

# School Profile

Created Friday, September 07, 2012  
Updated Tuesday, December 04, 2012

## Page 1

### School Information

School Information   District Name:	Vidalia City Schools
School Information   School or Center Name:	J. R. Trippe Middle School

### Level of School

Middle (6-8)

### Principal

Principal   Name:	Gwen Warren
Principal   Position:	Principal
Principal   Phone:	912-537-3813
Principal   Email:	gwarren@vidalia-city.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Tammy McFadden
School contact information   Position:	School Improvement Specialist
School contact information   Phone:	912-537-7931
School contact information   Email:	tmcfadden@vidalia-city.k12.ga.u

### Grades represented in the building

example pre-k to 6

6-8

### Number of Teachers in School

40

### FTE Enrollment

596

## Fiscal Agent Memo of Understanding

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

### Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Lucy E. Claroni

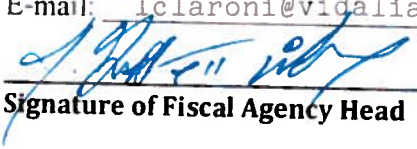
Position/Title of Fiscal Agent's Contact Person: Assistant Superintendent

Address: 301 Adams Street

City: Vidalia, Georgia Zip: 30474

Telephone: ( 912 ) 537-3088 Fax: ( 912 ) 538-0938

E-mail: lclaroni@vidalia-city.k12.ga.us

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

Dr. J. Garrett Wilcox, Superintendent

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

December 4, 2012

Date (required)

## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

Dr. J. Garrett Wilcox, Superintendent  
**Typed Name of Applicant's Authorized Agency Head and Position Title**

December 4, 2012  
**Date**

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

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

\_\_\_\_\_  
**Date (if applicable)**

# Preliminary Application Requirements

Created Tuesday, December 04, 2012

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## Page 1

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

[General Application Information](#)

Did you download and read the [General Information](#) document to assist you with writing the grant?

- 
- Yes
- 

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

[SRCL Grant Rubric](#)

Did you download and read the [SRCL Rubric](#) to assist you with writing the grant?

- 
- Yes
- 

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

[Assessment Chart](#)

Did you download and read the [Assessment Chart](#) to assist you in writing the grant?

- 
- Yes
- 

## **Assessments**

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

- 
- I Agree
- 

## **Unallowable Expenditures**

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

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

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

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

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

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

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

**Land acquisition**

**Capital Improvements, Permanent Renovations**

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

**Dues to organizations, federations or societies for personal benefits**

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

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

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

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• I Agree

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# Grant Assurances

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## Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

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• Yes

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

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• Yes

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

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• Yes

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Page 2

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

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

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

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

Page 3

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

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- Yes
- 

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

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

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

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- Yes
-

VIDALIA CITY SCHOOLS AUDIT FINDINGS

FY07

NUMBER	FINDING	OUTCOME
FS-7931-07-01	Inadequate separation of duties at the central office	VCS is in the process of implementing procedures to resolve this finding. It should be show resolution in FY08. This finding is closed.
FS-7931-07-02	Inadequate internal controls over school activity accounts	VCS states they have implemented procedures to resolve this finding. This finding should show resolution in FY08. This finding is closed.
FS-7931-07-03	Inadequate internal controls over payroll process	VCS is in the process of implementing procedures to resolve this finding. This finding should show resolution in FY08. This finding is closed.
FS-7031-07-04	Inadequate controls over financial reporting	VCS are in the process of implementing procedures to resolve this finding. This finding should show resolution in FY08. This finding is closed.

FY08

NUMBER	FINDING	OUTCOME
FS-7931-08-01	Inadequate internal controls over school activity accounts	VCS has established specific procedures to resolve this finding. These procedures will be established by FY09. This finding is closed.

FY09

NUMBER	FINDING	OUTCOME
FS-7931-09-01	Inadequate internal controls over school activity accounts	VCS has established specific procedures to resolve this finding. These procedures will be established by FY10. This finding is closed.

FY10

NUMBER	FINDING	OUTCOME
FS-7931-10-01	Inadequate internal controls over school activity accounts	VCS is in the process of implementing procedures and updating the School Activities Handbook in order to resolve this finding. This finding will be left to the local board to resolve. This finding is closed.

FY11

NUMBER	FINDING	OUTCOME
FS-7931-11-01	Inadequate internal controls over school activity account	VCS is in the process of implementing procedures to resolve this finding. This finding should show resolution in FY12. This finding is closed.

## Vidalia City Schools- District Narrative

**History and Demographics:** Vidalia City Schools, organized in 1906, is a small, rural school system of 2739 students in grades PK-12 located in rural South Georgia. Our district is composed of four schools with no overlapping grades, so that each school feeds into the next grade span school site:

<u>SCHOOL</u>	<u>GRADES</u>	<u>POVERTY</u>
J. D. Dickerson Primary	PK-1	75.43%
Sally D. Meadows Elementary	2-5	69.21%
J. R. Trippe Middle	6-8	63.62%
Vidalia Comprehensive High School	9-12	58.27%

**Strategic Planning:** We recognize the importance of having a strategic plan to help define our directions in allocating our declining resources to improve instruction. The key components of our plan include our vision, mission, beliefs, directions and goals:

**Vision:** Building on a tradition of excellence

**Mission:** Provide the opportunity to acquire a quality education through a variety of challenging academic and extra-curricular experiences

**Beliefs:**

- High academic and behavioral expectations are essential.
- The home, school and community partnership is vital to success.
- Every student has the responsibility and opportunity to learn.
- Student achievement is maximized in an environment conducive to learning.
- Effective teaching practices optimize students' opportunities to learn.
- All adults have the responsibility to serve as positive role models.
- Extra-curricular activities are an enhancing component of the overall educational program.
- Education is an ever-changing, life-long process.



## **Directions and Goals:**

### **Improve student achievement:**

1. Establish and maintain an upward trend in student academic achievement data as assessed through locally administered assessments.
2. Achieve high rankings among comparable school systems statewide based on student demographics and statewide assessments.
3. Show progress annually on College and Career Readiness Indices, beginning in FY13.

### **Increase positive student behavior:**

1. Establish and maintain a downward trend in data on student disruptive behavior.
2. Annually, expand implementation of Positive Behavior Interventions and Supports (PBIS).

### **Strengthen staff competency:**

1. Annually, increase numbers of teachers, paraprofessionals and administrators engaged in professional learning on high impact practices.
2. Maintain current professional learning communities in each school that focus on high impact practices.
3. Conduct monthly five minute walkthroughs in every classroom, focusing on priority interventions, and determine growth in focus areas over time.

### **Expand the acquisition and use of technology:**

1. Annually, increase support for classroom instruction through the purchase and the use of instructional technology tools.
2. Update system software and hardware to maintain accurate records and manage program data for use in planning and evaluation.
3. Expand website to include lesson plans and other instructional supports.

### **Strengthen school-community relations:**

1. Maintain current level of staff and student presentations to civic groups and organizations.
2. Expand interaction with the economic development community to discuss issues and find solutions to obstacles.

### **Increase funding:**

1. Annually, add business and industry partners which support specific goals or initiatives.
2. Maximize funding through school and system-level scrutiny of FTE reporting.
3. Continue to search and apply for appropriate grant programs.

**Current Management Structure:** The schools are governed by a five member Board of Education with our Superintendent and are managed on a day to day basis by a Principal and an Assistant Principal. We have the support of three School Improvement Specialists: one for grades K-5, one for grades 6-12, and one for PK-12 special education teachers. Certified central office staff includes a Superintendent who serves in that position and as principal of our high school, an Assistant Superintendent for Curriculum and Instruction, a Special Education Director, a part time School Food Services Director, a part time Psychologist and a part time Pupil Services Coordinator.

**Current Priorities:** The Vidalia City School System is currently focusing on topics that have shown to be effective in improving the academic growth for all students. These priorities include:

- Measuring student progress over time from K to grade 12 in core academic subjects
- Designing a professional learning program on writing across the curriculum
- Providing a Flexible Learning Program for J. R. Trippe Middle School, designated as a Title I Focus School.
- Increasing the graduation rate
- Providing professional development on the five pillars of reading
- Providing professional development to grades 6-12 teachers on reading in the content areas
- Implementing CCGPS Literacy Standards in grades K-12
- Discovering funding resources to provide supplemental literacy and mathematics instruction after school and during the summer
- Continuing Professional Learning Communities in each of our schools

- Providing staff training on topics dealing with equity and behavior management
- Increasing parental involvement in their student’s academic growth
- Using technology to improve classroom instruction

**Past Instructional Initiatives:**

- Two Direct Instruction Programs: Reading Mastery and Corrective Reading in grades K-5
- Thinkgate – an online benchmark assessment program
- Modern Red Schoolhouse
- Learning Focused Schools

**Literacy Curriculum:** The system’s literacy curriculum is designed around the Literacy Georgia Standards and their frameworks in a standards based classroom setting. Listed below are the resources by grade spans that are used to teach these standards.

<b>Pre-K</b>	<ul style="list-style-type: none"> <li>• Blueprint for Early Literacy</li> <li>• Bright from the Start Literacy Standards and related activities</li> </ul>
<b>K-5</b>	<ul style="list-style-type: none"> <li>• Harcourt’s Trophies basal series</li> <li>• System vocabulary plan</li> <li>• System writing plan</li> <li>• Novel Units</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>• Houghton Mifflin’s Language Arts basal series</li> <li>• Read for Real series for REP students</li> <li>• Accelerated Reader</li> <li>• System vocabulary plan</li> <li>• System writing plan</li> <li>• Novel Units</li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>• Glenco Literature series</li> <li>• Read Naturally series for REP students</li> <li>• System vocabulary plan</li> <li>• System writing plan</li> <li>• Novel Units</li> </ul>

This year, two of our schools have been selected to participate this year in the Governor's Initiative to increase the percentage of students that are able to read at the third grade level by completion of third grade. The research on early literacy consistently indicates that the ability to read at grade level by third grade is a strong indicator of future academic success, and early literacy skills often serve as a foundation for future learning across subject areas. A Reading Mentor has been assigned to these schools and is helping the schools by providing training on the latest research based reading assessments, literacy strategies and evaluation techniques.

