 3x per week in Science and Social Studies classes on academic standards	Horizontal/Vertical Planning – common planning for content areas and grade levels. Friday sessions are dedicated for RTI
Read 180 Classes – 2 intensive reading classes in 6 th grade scheduled for a 90 minute block	ClassWorks – utilized within content area classes to provide differentiated instruction
Support Math Classes – 7 th and 8 th grade students are scheduled for 2 math classes that provide opportunities for acceleration	Academic Connections Classes – (Math, Writing, and Spanish) accelerates learning and raises rigor and relevance

For Schedule Refer to Scientific, Evidence-Based Literacy Plan Section (pgs. 19-21)

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

A.-D. Staff Professional Learning Activities that Staff Have Attended the Past Year, number of hours, % of staff attending and list of on-going professional learning

Louisville Middle School Professional Learning Activities (2010-2011)		
Topic	Hours	% Staff Attended
Aug. 9, 2010-Class Keys	2	87%
Aug. 19, 2010- RTI and WIDA standards- analysis of tier interventions	1	80%
Aug. 26, 2010- Class Keys- formative analysis	1	94%
Aug. 31-Sept. 2, 2010-Depth of Knowledge	3	90%
Sept. 8, 2010- Depth of Knowledge-Diagnosis of Questioning	1	84%
Sept. 20, 2010- Depth of Knowledge- Development of test questions for higher levels on the DOK spectrum	2	94%
Sept. 30, 2010- Read 180 training- ELA/Reading Teachers	6	100%
Oct. 12, 2010- Class Keys- in-depth examination of standards and elements	1	75%
Oct. 15, 2010- OAS benchmark data analysis-Examine DOK levels of OAS questions	3	80%
Nov. 2, 2010- Assessment- Philosophy of Assessment and objectives of assessment *	1	84%
Nov. 16-17 2010 - Alderman Training and Effective Parental Communication	2	87%
Dec. 2, 2010- Class Works- Instruction and Assessment pieces of program- Universal Screener	1	90%
Dec. 13, 2010- Evidence of Key Beliefs- repair kit for grading (Day 1) *	1	97%
Dec. 14, 2010- Evidence of Key Beliefs- repair kit for grading (Day 2) *	1	87%
Dec. 15, 2010- Assessment for learning vs. Assessment of learning (Day 3) *	1	90%

Jan. 3, 2011- Class Works- progress monitoring- use of zero period for individualized instruction	1	100%
Jan. 4, 2011- Common Core Georgia Performance Standards- rollout and timeline *	1	100%
Jan. 20, 2011- Common Core Georgia Performance Standards- examination of common core standards *	1	80%
Feb. 1, 2011- Class works- Development of skill snap shots/ Title I School parent involvement policy	1	97%
Feb.10, 2011- Scheduling for next school year/ Mock CRCT	1	87%
Feb. 16, 2011- Assessment for learning- School assessment and self analysis (SIP Team) *	2	100%
Mar.14, 2011- Common Core Standards- Examination of standards and changes to curriculum along with DOK levels *	2	100%
May 31 – June 3, 2011 – Working on the Work – Math and Science *	28	100%
June 6-7, 2011 – Differentiated Instruction – Language Arts and Social Studies *	14	100%
June 10, 2011 – Math in the Fast Lane Project – Special Education Teachers *	7	100%
August 18-19, 2011 – Content Enhancement Strategies – Special Education Teachers and Co-Teachers (Reg. Ed.)	14	100%
Aug. 24, 2011- Common Core Georgia Performance Standards- collaborative planning sessions *	1	94%
Aug. 30, 2011- Common Core Georgia Performance Standards redelivery for ELA teachers *	2	100%
Sept. 7, 2011- Class Works- analyzing data from Universal Screener	1	97%
Sept. 15, 2011- Team Leaders/Academic Coaches- Motion Leadership- analyzing of leadership styles and instituting change *	1	100%
Sept. 16, 2011- Common Core Georgia Performance Standards redelivery- focus on DOK levels and Blooms-ELA/ SS teachers *	1	100%
Sept. 16, 2011- Common Core Georgia Performance Standards	1	100%

redelivery- focus on DOK levels and Blooms- MAT/SCI teachers *		
Sept. 29, 2011- Literacy/Reading program- analyzing lexile scores, issues and concerns *	2	100%
Oct. 6, 2011- Common Core Georgia Performance Standards- Examining standards and test items. Standards based grade reporting *	1	100%
Oct. 13-14, 2011 – Kansas Sentence Writing Strategies – Special Education Teacher and Co-teachers (Reg. Ed.) *	14	100%
Oct. 18-19- Differentiated Instructions- Strategies for all content areas- Dr. Bonnie Bowden *	4	97%
Oct. 25, 2011- Common Core Georgia Performance Standards- Looking at the content standards in detail- Math teachers *	1	100%
Oct. 25, 2011- Common Core Georgia Performance Standards- Looking at the content standards in detail –ELA teachers *	1	100%
Oct. 26, 2011- Standards Based Grading/CCGPS- *	1	100%
Nov. 8, 2011- Standards Based Grading practices *	1	97%
Nov. 10, 2011- Literacy Plan- objectives and goals *	1.5	100%