**Literacy Assessments:** Vidalia City Schools utilizes both local and state assessments to examine student literacy progress. Local assessments include DIBELS Next, Basic Literacy Test (BLT), Measures of Academic Progress (MAP), and AIMSweb. The state assessments include GKIDS, GAA, ACCESS, CRCT, CRCTM, EOCT, GHSGT, and writing assessments in grades 3, 5, 8 and 11.

**Need for a Striving Reader Grant:** Because of the current economic conditions, our system has been forced to enact stringent monetary maneuvers that may negatively affect our instructional program. These include ten furlough days for all staff for the last three years, no adoption of student texts in the last six years, the use of professional development funds for local operational needs, and increased class size. Compounding this economic crisis is the fact that our economically disadvantaged subgroup numbers have increased so that our system poverty rate is now at 66.37%. One possible remedy to the socioeconomic gaps is to make sure that children of low income families have access to high quality, age-appropriate books. Having books in the home, combined with parental training on the importance of their work with literacy, facilitates children's reading. K-5 regular, EIP, and special education teachers reported a need to update training on literacy topics. For teachers in grades 6-12, the needs assessment process showed

training needs in text complexity and teaching literacy skills in the content areas. In the area of resources, needs reported included e-texts, read aloud software programs and classroom libraries.

**District Management Plan and Key Personnel**

Upon being notified of being a grant recipient, the system SRCL coordinator will convene the district literacy team to review responsibilities of each member and to insure that the individuals on the team understand the grant’s goals and objectives that are outlined in each school’s literacy plan and to coordinate calendars with the implementation timeline.

**District Literacy Team and Area of Responsibilities**

<b>Area of Responsibility</b>	<b>District Team Member</b>
Purchasing – originate school purchase orders Managing school level SRCL activities with SIS	Carol Welch, Principal of J. D. Dickerson Ginger Morris, Principal of Sally Meadows Gwen Warren, Principal of J.R. Trippe Garret Wilcox, Principal of Vidalia H.S.
Finances – approve SRCL budgets & submit completion reports & SRCL state required reports	Norma Croft, Chief Financial Officer
Accounts Payable – match invoices with packing slips & resolve any discrepancies; process SRCL payments on time; issue travel expense reimbursements for any SRCL trainings	Sandy Seidling, Accounts Payable Clerk
Payroll – issue stipends for any off contract SRCL trainings	Billy Goodwin, Payroll Specialist
Managing school level grant activities with principals and literacy teams	Kathy Sikes, School Improvement Specialist Tammy McFadden, School Improvement Specialist
Managing system level grant activities – coordinate professional learning & assist SIS’s with grant activities; approve & process SRCL purchase orders, budgets, assessments	Lucy Claroni, Asst. Superintendent for Curriculum & Instruction
Organizing SRCL technology purchases, installation, maintenance, infrastructure and related trainings	Sabrina Wiggs, Director of Technology
Managing RTI strategies	Sandy Reid – Special Education Coach
Coordinating special education requirements	Katrina Black – Special Education Director

### **Implementation Timeline**

Feb. – May 2013	Literacy materials will be reviewed and order
Feb. – May 2013	Summer literacy intervention sessions will be planned
Feb. – June 2013	Technology orders will be placed and software loaded
June 2013	Annual report sent to DOE
June 2013	Monthly professional learning will be planned for the year
June – July 2013	Technology will be installed in the classrooms
June-July 2013	Content teachers will attend summer SRCL institute
August 2013	Training on new technology will be held
Aug. – Oct. 2013	E texts issued to students and training on their use held
January 2013	Mid-year literacy conference for updates
Jan. – June 2014	Continue monitoring of the literacy plans at each site

The literacy teams at each school have already been active and involved in the SRLC's needs assessments and literacy plans. Each school has met formally with minutes taken and frequent e-mail communications on the grant application have taken place. Literacy team meetings have been held on 9/20/12, 9/24/12, 9/26/12, and 9/27/12.

**Experience of the Applicant**

Over the past several years, the Vidalia City School system has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21<sup>st</sup> century. The following table identifies the instructional initiatives, the grade levels it applies to, past or current status and the indication if the initiative was implemented with no outside funding support:

**INITIATIVES**

<b>INITIATIVE</b>	<b>GRADES</b>	<b>STATUS</b>	<b>OUTSIDE FUNDING</b>
Governor’s Office Reading Mentor Program-Read Across Georgia Initiative	PK-3	Current	Yes
Instructional Coaches	K-12	Current	No
Blueprint for Early Literacy	Pre-K	Current	Yes
Direct Instruction: Reading Mastery Plus, Corrective Reading	K-5	Past	Yes
Vocabulary Plan	K-12	Current	No
Writing Plan	K-12	Current	No
Teacher Mentors	PK-12	Current	Yes
Student Mentors	3-12	Current	No
Professional Learning Communities	K-12	Current	No
Career Academy	9-12	Current	Yes
JROTC	9-12	Current	Yes
TESA (Teacher Expectations and Student Achievement)	PK-12	Current	Yes
Parent Academy	K-12	Current	Yes
PRISM (Georgia Partnership for Reform in Science & Math)	K-12	Past	Yes
Flexible Learning Plan	6-8	Current	Yes
Testgate Benchmark Assessments	K-12	Past	Yes
MAP (Measures of Academic Progress) Benchmarks	K-10	Current	Yes
Compass Learning Software	2-8	Current	Yes
Modern Red Schoolhouse	6-8	Past	Yes
Standards Based Classrooms	K-12	Current	No
Technology Literacy Challenge Grants	K-2, 6-8	Past	Yes
CCGPS Unit Building	K-12	Current	No



### THREE YEARS OF STATE AUDIT RESULTS

FY09		
NUMBER	FINDING	OUTCOME
FS-7931-09-01	Inadequate internal controls over school activity accounts	VCS has established specific procedures to resolve this finding. These procedures will be established by FY10. This finding is closed.

FY10		
NUMBER	FINDING	OUTCOME
FS-7931-10-01	Inadequate internal controls over school activity accounts	VCS is in the process of implementing procedures and updating the School Activities Handbook in order to resolve this finding. This finding will be left to the local board to resolve. This finding is closed.

FY11		
NUMBER	FINDING	OUTCOME
FS-7931-11-01	Inadequate internal controls over school activity account	VCS is in the process of implementing procedures to resolve this finding. This finding should show resolution in FY12. This finding is closed.

The audit findings of the past three years have indicated a need to more closely monitor school activity accounts. Due to this scrutiny, a school bookkeeper was found to be absconding funds and is currently incarcerated. Procedures are now in place to insure that correct bookkeeping controls over school activity accounts are in place at all four of our schools.

### COORDINATION OF RESOURCES AND CONTROL FOR SPENDING

Vidalia City Schools has a long history of successful implementation of multiple federal, state, private grants, and internal initiatives. Both our central office staff and school staffs unite to coordinate responsibilities that deal with implementing large, complex initiatives. Our management teams have extensive experience working across departments and schools as well as with external partners to achieve project goals. Our team memberships may be small as we are a

small system and each person wears multiple hats of responsibilities. But, we have used this as an advantage as colleagues are in close communication with each other and confer often for professional advice and assistance. Also, as we are a small, close knit community, our external partners are very familiar with our system's mission and support our projects and are very knowledgeable about our fiscal responsibility.

### **SUSTAINABILITY OF PAST INITIATIVES**

Our system has sustained past initiatives by securing funding from a variety of resources: general operating funds, Title I, Title IIA, Title VI, professional learning, and grants from local organizations. We plan to continue using these resources to continue SRLC initiatives beyond the grant's funding timeline.

## School Narrative

### **School History**

In 1990, at the instigation of the faculty, J. R. Trippe Middle School made the transition from the junior high model to middle school. At that time, the school was housed in a former high school building with only grades six and seven. In 1996, the present school was completed, and it was built specifically to accommodate the middle school concept. Upon moving in the new building, the school added eighth grade, doubled the faculty, greatly increased the connections offerings, and had a complete change in administration after the first year in the building. The school also implemented sports teams to compete in the region league. During the third year in the new building, the faculty applied for and won a Modern Red Schoolhouse School Improvement grant. The application itself required much dialogue among the faculty about issues in the school. During the three year implementation of the Modern Red Schoolhouse initiative, the faculty made great strides in becoming a cohesive unit as they participated in developing the school's vision and mission, and writing units for every subject. Experts in each subject assisted the teachers with creating a seamless curriculum for the three grades.

The principal of the school during the application for the Modern Red Schoolhouse Grant resigned before the first grant implementation year. In 1999, the person who was assistant principal became principal, and a new assistant principal was hired. That assistant principal and the school counselor retired in 2005, and the present assistant principal and counselor were hired.

Having gone through the Modern Red Schoolhouse training, the teachers were better prepared than some others in our state to implement the new Georgia Performance Standards. The teachers attended training for the new Georgia Performance Standards and worked cooperatively with their subject area partners to write new units for each subject. The teachers

continue to meet together on a regular basis to share their teaching strategies and support each other in offering their best to all students. The teachers have also received training and support from RESA and from our School Improvement Specialist, and they are continuing to participate in Professional Learning Communities at the school.

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

J.R. Trippe Middle School (JRTMS) has an administration and leadership team that is strongly committed to improving student literacy. The JRTMS leadership team is composed of the principal, assistant principal, school improvement specialist, and teachers from each grade level and connections. The leadership team is responsible for making instructional decisions and policies with input from the entire teaching staff.

### **Past Instructional Initiatives**

JRTMS has successfully implemented many past instructional initiatives. These initiatives include Modern Red Schoolhouse, Learning Focused Schools, and Thinkgate benchmarking assessments. Even though the previously mentioned initiatives are no longer used at JRTMS, they help build a strong instructional foundation that led to other initiatives that were implemented in the school and are still present today. With the implementation of Georgia Performance Standards, the staff at JRTMS has participated in professional learning communities at the school and system level. Professional learning communities have been used as a vehicle to provide valuable professional learning as well involve teachers in collaborative planning at each grade level and across grade levels. Teacher representatives from JRTMS participated in system wide implementations for Marzano's six elements of effective vocabulary instruction and the development of a system wide writing plan. A tiered response to intervention

was implemented over the last few years to offer support for students who need additional educational supports. The following list entails past initiatives at JRTMS:

- Thinkgate – an online benchmark assessment program
- Read for Real – a remedial reading program for middle school students
- Read Naturally – a remedial reading program for high school students
- A grade K-12 vocabulary plan
- A grade K-12 writing plan
- Accelerated Reader
- Pyramid of Intervention
- Positive Behavior Support System
- Modern Red Schoolhouse
- Learning Focused Schools
- Inclusion /co-teaching
- Standards based classroom
- Poverty awareness

### **Current Instructional Initiatives**

The Georgia Performance Standards guide instruction at JRTMS and teachers are preparing and training to move to the new Common Core Georgia Performance Standards next school year. With the support of administrators, collaborative planning time is built into the daily schedule. Teachers are offered the opportunity to collaborate as they create curriculum maps, units, and lessons that reflect what students should know, be able to do, and ultimately, understand and practice beyond the confines of the classroom. In order to help our students reach and exceed state standards, current teaching practices must include: collaborative planning and

professional learning communities; consistent use of research based teaching strategies that emphasize and encourage all learners to use higher-order reasoning skills, and; appropriately designed lessons to use differentiated instructional strategies based on student readiness, learning styles, and interests. Currently, JRTMS is using the Measures of Academic Progress (MAP) to assess student growth from year to year. Response to intervention four tiered model is consistently used at JRTMS to provide student supports and monitor progress of individual students. The following is a list of current initiatives at JRTMS:

- MAP (Measures of Academic Progress)
- Read for Real – a remedial reading program for middle school students
- Read Naturally – a remedial reading program for high school students
- A grade K-12 vocabulary plan
- A grade K-12 writing plan
- Accelerated Reader
- Pyramid of Intervention
- Positive Behavior Support System
- Inclusion /co-teaching
- Standards based classroom
- Poverty awareness

### **Professional Learning Needs**

JRTMS has continuously participated in and implemented research based professional learning. The data gathered in the needs assessment process at JRTMS is used to determine the professional learning that is most beneficial to the needs of teachers and students. Results of the recent needs assessment indicates that professional learning in the area of literacy would be most

beneficial for teachers to acquire skills that will support struggling learners at JRTMS.

Professional learning needs include:

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

### **Need for a Striving Readers Project**

Because of the current economic conditions, our system has been forced to enact stringent monetary maneuvers that may negatively affect our instructional program. These include ten furlough days for all staff, reduced number of days for Pre-K staff beyond the ten furlough days, no adoption of student texts in the last four years, the use of professional development funds for local operational needs, and increased class size. Compounding this economic crisis is the fact that our economically disadvantaged subgroup numbers have increased so that our system poverty rate is now at 66.37%. For teachers in grades 6-12, the needs assessment process showed training needs in text complexity and teaching literacy skills in the content areas. In the area of resources, needs reported included e-texts, read aloud software

programs and classroom libraries. Only a few classrooms at JRTMS are equipped with interactive boards and other instructional technology needed for the 21<sup>st</sup> century classroom. The Striving Readers Project would allow for the addition of much needed classroom technology to promote literacy of today's learner.



# J. R. Trippe Middle School Literacy Plan 2012-2013

## **Building Block 1. Engaged Leadership**

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

### **Planning:**

The administrator will:

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

### **Implementing:**

The administrator will:

1. Participate in and provide professional learning based on student data and teacher needs.
2. Schedule and conduct literacy walkthroughs to monitor use of literacy strategies, student engagement and learning, and effective instructional practices.
3. Research and model best practices to improve literacy instruction by facilitating professional discussions, and training team leaders as facilitators.
4. Provide time and opportunities for staff to participate in job-embedded professional learning.

### **Expanding:**

The administrator will:

1. Provide professional learning for new staff to receive necessary support on any literacy initiatives previously learned by the staff.
2. Identify and train leaders to assist and support in this training.

### **Sustaining:**

The administrator will:

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

B. Action: Organize a Literacy Leadership Team

### **Planning:**

The literacy team and administrator will:

1. Evaluate current practices in all classrooms by using an observation or walkthrough tool (Literacy Instruction Checklist) to determine strengths in literacy instruction and to identify needs for improvement.
2. Schedule and protect time for Literacy Team to meet and plan.
3. Analyze multiple forms of student, school, and teacher data, including results of the Literacy

## J. R. Trippe Middle School Literacy Plan 2012-2013

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Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement.

4. Develop a walkthrough observation form to ensure consistency of effective instructional practices.

### **Implementing:**

The literacy team and administrator will:

1. Identify and prioritize a list of students to be targeted for intervention or support.
2. Ensure that stakeholders understand literacy goals and their roles in meeting these goals.
3. Plan and implement professional learning and support for staff during the transition to CCGPS.
4. Schedule and plan for the Literacy Team to meet on a regular basis. Invite stakeholders to participate.
5. Document the use of research-based practices that are aligned with the CCGPS.
6. Utilize technology to maintain communication among team members.
7. Establish communication between out-of-school organizations and the school (e.g. Boys & Girls).
8. Develop a plan for ongoing data collection and analysis to inform program development and improvement.

### **Expanding:**

The literacy team and administrator will:

1. Focus school improvement plan goals, objectives, and actions according to student achievement results.
2. Identify and allocate additional funding sources to support literacy.
3. Use achievement data to meet individual teacher needs through professional learning.
4. Share achievement gains with all stakeholders through open house, newspaper articles, displays of student work, website, etc.

### **Sustaining:**

The literacy team and administrator will:

1. Analyze formative and summative student assessment results and refine literacy goals based on CCGPS.
2. Define priorities and allocate needed resources to sustain them over time.
3. Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.
4. Share student achievement gains through online media and traditional outlets.

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

### **Planning:**

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

## J. R. Trippe Middle School Literacy Plan 2012-2013

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inefficient use of student and faculty time within the schedule.

### **Implementing:**

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

### **Expanding:**

1. Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons.
3. Study formative student assessment results and use the assessments results to continue to determine the impact of efforts to maximize use of time.

### **Sustaining:**

1. Use technology to provide professional learning to new and continuing teachers.
2. Share professional learning at team and staff meetings.
3. Use media to collaborate with other schools.
4. Encourage teachers to share stories of success in the community, both online and through traditional outlets.

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

### **Planning:**

1. Evaluate the school culture and current practices by surveying strengths and needs for improvement.
2. Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
3. Participate in state-sponsored webinars and face-to-face sessions to learning about transition to Common Core GPS.
4. Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
5. Identify and prioritize a list of students to be targeted for intervention or support.
6. Develop a walk-through and/or observation form to ensure consistency of effective instructional practices.
7. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.

### **Implementing:**

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

# J. R. Trippe Middle School Literacy Plan 2012-2013

## **Expanding:**

1. Develop and maintain infrastructure to support literacy.
2. Use technology to assist incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders. Establish a mentoring system for every student who needs additional support from both within the school and from the community.
3. Establish a mentoring system for every student who needs additional support from both within the school and from the community.

## **Sustaining:**

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Provide a literacy resource room for parents and caregivers in the school.
3. Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
4. Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring and extended learning opportunities such as summer and after school programs.

E. Action: Optimize literacy instruction across all content areas. The “Why” document states that ALL teachers should implement content specific strategies for teaching reading and writing in the classroom.

## **Planning:**

1. Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
2. Continue to provide professional learning and implement for teaching academic vocabulary in all subjects.
3. Create a plan to integrate literacy in all subjects as articulated within CCGPS.
4. Provide professional learning on:
  - Incorporating the use of literature in the content areas
  - Use of informational text in English Language Arts classes
  - Writing instruction in all subject areas
  - Include text complexity that is appropriate for each grade level and adjust to the needs of individual students
  - Guide students to conduct short research projects that use several source

## **Implementing:**

1. Ensure the use of research-based strategies and appropriate resources to support student learning the CCGPS.
2. Require the teaching of academic vocabulary in all subjects using a systematic process.
3. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
4. Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom.
5. Provide teachers with resources to provide a variety and choice in reading materials and writing topics.

## J. R. Trippe Middle School Literacy Plan 2012-2013

6. Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

### **Expanding:**

1. Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency.
2. Monitor literacy instruction across the curriculum through:
  - Formal and informal observations
  - Lesson plans
  - Walkthroughs
  - Student work samples
3. Ask teachers to identify exemplary samples of student work to model features of quality writing.
4. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
5. Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic.

### **Sustaining:**

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS. (include Sped and ELs)
2. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blog, and newsletters.
3. Expand meaningful opportunities for students to write, speak, and listen.
4. Expand types of writing across the subject areas (e.g. songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
5. Differentiate literacy assignments by offering student choice (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
6. Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy.

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. The “Why” documents emphasizes the need for stakeholders to understand the importance of literacy to the overall community well being.

### **Planning:**

1. Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
2. Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board.
3. Contact potential members and schedule at least two meetings annually.
4. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming).

# J. R. Trippe Middle School Literacy Plan 2012-2013

## **Implementing:**

1. Convene meetings of the community advisory board at scheduled times.
2. Develop an agenda for each meeting to promote cooperation and communication among participants and the schools.
3. Establish a mentoring system from within and outside of the school for every student who needs additional support.
4. Enlist members of the various participating entities to provide leadership by:
  - Serving as mentors
  - Speaking to groups of students
  - Publicizing efforts within the community
  - Visiting classrooms to support teachers and students
  - Adoption of different schools by civic groups

## **Expanding:**

1. Investigate similar efforts in other communities.
2. Actively support teachers in their efforts in schools.
3. Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students.
4. Utilize media outlets to communicate and promote the goals of literacy throughout the community at large.

## **Sustaining:**

1. Celebrate academic successes publically through traditional and online media.
2. Continue to focus proactively on broad issues that may prevent students from learning.
3. Pursue additional funding sources for specialized literacy staff and materials.
4. Foster relationships among schools, postsecondary education.

## **Building Block 2: Continuity of Instruction**

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.

## **Planning:**

1. Develop administrative awareness of the need to identify gaps.
2. Administration establishes an expectation of shared responsibility for literacy across the curriculum.
3. Design infrastructure for shared responsibilities for development of literacy across the curriculum.
4. Establish cross-disciplinary teams for literacy instruction.
  - Establish or select protocols for team meetings.
  - Schedule time for teams to meet for regular collaboration and examination of student data/work.
  - Identify team roles, protocols, and expectations.
  - Research the components of the professional learning community model.



## J. R. Trippe Middle School Literacy Plan 2012-2013

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- Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects.

### **Implementing:**

1. Meet in disciplinary teams according to regularly established times for collaborative planning and examining student data/work.
2. Prepare agendas and action summaries for all meetings.
3. Use protocols to examine student work from Looking at Student Work website <http://www.lasw.org/index.html>
4. Observe model lessons, organize materials, and practice effective instructional strategies.
5. Plan and implement lessons that address the literacy needs of students.