E. The Preferred Method of Delivery of Professional Learning

Professional learning at Louisville Middle School is driven by the identified needs of teachers. The Class Keys process of self-assessment and reflection initiates a large extent of the professional learning initiatives. During post-planning, each staff member completes a self-assessment and reflection, and from this information, each teacher is able to develop an individual professional growth plan which allows for improved teacher practices. Team and school goals are also established through teacher collaboration.

F. The Programmatic Professional Learning Needs Identified in the Needs Assessment

Through the Class Keys process, the staff of Louisville Middle School has identified differentiated instruction (SBI 1.3) and formative assessments strategies to adjust instruction (AL 1.2) as areas for

improvement. Professional learning activities in these areas will be a priority. The literacy assessment reveals a need for professional learning in the area of providing reading strategies and instruction for struggling and non readers.

This past school year teachers and staff completed over 100 hour of professional learning. Professional learning sessions are most commonly delivered during planning periods and early release days. Many of the professional learning activities listed in the above chart are on-going, these are denoted with an asterisk*. Participatory, engaging, face to face delivery is the modality that best describes our model of professional learning.

Assessment/Data Analysis Plan

A. Detailed Listing if the School’s Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Iowa Test of Basic Skills (ITBS)	Summative Assessment Norm-Reference	Reading Comprehension, Vocabulary	Annually in grades 6 and 8
Criterion Referenced Competency Test (CRCT)	Summative Assessment	Reading Comprehension, Vocabulary Mastery of	Annually in 6th, 7th and 8th grade
Georgia Middle Grades Writing Assessment	Summative Assessment	Writing Standards	Annually in 8th grade
Standardized Test for the Assessment of Reading (STAR)	Diagnostic Screening	Reading comprehension, vocabulary	Three times annually
ClassWorks Universal Screener	Diagnostic and Progress monitoring for RTI Screening	Common Core Standards	Three times annually
ACCESS for English Language Learners	Summative	English Proficiency	Once annually
Scholastic Reading Inventory (SRI)	Diagnostic Screening	Reading Comprehension	To Read 180 students three times annually
Formative Assessments	Progress Monitoring	Specific skill sets within a unit of study	Given frequently in classrooms
Summative Assessments	Summative	Skills taught within units of study	Quarterly and end of units

B. An Explanation of the Current Data Analysis Protocol

At LMS we have a specific protocol for analyzing assessment data (See appendix). As a faculty, we have established guiding questions for teachers to address, classified into the areas of analyzing strengths, analyzing challenges, and action planning. The guiding questions include:

<u>Guiding Questions</u>
-How did our students perform on the assessment?
-How many students are above the target score?
-In what areas were our students successful and why?
-What are the root causes of student success?
-In what areas were our students not successful and why?
-What are the root causes of these challenges?
-Based on student performance data, what are some patterns or trends that are emerging?
-What challenges need to be addressed through the RTI team?
-What changes will the PLC make now that will impact the success of our striving learners?
-How should we target professional development in these areas?

C.-E. Current Protocol with the SRCL Assessment Plan, New Assessment Details, and Discontinuation Possibilities

Our current assessment protocol nearly mirrors the assessment protocol established by SRCL with only a few differences. The SRCL protocol calls for SRI administration for all students, whereas we currently only assess those students involved with Read180. As indicated in the assessment protocol chart above, LMS currently administers the STAR test for all students, but wishes to administer the SRI to all students in order to glean more accurate data and determine Lexile scores for every student. The use of the SRI

would eliminate the need for STAR testing. The use of the SRI would not necessitate any change in current assessment scheduling, since it is currently administered three times annually to our READ180 students. With the implementation of the CCGPS, the PARCC assessment will be used beginning in 2014 rather than the CRCT.

F. A Listing of Training that Teachers will Need to Implement any New Assessments

Teachers will need training in these areas in order to implement new assessments:

<u>Professional Training Needs</u>
-Professional learning for all content teachers in understanding/administering the PARCC exam
-Professional learning for all content teachers in utilizing Lexiles to develop instruction.
-Professional learning in administering the Scholastic Reading Inventory (SRI)

G. A Brief Narrative on How Data is Presented to Parents and Stakeholders

LMS holds regularly scheduled parent nights (PALMS- Parents Assisting LMS) where data is discussed in terms of achievements as well as challenges. Teachers are very adept at discussing data formally and informally with parents and other stakeholders. Data is also disseminated via newsletters, school council, and the school website.

Appendices are on hard copies as per Ms. Morrill (via email).