### **Expanding:**

1. Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction.
3. Study formative student assessment results and use the results to continue to adjust instruction.
4. Assess effectiveness of team actions on student learning.

### **Sustaining:**

1. Utilize online options to provide ongoing professional learning to new and continuing teachers.
2. Share professional learning online and at team and staff meetings.
3. Collaborate with other using to conduct peer observations, share literacy expertise, etc.
4. Showcase evidence of student learning success on the school or class websites and through blogs, e.g., writing assignments, improved test scores, awards or recognitions.

B. Action: Support teachers in providing literacy instruction across the curriculum.

### **Planning:**

1. Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.
2. Identify the concepts and skills students needed to meet expectations in CCGPS.
3. Provide opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback.
4. Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan.
5. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area: <http://www.myread.org/explicit.htm> .
6. Provide professional learning on research based instructional strategies and use of rubrics to improve literacy instruction.

## J. R. Trippe Middle School Literacy Plan 2012-2013

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### **Implementing:**

1. Use research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Implement appropriate strategies to help SWD and EL students meet proficiency standards.
3. Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure.
4. Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
5. Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of the literacy strategies in the classroom.
6. Make writing a required part of every class every day, using technology when possible.
7. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and hardcopy).
8. Provide a variety and choice in the types, media and genre of both reading and writing assignments.

### **Expanding:**

1. Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
2. Monitor the use of instructional strategies to improve literacy through formal and informal observations.
3. Discuss exemplary samples with students to model features of quality writing.
4. Guide students to focus on their own improvement.
5. Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.
6. Integrate appropriate comprehension strategies into instruction in all subjects (self-questioning, summarizing, predicting, inferencing, graphic organizers).
7. Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic.

### **Sustaining:**

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for SWD and EL).
2. Stay abreast of effective strategies for literacy instruction.
3. Expand opportunities for students to write, speak, and listen to using both face-to-face and online options for listening, viewing and communicating through media outlets.
4. Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.).
5. Differentiate assignments by offering student choice (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
6. Celebrate and publish good student writing in a variety of formats (e.g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.).
7. Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency.



## J. R. Trippe Middle School Literacy Plan 2012-2013

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community.

### **Planning:**

1. Consider various models of coordinating “wrap-around” services, (e.g., Community Schools, <http://dhs.georgia.gov/portal/site/DHS-DFCS>)
2. Develop avenues of communication with key personnel in out-of-school organizations as well as governmental agencies that support students and families.
3. Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
4. Appoint a person in a leadership role at the school who will be in charge of transitions for all students.
5. Evaluate all available funding sources to determine what can be leveraged to support literacy efforts.
6. Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

### **Implementing:**

1. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming).
2. Design and implement infrastructure to provide guidance and support for students and families.
3. Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction).
4. Incorporate technologies to more creatively and effectively support stakeholder engagement.

### **Expanding:**

1. Partner with community and faith-based groups to accommodate more students.
2. Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations).
3. Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments.
4. Provide for professional learning and resources that support literacy learning in outside organizations/agencies.
5. Establish a mentoring system from within and outside the school for every student who needs additional support.
6. Using technology, translate school documents into other languages to assist parents.

### **Sustaining:**

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school academics to enhance literacy learning.
3. Continue to foster relationships/networks among schools, families, and communities.
4. Use our website to post classroom assignments, tests, and other information.

## J. R. Trippe Middle School Literacy Plan 2012-2013

### **Building Block 3. Ongoing formative and summative assessments**

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. According to the "Why" document, evidence based on assessment data can improve student outcomes.

#### **Planning:**

1. Ensure that teachers understand the purpose for and use of formative assessments and how it differs from summative assessment.
2. Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments.
3. Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities.
4. Task the data team with developing procedures and expectations for staff to review and analyze assessment results.
5. Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording.
6. Have all materials and procedures in place prior to start of the school year.
7. Make a data collection plan for storing, analyzing, and disseminating results.

#### **Implementing:**

1. Administer assessments and input and analyze data according to the established timeline.
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning.
3. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
4. Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding RTI (Response to Intervention).
5. Upgrade technology infrastructure to support assessment administration and dissemination of results.

#### **Expanding:**

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

#### **Sustaining:**

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

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B. Action: Use universal screening and progress monitoring for formative assessment.

**Planning:**

1. Identify literacy skills needed to master CCGPS in each content area.
2. Research and select effective progress monitoring tools to measure general-outcome literacy competencies.
3. Select or develop school or system-wide classroom based formative assessments to assess efficacy of classroom instruction.
4. Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework.

**Implementing:**

1. Develop an assessment calendar to include universal screenings and progress monitoring, designating persons responsible.
2. Administer assessments and input data according to the established timeline.
3. Provide timely, descriptive feedback to students with opportunities to assess their own learning.

**Expanding:**

1. Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines.
2. Analyze student data in teacher teams to develop and adjust instructional plans.
3. Share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

**Sustaining:**

1. Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.
2. Acknowledge staff's efforts to improve their use of assessment data to inform instruction.
3. Make data-driven budget decisions aligned with literacy priority.

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

**Planning:**

1. Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment.
2. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
3. Select interventions that include diagnostic assessments and multiple entry points to avoid a one-size-fits-all approach.

**Implementing:**

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

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### **Expanding:**

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
2. Use technology to share relevant student progress data with families in an easily interpreted format.
3. Use technology for communicating data to the district literacy leadership team in a timely manner.

### **Sustaining:**

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

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

### **Planning:**

1. Evaluate the capacity of technology infrastructure to support test administration and disseminate results.
2. Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
  - End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, English Language Arts
  - Georgia Alternate Assessment (GAA) for students with disabilities.
  - Georgia High School Writing Test (GHWT) given in the fall of junior year.
3. Identify common mid-course assessments to measure progress toward meeting standards.
4. Analyze assessment data to identify teachers who need support.

### **Implementing:**

1. Discuss assessment results with students to set individual goals.
2. Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results.
3. Administer summative assessments at scheduled intervals.
4. Include specific times on the school calendar for analyzing summative assessment data.
5. Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed.
6. Focus discussions on changes that can be made to improve the instructional program for all students.

### **Expanding:**

1. Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.
2. Disaggregate data to ensure the progress of subgroups.
3. Apply protocols for looking at student assessments and evaluating student progress.
4. Share and analyze student work samples as a way to inform instruction during collaborative planning.
5. Plan lessons, re-teaching, and intervention activities that target areas of need.

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6. Utilize online options for collaboration among teachers within the same and different schools on lesson planning.

### **Sustaining:**

1. Based on analysis of summative assessment data:
  - Evaluate the effectiveness of programs and policies.
  - Redefine school improvement goals.
  - Adjust curriculum alignment to eliminate gaps.
  - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement.

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning.

### **Planning:**

1. Identify participants for data teams for each building and for specific grade bands.
2. Identify participants for data team at system level.
3. Define roles and responsibilities for team members-including, but not limited to:
  - Central office
  - Building administrators
  - General education teachers
  - Teachers of students with special needs.
4. Schedule collaborative planning time for data meetings at a minimum of once/month.
5. Establish or select protocols for team meetings.
6. Develop a protocol for making decisions to identify the instructional needs of students.
7. Develop procedures and expectations for staff to review and analyze assessment results.

### **Implementing:**

1. Communicate the expectations for meetings.
2. Teach the data meeting protocol to the data team members.
3. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.
4. Provide teachers with the training and time to analyze the data to determine the need for intervention.

### **Expanding:**

1. Review protocols at the beginning of the meetings.
2. Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.

### **Sustaining:**

1. Continue to build collaborative data meetings into the monthly calendar.
2. Continue to train new members of the meetings in the expectations and function of the established protocols.

# J. R. Trippe Middle School Literacy Plan 2012-2013

## **Building Block 4. Best Practices in Literacy Instruction**

A. Action: Provide direct, explicit literacy instruction for all students

### **Planning:**

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

### **Implementing:**

1. Provide training to all pertinent staff in the use of the core program.
2. Provide professional learning on the tenets of explicit instruction:
  - Use of data to inform instructional decisions and explicit teaching.
  - Selection of appropriate text for strategy instruction.
  - Telling students specific strategies to be learned and why.
  - Modeling of how strategy is used.
  - Guided and independent practice with feedback.
3. Provide professional learning on research-based differentiated instructional strategies that support diverse needs.
4. Use peer-to-peer coaching to ensure that teachers receive frequent feedback and coaching.

### **Expanding:**

1. Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways.
2. Review teacher and student data to improve instruction.
3. Collaborate with and obtain additional support from other educators on differentiated instruction.
4. Share effective differentiated lessons and differentiated strategies in teacher team meetings.
5. Provide instructional and assessment accommodations/adaptations for EL and students with exceptionalities according to their needs and talents.

### **Sustaining:**

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



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4. Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners.
5. Encourage teachers to participate in online professional learning to share ideas, questions, and lesson plans.

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

**Planning:**

1. Teachers should be made to understand the need for any or all of the following:
  - Providing students with opportunities to self-select reading material and topics for research.
  - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives.
  - Increasing opportunities for collaborating with peers.
  - Increasing access to texts that students consider interesting.
  - Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy.
  - Leveraging the creative use of technology within the learning process to promote engagement and relevance.

**Implementing:**

1. Ensure that incentive programs are:
  - Voluntary and not required.
  - Not tied to grades.
  - Incentives are minimal and are connected to reading, such as books.
  - Are used with students who are unmotivated to read rather than with those who are already excited about reading.
2. Teachers explore ways to use peer collaboration with and discuss within the context of PLCs.

**C. Action:** Teachers work to develop and maintain interest and engagement as student's progress through school.

**Planning:**

1. Design a vertically and horizontally articulated writing plan consistent with CCGPS.
2. Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level.
3. Develop a coordinated plan for writing instruction across all subject areas to include:
  - Explicit instruction
  - Guided practice
  - Independent practice
4. Plan and schedule professional learning on best practices in writing instruction in all subject areas.
5. Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum.

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### **Implementing:**

1. Create a plan for instruction in writing that is consistent with CCGPS that is articulated vertically and horizontally.
2. Implement a the coordinated plan for writing instruction across all subject areas to include:
  - Explicit instruction
  - Guided practice
  - Independent practice
3. Provide professional learning on best practices in writing instruction in all subject areas.
4. Provide professional learning to support how technology will be used for production, publishing, and communication across the curriculum.

### **Expanding:**

1. Monitor a vertically and horizontally articulated writing plan consistent with CCGPS.
2. Observe and provide feedback for writing instruction across all subject areas.
3. Ensure continued professional learning on best practices in writing subjects as needed.
4. Observe and monitor how technology will be used for production, publishing, and communication across the curriculum.

### **Sustaining:**

1. Discuss a vertically and horizontally articulated writing plan consistent with CCGPS.
2. Revise a coordinated plan for writing instruction across all subject areas.
3. Keep focus on technology use in the classroom for production, publishing, and communication.

### **Building Block 5. System of Tiered Intervention (RTI) for All Students**

A. Action: Use information developed from the school-based data teams to inform RTI process.

### **Planning:**

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

### **Implementing:**

1. Purchase, training, and implement data collection.
2. Purchase, schedule, train providers and implement intervention.
3. Analyze data for individuals to identify students in need of intervention according to established protocols.
4. Monitor to ensure that interventions are occurring regularly.
5. Monitor results of formative assessment to ensure students are progressing.

### **Explaining:**

1. Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions.



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2. Schedule grade-level data-analysis team meetings.
3. Provide building and system-level support of the process.
4. Develop process monitoring the implementation of research-based interventions at the building level and across the system.

### **Sustaining:**

1. Use the Georgia Department of Education problem-solving checklist to evaluate:
  - Personnel providing interventions.
  - The ease with which students move between tiers.
2. Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention.

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

### **Planning:**

1. Examine student data to determine the current percentage of successful students in the areas of literacy.
2. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
3. Provide professional learning on:
  - GA DOE resources for RTI, universal screening
  - Team teaching and inclusion of students with special learning needs in the general education setting.
  - School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

### **Implementing:**

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
2. Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms.
3. Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes.
4. Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels.
5. Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students.
6. Promote protected meeting times for professional learning communities.

### **Explaining:**

1. Establish protocols to teach and monitor teachers' effective questioning and feedback skills.
2. Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
3. Monitor the planning, delivery and assessment for students with special learning needs.
4. Support teachers' effective use of time through use of technology during each stage of the

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process.

5. Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness.

### **Sustaining:**

1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
2. Encourage the use of technology to support proactive communication between students and teachers, parents and teachers.

### **C. Action: Implement Tier 2 needs-based interventions for targeted students**

#### **Plan:**

1. Plan and provide professional learning on:
  - Appropriate use of supplemental and materials.
  - Direct, explicit instruction
  - Charting data
  - Graphing progress
2. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
3. Ensure effectiveness of interventions by:
  - Building sufficient blocks of time into the daily schedule
  - Providing adequate space conducive to learning
  - Ensuring that they are provided by competent, well-trained teachers.

#### **Implementing:**

1. Monitor effectiveness of student intervention protocols in place for students.

#### **Expanding:**

1. Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
2. Ensure adequate time for planning and implementing interventions.
3. Monitor student movement between Tier 1 and Tier 2.
4. Provide sufficient resources (time, training cost, materials and implementation of interventions).

#### **Sustaining:**

1. Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers.
3. Use technology to track and endure the movement of students between Tier 1 and Tier 2 based on response to interventions.

### **D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly**

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### **Plan:**

1. In addition to everything that occurs at Tier 1 and Tier 2, data teams meet to:
  - Discuss students in Tier 3 who fail to respond to intervention.
  - Receive professional learning on SST processes and procedures as outlined in the GA DOE manual and guidance.
  - Verify implementation of proven interventions.
  - Ensure that staff has maintained fidelity to intervention protocol prior to referral.

### **Implementing:**

1. T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.

### **Expanding:**

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

### **Sustaining:**

1. Continue to ensure that:
  - Students move into and out of Tier 2 and Tier 3.
  - Data is used to support response to intervention.
  - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

### **Planning:**

1. School schedules are developed to ensure least restrictive environment.
2. Ensure that building and system administrators are familiar with funding formulas affecting student in special programming.

### **Implementing:**

1. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
2. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

### **Expanding:**

1. IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards.
2. Special education teachers meet, plan, and discuss students' progress regularly with general education teachers.

### **Sustaining:**

1. Student data supports the exit of student from Tier 4.
2. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

# J. R. Trippe Middle School Literacy Plan 2012-2013

## **Building Block 6. Improved Instruction through Professional Learning**

A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

### **Planning:**

1. Meet with representatives from Professional Standards Commission to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas.
2. Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas.

### **Implementing:**

1. Enlist support from institutions of higher education to require preservice teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy.
2. Provide professional learning, where necessary, for postsecondary faculty.

### **Expanding:**

1. Develop protocols for evaluating implementation of the new coursework.
2. Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy.

### **Sustaining:**

1. Continue to monitor and support the integration of disciplinary literacy.
2. Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions.

B. Action: Provide professional learning for in-service personnel.

### **Planning:**

1. Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
2. Use teacher data as well as student data to target professional learning needs.
3. Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
4. Provide training in administering and interpreting results of assessments in terms of literacy.
5. Consider the inclusion of some or all of the following in personnel in professional learning opportunities.

### **Implementing:**

1. Provide targeted professional learning on the CCGPS based on student and teacher needs.
2. Meet in collaborative teams to support teachers in using literacy strategies effectively.

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3. Provide opportunities for teachers to practice techniques in non-threatening situations.
4. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.
5. Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth.

### **Expanding:**

1. Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
2. Partner experienced teachers with pre-service and beginning teachers.
3. Use a model of blended professional learning-combining online learning with face-to-face support-to provide content and resources to teachers and staff.
4. Use formal and informal observations to monitor and improve literacy instruction.
5. Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring.
6. Continue program specific professional learning each year for new and experienced teachers.
7. Encourage all teachers to share information learned at professional learning sessions.

### **Sustaining:**

1. Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
2. Revisit professional learning options to utilize experts within the school to develop and support colleagues.
3. Ensure that new personnel receive vital professional learning from earlier years.
4. Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs, and professional organizations.

## **Needs Assessment, Concerns, Root Cause Analysis (10 points)**

### **a. A description of the needs assessment process**

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

The Literacy Team at JRTMS plays an essential role in the needs assessment process.

The following is an overview of the needs assessment process used at our school:

#### **Data Collection**

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

- Locally administered assessment data (MAP- Measures of Academic Progress)
- Classroom data
- Classroom observations (specific strategies to be observed)
- State assessment data
- Surveys for staff, parents, and community members
- Interviews

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

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

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

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

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

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

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

Based on the needs assessment, the underlying cause of the areas of concern is the lack of a comprehensive literacy curriculum that is consistently and pervasively implemented. The CCGPS curriculum implementation will help address this to some extent but teachers are lacking

necessary tools to assist them. Professional learning is critical to providing teachers with research-based strategies to implement the new CCGPS curriculum. In addition, classrooms need to be equipped with literacy and technology resources that enhance literacy instruction and promote student engagement.

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

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

- Teachers- 39
  - Connections- 6
  - Math- 6
  - Science- 6
  - English- 6
  - Social Studies- 4
  - Special Education- 5
  - Graduation Coach- 1
  - Media- 1
  - Counselors- 1
  - Physical Ed.- 3
- Paraprofessionals- 2
- Administrators- 4

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

Students are entering 6<sup>th</sup> grade at JRTMS lacking reading and writing skills. The percentage of students passing the CRCT in reading and the 8<sup>th</sup> Grade Writing Assessment has increased in the past few years; however, there are still a number of students that are scoring just above the 800 bar. In addition, there is a need to increase the number of students in the “Exceeding” category. JRTMS has struggled to meet the state passing rate for mathematics and writing especially in our black, ED, and SWD subgroups. Furthermore, our students in grades 6-8 struggle with reading and interpreting the meaning of text in all content areas. By



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

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

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

<b>Area of Concern From “What” Document</b>	<b>Grade(s)</b>	<b>Content Area(s)</b>	<b>“What” Building Block</b>
Direct and Explicit Comprehension Instruction	6-12	All	#1, #4
Motivation and Self-Directed Learning	6-12	All	#1, #4
Extended Time for Remediation	3-12	ELA, Math	#3, #5
Intensive Writing	4-12	All	#1, #4
Availability and Use of Technology	PK-12	All	#4
Professional Learning	PK-12	All	All

Direct and explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, other research-based strategies. This concern is one that originates in early readers prior to entering the middle school. Data indicates that students in

low performing subgroups are struggling with reading comprehension. Reading comprehension is essential to academic success in all subject areas and has a profound effect on student's performance in science and social studies. All content area teachers would benefit from professional learning that provides research based strategies for reading comprehension.

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

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

Another concern at JRTMS is the implementation of intensive writing. Writing instruction should emphasize informational writing and research in all areas of the curriculum. From the time students enter our school system, there is a dire need to assist students with the appropriate writing instruction. JRTMS implemented the system-wide writing plan that a committee of teachers and administrators developed to assist in providing writing instruction appropriate for each grade level. This plan has been successful in its implementation in the ELA

classrooms but there is much work needed to implement in the other content areas. Therefore, professional learning is crucial to implementing intensive writing strategies in math, science, social studies, and CTAE.

Increasing the availability and use of technology for both teachers and students is a major concern and obstacle for JRTMS. Currently, JRTMS has one out-dated computer per classroom for teacher use and two computer labs for student use. In order for students and teachers to be able to utilize technology for instruction and accessing literacy resources, it must be available in the classrooms. With the use of SRCL grant funds, classrooms will be equipped with interactive boards, student response systems, tablets and e-texts which will increase motivation and engagement.

**Analysis and Identification of Student and Teacher Data (10 pts.)**

a. **Student Data-** See 8<sup>th</sup> Grade Writing Assessment & CRCT data below.

b. **Disaggregation of data in subgroups**

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

	<b>8<sup>th</sup> Grade Writing Assessment % Passing</b>		
	<b>2012</b>	<b>2011</b>	<b>2010</b>
<b>Overall</b>	68	79	82
<b>SWD</b>	-	-	-
<b>Female</b>	76	94	89
<b>Male</b>	55	66	72
<b>Black</b>	49	69	72
<b>White</b>	80	90	92

	<b>6<sup>th</sup> CRCT Reading % Passing</b>			<b>7<sup>th</sup> Grade CRCT Reading % Passing</b>			<b>8<sup>th</sup> Grade CRCT Reading % Passing</b>		
	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
<b>Overall</b>	95	94	91	93	91	90	95	96	95
<b>SWD</b>	90	75	-	-	67	30	-	71	-
<b>Female</b>	97	96	88	95	94	93	98	97	98
<b>Male</b>	94	92	93	90	88	88	93	95	91
<b>Black</b>	90	91	82	89	86	83	92	94	91
<b>White</b>	98	96	100	95	96	98	100	98	100

	<b>6<sup>th</sup> CRCT English Language Arts % Passing</b>			<b>7<sup>th</sup> Grade CRCT English Language Arts % Passing</b>			<b>8<sup>th</sup> Grade CRCT English Language Arts % Passing</b>		
	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
<b>Overall</b>	93	91	94	98	65	94	96	93	95
<b>SWD</b>	-	68	-	-	71	36	-	69	-
<b>Female</b>	96	95	94	99	96	97	99	95	95
<b>Male</b>	91	88	94	96	90	88	94	91	95
<b>Black</b>	89	88	89	97	91	26	94	90	91
<b>White</b>	98	94	98	99	95	97	99	96	100

	6 <sup>th</sup> CRCT Mathematics % Passing			7 <sup>th</sup> Grade Mathematics % Passing			8 <sup>th</sup> Grade CRCT Mathematics % Passing		
	2012	2011	2010	2012	2011	2010	2012	2011	2010
<b>Overall</b>	77	76	74	96	89	89	81	79	82
<b>SWD</b>	-	45	-	-	65	45	-	46	-
<b>Female</b>	71	79	69	97	92	90	86	80	82
<b>Male</b>	83	74	77	93	87	87	77	75	81
<b>Black</b>	60	64	55	91	83	83	65	68	72
<b>White</b>	89	85	93	99	94	95	97	85	94

	6 <sup>th</sup> CRCT Science % Passing			7 <sup>th</sup> Grade CRCT Science % Passing			8 <sup>th</sup> Grade CRCT Science % Passing		
	2012	2011	2010	2012	2011	2010	2012	2011	2010
<b>Overall</b>	75	71	80	85	82	83	77	68	77
<b>SWD</b>	67	41	-	33	51	20	-	33	-
<b>Female</b>	71	70	78	85	84	87	75	66	77
<b>Male</b>	79	72	81	85	80	80	79	68	78
<b>Black</b>	57	54	66	73	72	75	56	51	63
<b>White</b>	91	84	95	95	90	93	99	81	95

	6 <sup>th</sup> CRCT Social Studies % Passing			7 <sup>th</sup> Grade CRCT Social Studies % Passing			8 <sup>th</sup> Grade CRCT Social Studies % Passing		
	2012	2011	2010	2012	2011	2010	2012	2011	2010
<b>Overall</b>	69	71	62	80	75	80	78	73	80
<b>SWD</b>	28	40	-	25	42	10	-	37	-
<b>Female</b>	69	72	59	80	76	85	81	74	80
<b>Male</b>	71	70	65	81	75	75	76	71	81
<b>Black</b>	54	58	41	65	62	65	62	60	69
<b>White</b>	85	42	87	93	84	94	95	83	95

**c. Identify strengths and weaknesses based on prescribed assessments.**

Despite high aspirations on the part of educators and parents of JRTMS, there is clearly a need for improvement in the area of literacy. The implementation of CCGPS in all subject areas has challenged teachers and students to meet state benchmarks. After making AYP for six consecutive years, JRTMS did not make AYP in the area of mathematics in 2011 and was identified as a Focus School in 2012. Even though school improvement strategies are

implemented and evaluated in each academic area, student performance at JRTMS would be enhanced by the multitude of options that technology would bring to the classroom. Over the past three years, data trends evidence a disparity among subgroups in academic content areas which urges our school to seek literacy improvement for all students at JRTMS. The data tables above indicate a significant margin in performance among subgroups in each content area. JRTMS is consistently striving to narrow the gap between each subgroup of students.

**d. Data for all teachers including CTAE, Spec. Ed., & media**

	Administrators	Support Personnel	Teachers	
Positions	Number	2.25	4.45	32.39
	Average Annual Salary	\$81,146.36	\$57,157.68	\$47,995.45
	Average Contract Days	231.11	196.00	190.92
	Average Daily Salary	\$351.11	\$291.63	\$251.39
Personnel	Full-time	2	2	24
	Part-time	1	12	11
Gender	Male	1	8	9
	Female	2	6	26
Certificate Level	4 Yr Bachelor's	0	5	16
	5 Yr Master's	0	6	14
	6 Yr Specialist's	1	3	5
	7 Yr Doctoral	2	0	0
	Other *	0	0	0

**Project Plan, Procedures, Goals, Objectives, and Support**

**a. Project goals directly related to the identified needs.**

<b>Goal 1</b>	Increase literacy achievement for all students in grades 6-8 at J. R. Trippe Middle School by improvements in instructional practices.
<b>Goal 2</b>	Teachers will have access to ongoing formative and summative assessments data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.
<b>Goal 3</b>	To produce College and Career ready students upon graduation by providing instruction aligned to CCGPS and using the resources and materials provided by the SRCL grant.
<b>Goal 4</b>	Technology application will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
<b>Goal 5</b>	Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by a variety of methods: face-to-face, through webinars, online archives, or other resources. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.

**b. Project objectives that relate to implementing the goals identified.**

1. The SRCL grant will equip all classrooms with appropriate literacy materials to enhance student success.
2. The SRCL grant will equip all classrooms with needed technology to support literacy development.
3. The SRCL grant will provide professional learning plans for all faculty and support staff to assist in the implementation of the literacy program.
4. Administrators and School Improvement Specialists will conduct observations and walk-throughs to monitor curriculum implementation.
5. Equip classrooms and media centers with up-to-date print materials, e-text, and additional resources for research.
6. Teachers will use a variety of classroom assessments to make instructional adjustments for meeting student needs and evaluating effectiveness of instruction.

**c. The goals and objectives are measurable either formatively or summatively**

The following chart indicates how the SRCL grant goals and objectives are measured.

Formative Measures	Summative Measures
Documentation of teachers actively participating in professional learning.	Disaggregation of CRCT data by subgroups.
Determine the percent of teachers who are implementing standards based strategies based on walkthroughs and observations.	Growth as indicated by MAP assessment.
Progress Monitoring Results	Writing test data
Pre-Assessments and Benchmarking	Graduation data
Analysis of data to assess student placement in Tiers 2-4.	
Observations and walk throughs to indicate that teachers are utilizing technology to increase student motivation and active participation.	
Literacy Needs Assessment	

**d. Shows that students in elementary will receive at least 90 minutes of tiered instruction and middle/high school receive 2-4 hours through the contents areas**

The grade level schedules in section (i) below represent a tiered instructional schedule for grades 6-8. ELA, mathematics, science and social studies class are scheduled for 75 minute blocks per day. This schedule clearly offers more than three hours of literacy instruction for all students. Each grade level academic content area classes are scheduled with appropriate classes that provide a co-teaching environment as set forth in student IEPs. Screenings occur during the provided academic time for all students. During connection classes, students are provided with health, PE, remedial education, study skills, and technology classes.



**e. The application provides an RTI model.**

Opportunities for additional support through RTI are afforded through the connections time which is 80 total minutes each day. The following Tier I resources are available at J. R.

Trippe Middle School:

- GPS standards, curriculum maps, and instructional units
- MAP (Measures of Academic Progress)
- USA Testprep
- Georgia Online Assessment System
- School wide computer lab
- Texts or supplemental reading for content
- Houghton Mifflin’s Language Arts basal series
- System vocabulary plan
- System writing plan
- Novel Units
- Read for Real series for REP students
- Accelerated Reader

<b>J. R. Trippe Middle School Tiered Intervention Schedule</b>			
	<b>Instructional Time</b>	<b>Personnel</b>	<b>Strategies</b>
Tier II	40 minutes/day	4-Co-Teachers 2- Self Contained Teachers 2.5- Certified Teachers 2- Instructional Paras	Remedial education and study skills for reading and math
Tier III	40 minutes/day	4-Co-Teachers 2- Self Contained Teachers 2.5- Certified Teachers 2- Instructional Paras	Individualized reading and math interventions
Tier IV	Entire Instructional Day	4-Co-Teachers 2- Self Contained Teachers 2.5- Certified Teachers 2- Instructional Paras	Individualized Education Plan

**f. The application is inclusive of all teachers and students (where relevant) in the school**

In order for the successful implementation of the SRCL grant, all teachers and students are included in the process of reaching set goals and objectives. All teachers will participate in professional learning and implement research based strategies that promote student engagement. All students will have access to high quality instruction as well as resources to help them improve literacy in each content area. To ensure this access, school administrators will monitor and provide feedback to teachers as needed.

**g. Considers practices already in place when determining goals and objectives**

The following list contains practices used in determining goals and objectives. These practices are already in place at JRTMS.

- Formative and summative assessments
- PLC
- Walkthroughs and observations
- Targeted professional learning
- Classroom observations
- 4-tiered RTI process
- Literacy Team

**h. Goals to be funded with other sources**

<b>Goals</b>	<b>Other Funding Sources</b>
Continue to use the 4-tiered RTI process.	Title VI
Schedule PLC meeting during the school day.	State Staff Development
Continue remedial programs currently in place.	REP and Title VI
Provide support structures for new staff and beginning teachers.	Title IIA

- i. **Details a sample schedule by grade level indicating a tiered instructional schedule with appropriate interventions**

<b>J. R. Trippe Middle School: Schedule of Classes</b>					
<b>6<sup>th</sup> Grade</b>		<b>7<sup>th</sup> Grade</b>		<b>8<sup>th</sup> Grade</b>	
8:10 - 9:25	Academic 1	8:05 - 8:45	Connections 1- Tiered Intervention	8:10 - 9:25	Academic 1
9:25 - 10:05	Connections 1- Tiered Intervention	8:45 - 9:25	Connections 2- Tiered Intervention	9:25 - 10:45	Academic 2
10:05 - 10:45	Connections 2- Tiered Intervention	9:25 - 10:40	Academic 1	10:45 - 11:25	Connections 1- Tiered Intervention
10:45 - 12:00	Academic 2	10:40 - 11:55	Academic 2	11:25 - 11:55	lunch
12:00 - 12:30	Lunch	11:55 - 1:10	Academic 3	11:55 - 1:10	Academic 3
12:30 - 1:45	Academic 3	1:10 - 1:40	lunch	1:10 - 2:25	Academic 4
1:45 - 3:10	Academic 4	1:40 - 3:10	Academic 4	2:25 - 3:10	Connections 2- Tiered Interventions

- j. **References the research-based practices in the “What” and “Why” document as a guide for establishing goals and objectives**

JRTMS will implement striving reader goals and objectives by developing strategies that will be used in all classrooms which will be evaluated for effectiveness. This plan will be implemented by district level personnel, school improvement specialists, administrators and classroom teachers. The **following chart** contains research-based practices with a correlation to the project goals and objectives as well as the “What” and “Why” document.

<b>Research-Based Practices</b>	<b>Project Goals</b>	<b>Project Objectives</b>	<b>Reference to "What" Document (Page #)</b>	<b>Reference to "Why" Document (Page #)</b>
Teachers will participate in Professional Learning Communities to collaborate, plan, and align the curriculum horizontally and vertically.	1, 2, 5	1, 3, 2	13	146
Teachers will use direct and explicit comprehension strategies that include motivation and self-directed learning.	1, 3, 4	1, 2, 3, 5	7-10	60, 133
Teachers will provide opportunities for students to participate in text-based collaborative learning.	1, 3, 4, 5	1, 2, 3, 5	7-10	68
Students will be provided frequent opportunities to write in order to extend and reinforce reading in all content areas.	1, 3, 4	1, 2, 3, 4, 5, 6	7-10	46, 58, 89
Include diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.	1, 3, 4, 5	1, 2, 3, 4, 5	7-10	68, 133
Include the use of Lexiles in the classroom and media center to support and enhance literacy instruction.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	9	50, 115, 155
Extended time for reading and literacy instruction will be provided for struggling students after school or during the summer.	1, 2, 3, 4	1, 2, 3, 5, 6	10	161
Diagnostic assessments will be administered to students who are identified with needs during the screening process.	1, 2, 3	1, 6	9	40, 101
Frequent, ongoing progress monitoring of student response to intervention for instruction will be used as formative assessments.	1, 2, 3	1, 6	8-9	98, 127
Make data a part of an ongoing cycle of instructional improvement.	1, 2, 4	1, 2, 6	8-9	26, 30, 36
Administrators will provide and support a clear vision for school wide data use.	1, 2, 3, 4, 5	3, 4	5	122
Teachers utilize differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.	1, 2, 5	1, 2, 4, 6	10	70, 74
Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction.	1, 2	1, 6	8	135
Technology is used for production, publishing, and communication across the curriculum.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	10	77

**Assessment/Data Analysis Plan**

a. A detailed listed of the school’s current assessment protocol

<b>JRTMS Sources of Available Data</b>			
<b>Assessment</b>	<b>Purposes</b>	<b>Skills Measured</b>	<b>Test Frequency</b>
MAP (Measures of Academic Progress)	Screener, Outcome	Reading Comprehension, Math, Vocabulary	2 x per year
AIMSweb Maze Comprehension Probes	Progress Monitoring for Tiers 2 & 3	Reading Comprehension	Every 2 weeks
AIMSweb Math Concepts and Application Probes	Progress Monitoring for Tiers 2 & 3	Math Concepts & Applications	Every 2 weeks
Informal Phonics Awareness	Diagnostic	Auditory segmenting and blending syllable level, word level and sound level	1 x per year
Informal Phonics Inventory	Diagnostic	Basic Phonic Skills	1 x per year
Practice Writing Assessment (7 <sup>th</sup> grade)	Screener	Writing	1 x per year
CRCT	Outcome	All Academic	1 x per year
8 <sup>th</sup> Grade Writing Assessment	Outcome	Writing	1 x per year
Access for ELs	Screener	Language	1 x per year

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

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

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

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

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

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

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

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

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

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

There are several avenues that JRTMS uses to disseminate data to parents and stakeholders. Teachers and administrators have opportunities to meet with parents on an individual basis through parent conferencing and IEP meetings. During these meetings, teachers and parents discuss strengths and weaknesses of students by reviewing multiple forms of data. The EOCT, MAP, and GHSWT data are disseminated to students and parents by giving out written summaries of scores sent from the State or school. All test scores released by the State are shared with parents and community members through the school council and local media.

The following is list of ways that stakeholders communicate assessments results:

- Progress reports
- State report card
- Parent/teacher conferences
- Report cards
- Open house
- Parent nights
- Student assessment reports
- Newspaper
- Board meetings
- School council meetings
- Professional Learning Communities
- School and/or system website (i.e. Parent Portal)
- Parental contacts

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

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

professional learning needs. Below is the professional learning needs identified through the needs assessment data.

<b>On-going Professional Learning at J. R. Trippe Middle School</b>	
<b>Topic</b>	<b>Method of Delivery</b>
Common Core GPS	Face-to-face; webinars
Differentiated instruction	Face-to-face during PLC time
Professional Learning Communities	Face-to-face
TESA	Face-to-face
MAP	Face-to-face
Georgia Online Assessment System	Face-to-face; webinars
Georgia LDS	Face-to-face during PLC time
Rigor and Relevance in Mathematics	Face-to-face
Intensive writing plan	Face-to-face
Effective vocabulary instruction	Face-to-face

Additional Professional Learning as determined by the needs assessment:

- Direct and explicit comprehension strategy instruction such as before, during, and after reading strategies
- Increased motivation and engagement in literacy learning
- Intensive and individualized interventions for struggling readers
- Increasing opportunities for students to write daily
- Strategies to support EL students
- Participation in statewide professional learning webinars, online courses, and conferences that are literacy based



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

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

## Resources, Strategies and Materials to Support Literacy Plan

- a. **List of resources needed to implement the literacy plan including student engagement.**
- Wireless computer labs (3-one to share for each grade level)
  - E-texts and e-text readers to replace textbooks
  - Interactive boards with projectors and laptops for each classroom not currently equipped
  - Student response systems for assessing student progress
  - Print books, fiction, nonfiction, and informational texts, in order to update classroom libraries in all content areas
  - Print books, fiction, nonfiction, and informational texts, in order to update school wide media center
  - Any books or resources needed for professional learning
- b. **List of activities that support literacy intervention programs.**
- Teachers will use universal screeners to identify students who need intense interventions
  - Schedule extended learning times for struggling students to receive intense interventions through remedial education
  - Continue implementation of a Response to Intervention 4-tiered model
  - Provide student support with programs implemented by the graduation coach to ensure students have a successful transition to high school
- c. **List of shared resources available at each building.**
- One computer lab shared for entire school
  - Novels
  - Laptops (limited availability)
  - Science equipment
  - Student response systems (older model and only a few to share)

**d. General list of library resources or a description of the library as equipped.**

- Fiction and nonfiction books for Accelerated Reader
- Magazines
- Thirty six computers for student use

**e. List of activities that support classroom practices.**

- Professional Learning Communities for collaboration and lesson planning that demonstrate the use of best practices
- Professional learning for teachers and administrators that supports the use of research based practices in their content area
- Professional learning for teachers and administrators that supports the implementation of technology that support standards based instruction and increases student motivation
- Lessons that promote engagement in literacy in all content areas by the use of technology for text-based collaborative learning, self-directed learning, and intensive writing
- Teachers will use a variety of print and non-print forms of media to engage students in meeting standards
- Teachers will use a variety of texts that are appropriate based on student Lexile scores and level of text complexity
- Students will utilize technology in each content area to develop strong research skills that will transfer throughout high school and college
- Instructional coaching on a regular basis to provide support structures for teachers as they implement new initiatives, programs, and technology in the classroom

**f. List of additional strategies needed to support student success.**

- Remediation and academic tutoring during the summer or afterschool for any student who needs additional support in literacy
- Provide more opportunities for students to write in all content areas and provide sufficient feedback

**g. General list of current classroom resources for each classroom in the school.**

- Curriculum guides includes standards, instructional units, and assessments
- Textbooks
- Novels
- Interactive boards (only in a few classrooms)
- One teacher computer
- One student computer (in some classrooms)

**h. A clear alignment plan for SRCL and all other funding**

Alignment areas	Strategies	Funding Sources
1. Classroom resources	<ul style="list-style-type: none"> <li>• Access classroom libraries with a variety of text and Lexile levels</li> <li>• Utilize materials to help targeted students</li> <li>• Plan and provide lessons that promote engagement in literacy in all content areas by the use of technology for text-based collaborative learning, self-directed learning, and intensive writing</li> </ul>	SRCL, Title I, Title VI, SPED
2. Professional learning	<ul style="list-style-type: none"> <li>• Help struggling readers</li> <li>• Differentiate in small groups based on student need</li> <li>• Develop lessons that promote engagement in literacy</li> <li>• Disaggregation formative and summative data</li> <li>• Utilize technology to assist teachers and increase student motivation</li> </ul>	SRCL, Title I, Title II, professional learning money, Title VI, SPED
3. Technology	<ul style="list-style-type: none"> <li>• Assist with assessment and literacy programs to improve student achievement</li> <li>• Assist teachers with resources available on the web</li> <li>• Provide students with technology access to a variety of resources that promote literacy in all content areas</li> <li>• Provide students with the necessary tools to engage in writing by accessing research and informational texts.</li> </ul>	SRCL, Title I, Title VI, SPED

- i. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.**

### RTI

- Access software or programs for remediation of identified weaknesses
- Provide programs which will help track student progress
- Access additional resources that promote student engagement

### Student engagement

- Access software, programs, activities, and strategies which promote engagement and individualized instruction
- Assist in assessing students for content mastery

### Instructional Practices

- Teachers plan lessons using interactive boards which require students to use apps/resources for learning activities
- Teachers model and students produce products like a story board or video
- Assist in literacy assessments and diagnostics for more individualized lessons
- Utilize technology for researching and accessing informational texts

### Writing

- Provide practice on open ended student responses simulating the PARCC assessment
- Software or programs to increase the four domains of writing and the various genre
- By updating and increasing our technology within the school, we will increase writing opportunities for the students

**Professional Learning Strategies Identified on the Basis of Documented Need**

- a. A table indicating professional learning activities that staff have attended in the past year.
- b. The % of staff attending professional learning.

<b>Professional Learning at J. R. Trippe Middle School 2011-2012</b>		
<b>Topic</b>	<b>Hours</b>	<b>% Staff Attended</b>
Differentiated Instruction	6	95
Increasing Parent Involvement	2	100
Implementing Performance Tasks in Mathematics	20	30
TESA (Teacher Expectations and Student Achievement)	40	5
MAP (Measures of Academic Progress) implementation and data analysis	3	95
Professional Learning Communities	20	95
Georgia Online Assessment System	1	95
Georgia LDS (Longitudinal Data System	2	100
CCGPS (Common Core Georgia Performance Standards) - Introduction and participation in webinars	6	100
Intensive writing	4	75
Effective vocabulary instruction	2	95

**c. A detailed list of on-going professional learning.**

<b>On-going Professional Learning at J. R. Trippe Middle School</b>	
<b>Topic</b>	<b>Method of Delivery</b>
Common Core GPS	Face-to-face; webinars
Differentiated instruction	Face-to-face during PLC time
Professional Learning Communities	Face-to-face
TESA	Face-to-face
MAP	Face-to-face
Georgia Online Assessment System	Face-to-face; webinars
Georgia LDS	Face-to-face during PLC time
Rigor and Relevance in Mathematics	Face-to-face
Intensive writing plan	Face-to-face
Effective vocabulary instruction	Face-to-face

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

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

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

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

- Examination of student achievement data
  - PLC meetings with documentation
  - Walk-through and observations to collect professional learning implementation
  - Provide feedback and summaries of conducted walk-throughs and observations
  - Evaluation of professional learning activities
- f. The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy plan, &**
- g. There is a method of measuring effectiveness of professional learning that can be tied back to the goals and objectives**

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



## Professional Learning Plan

Professional Learning	Location in Literacy Plan	Measure of Effectiveness
<p>Provide PL for new staff to receive necessary support on any new literacy initiatives previously learned by the staff.</p> <ul style="list-style-type: none"> <li>• CCGPS</li> <li>• Effective Vocabulary Instruction</li> <li>• PLC protocols</li> <li>• Georgia LDS</li> <li>• MAP</li> <li>• Online Assessment System</li> <li>• Differentiated Instruction</li> </ul> <p>Use the Comprehensive Reading Solutions website where appropriate:  <a href="http://www.comprehensivereadingsolutions.com/">http://www.comprehensivereadingsolutions.com/</a></p>	Pages 1 & 14	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• Literacy Team meeting minutes</li> <li>• Data Team meetings</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Continue to implement professional learning and support to staff during the transition to CCGPS. This includes state-sponsored webinars and face-to-face workshops.</p>	Page 2	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• CCGPS units and lesson plans</li> <li>• Walkthrough/ observations of implementation</li> <li>• Literacy Team meeting minutes</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Provide teachers with professional learning in the use of achievement data.</p>	Page 2	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Data Team meetings</li> <li>• Unit/Lesson Planning</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Ensure that collaborative planning time is scheduled and teachers are trained in the use of protocols such as examining student work.</p>	Page 3	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• PLC documentation/minutes</li> <li>• Student work samples</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Provide professional learning to administrators and teachers in the use of technology for</p>	Page 3	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations</li> </ul>

researching and data analysis.		<ul style="list-style-type: none"> <li>of implementation</li> <li>• Unit and lesson plan documentation of technology use</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
Plan and implement targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge. Use the Comprehensive Reading Solutions website where appropriate: <a href="http://www.comprehensivereadingsolutions.com/">http://www.comprehensivereadingsolutions.com/</a>	Page 3	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• Literacy Team meeting minutes</li> <li>• Unit and lesson plans</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
Provide opportunities for parents and caregivers to attend training on how to access information and resources on the web to help their child at home.	Page 9	<ul style="list-style-type: none"> <li>• Agendas and sign in sheets</li> <li>• Evaluation of training by parents</li> </ul>
Continue to provide professional learning as needed regarding the implementation of teaching academic vocabulary in all subjects. Use the Comprehensive Reading Solutions website where appropriate: <a href="http://www.comprehensivereadingsolutions.com/">http://www.comprehensivereadingsolutions.com/</a>	Page 4	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• Unit/Lesson plans</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
Provide professional learning on: <ul style="list-style-type: none"> <li>• Incorporating the use of literature in the content areas</li> <li>• Use of informational texts in English Language Arts classes</li> <li>• Writing instruction in all subject areas</li> <li>• Text complexity that is appropriate for each grade level and how to make adjustments based on the needs of individual students</li> <li>• Guiding students to conduct short-research projects that use several sources</li> </ul> <p>Use the Comprehensive Reading Solutions website where appropriate: <a href="http://www.comprehensivereadingsolutions.com/">http://www.comprehensivereadingsolutions.com/</a></p>	Page 4	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• Unit/Lesson plans</li> <li>• Student work samples</li> <li>• Data Team meetings</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>

<p>Provide professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction.</p>	<p>Page 7</p>	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• Unit/Lesson plans with rubrics</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Provide continued professional learning to staff who administers assessments.</p>	<p>Page 11</p>	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Provide training to teachers and staff members on the SRI assessment.</p>	<p>Page 11 &amp; 14</p>	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>
<p>Provide professional learning to support how technology will be used for production, publishing, and communication across the curriculum.</p>	<p>Page 15 &amp; 16</p>	<ul style="list-style-type: none"> <li>• PLC documentation/minutes</li> <li>• Walkthrough/ observations of implementation</li> <li>• Unit/Lesson plans with documented technology use</li> <li>• Student work samples</li> <li>• CRCT</li> <li>• 8<sup>th</sup> Grade Writing Test</li> <li>• Graduation Rate</li> </ul>

## Sustainability Plan

Our system is committed to ensuring the success of the grant after the funding cycle has ended. The plan contains the following components:

- a. Continue the use of the following instruments to gather data on literacy achievement with local assessments that include MAP (Measures of Academic Progress), DIBELS Next, AIMSweb, portfolio assessments, and assessments on the five pillars of reading: phonics, phonemic awareness, fluency, vocabulary and comprehension. School Improvement Specialists at each site coordinate and oversee the administration of the various assessments.
- b. The Bright Lights Foundation taps the energy, skills, concerns and financial resources of our alumni, businesses, and parents in order to promote excellence and invigorate public support for the Vidalia City Schools. Each year this organization raises private funds to continue worthwhile educational initiatives.
- c. Our job embedded professional learning communities that are active in each of our four schools, play an integral part in expanding lessons learned and for extending these teaching and learning practices. In addition, School Improvement Specialists conduct a new teacher mentoring program that is designed to assist new educators in honing newly learned teaching skills that include classroom management techniques, utilizing technology in the classroom, and using assessments to monitor student progress.
- d. Required summer professional learning courses for new teachers on direct, explicit instructional strategies has been and will continue to be an important part of our new staff orientation. The requirement to attend these sessions is included in teaching contracts. New teachers meeting the courses requirements receive stipends and PLU's.

- e. Literacy teams at each school will assist in determining the condition of print materials and the necessity of their replacement. Replacement requests are to be forwarded to the central office for inclusion in to the appropriate budget.
- f. An online schedule of yearly professional learning opportunities is provided each spring to administrators, teachers and paraprofessionals that clearly outlines course descriptions, registration procedures, times, dates, sites, instructors, stipends and PLU's that are being offered. This schedule will include professional learning sessions that are part of the Striving Reader Grant and will extend beyond the grant period with funding sources that include local, state and federal allocations.
- g. The system's Technology Specialist, an integral member of the system literacy team, will coordinate purchases of hardware and software obtained with this grant's funds in all four of our schools. Her duties include obtaining bids, initiating purchase orders, inventorying the equipment, arranging installation, negotiating site licenses, organizing warranties, and working with the system's professional development coordinator to provide training on any software or the use of the hardware to both new and veteran staff members.. Our Technology Specialist will also arrange for regular maintenance of the equipment in order to extend the life of the hardware beyond the grant funding period.
- h. Our established job imbedded professional learning communities are excellent vehicles for providing a means to expand upon lessons learned from the SRCL project with teachers new to our system and for extending classroom practice into the community. Professional Learning Communities in all four of schools provide a supportive environment that allows for the sharing of successful literacy practices where the focus is on learning. The benefits of Professional Learning Communities to educators and

students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Expert Michael Fullan has found that PLC's are necessary, stating "Numerous studies document the fact that Professional Learning Communities or collaborative work cultures at the school and ideally at the district level are critical for the implementation of attempted reforms."

## Budget Summary for J. R. Trippe Middle School

If awarded, we estimate that the total amount to be awarded to our school will be approximately \$443,424.00 (\$744.00 per student x 596 students). Our budget plans call for the funds to be allocated over a three to five year period.

Year I: Under Function Code 1000 Instruction, initial grant funds will be used to jumpstart literacy instruction. These include:

- Classroom libraries to include informational texts
- Literacy kits and programs
- E-readers and e-texts
- Response devices
- Whiteboards
- Computer labs
- Literacy program software for differentiated instruction
- Printers, paper, and toner supplies

Also under Function Code 1000 for Instruction, we plan to offer a summer literacy camp for our grades 6-8 students so funds will be needed for teacher salaries and benefits and literacy kits to use during the camp.

Assessments for literacy screenings, diagnostics and progress monitoring would be budgeted under Function Code 2100 Pupil Services.

Function Code 2200 Media Services would be used to budget for novels, books, periodicals, technology, and supplies.

A crucial budget item, professional development, Fund Code 2210 Improvement of Instructional Services, cover items for trainers' fees, registration fees, substitute costs, stipends for off contract training hours, travel expenses, and training materials.

To assist with the initial implementation of the grant and its budgeted activities, Fund Code 2210 Improvement of Instructional Services will be coded for the days when the School Improvement Specialist will work beyond her regular contract to implement the grant and this will be considered part of administrative costs.

Years II-V: Instructional needs that were not filled in Year I will continue to be budgeted for in the subsequent years of the grant. However, after-school literacy programs and their expenses, to include student transportation, need to be added on to the budgets for these years. Maintenance of technology purchased with the grant is often an item that is overlooked in budgets but is crucial in extending the life of the equipment. Professional development costs will continue as a budgeted item in the ongoing years of the grant. Focus will be put on training new

teachers on the literacy topics that were previously presented to the school staff. Also, additional work days for the School Improvement Specialist will continue to be budgeted for her assistance in the grant implementation as part of administrative costs.