

School Profile

Created Thursday, December 04, 2014

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School Information

System Name:	Franklin County
School or Center Name:	Central Franklin Elementary School
System ID	8010
School ID	0105

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Jennifer Gaines
Position:	Principal
Phone:	706-384-7326
Email:	jgaines@franklin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Jennifer Underwood
Position:	Academic Coach
Phone:	706-384-7326
Email:	junderwood@franklin.k12.ga.us

Grades represented in the building

example pre-k to 6

3 - 5

Number of Teachers in School

22

FTE Enrollment

305

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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

Appendix D: Conflict of Interest & Disclosure Policy

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.
- 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

Appendix D: Conflict of Interest & Disclosure Policy

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.
- 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

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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Appendix D: Conflict of Interest & Disclosure Policy

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

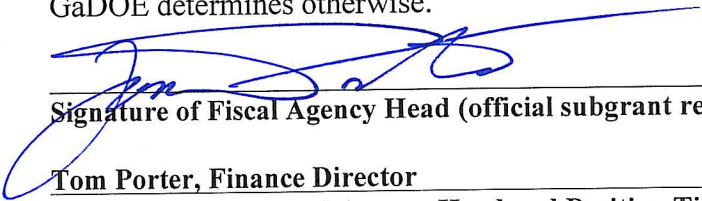
No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. Disclosure of Conflict of Interest after Agreement Execution

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

III. Incorporation of Clauses

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



Signature of Fiscal Agency Head (official subgrant recipient)

Tom Porter, Finance Director

Printed Name of Fiscal Agency Head and Position Title

December 4, 2014

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Ruth O'Dell, Superintendent

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

December 4, 2014

Date

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: Cyndee Phillips

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

Address: 280 Busha Road

City: Carnesville, GA Zip: 30521

Telephone: (706) 384-4554 Fax: (706) 384-7472

E-mail: cphillips@franklin.k12.ga.us


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

Cyndee Phillips

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

October 31, 2014

Date (required)

Brief History:

Franklin County is home to approximately 20,000 individuals living in a 266.4 square mile area. The county’s citizens earn livelihoods primarily from farming and industry causing the per capita income to be \$21,590, which is only 79% of the state’s average. Approximately 20% of Franklin County’s youth are living in poverty. The unemployment rate is 9.5%. The adult literacy rate is 20% compared to the state rate of 12%. Almost half (45.9%) of all adults, ages 25 and older did not complete high school. This situation has been perpetuated by low high school completion rates. The graduation rate for Franklin County has increased from 58.9% in 2008 to 86.4% in 2014.

System Demographics:

FCSS serves approximately 3600 students. There are 279 teachers and 30 administrators. There are three elementary schools, one middle school, and one high school. In 2013-2014, economic constraints precipitated the restructuring of four elementary schools into three schools, causing redistricting to occur and a change in configuration for the schools. Four elementary schools in FY 13 were too small to earn the minimal funding from the State of Georgia, causing an economic burden. The political climate of community schools would not support closing the oldest of the schools. Two schools (Carnesville and Central Franklin) were consolidated to save funds.

The free/reduced lunch rate is 61.6%. The elementary and middle schools are School-Wide Title I Program schools.

Student population:

White	Black	Asian	Hispanic
81.85%	10.51%	1.01%	6.63%

Current Priorities

Professional Learning Communities (PLCs) - approach to ensure standards based practices through the guidance of the Franklin County Classroom Model.

Implementation of state standards –Teams collaborate in designing units, creating common assessments, and implementing research based strategies.

RTI Revamp – the creation of a district level administrator to manage the RtI and PoI process provides a systematic approach for student support.

BYOT – support of student engagement and learning through the use of “Bring your Own Technology Initiative.

Strategic Planning

The five-year strategic plan was developed with input from the Board of Education, Leadership Teams, teachers, parents, community members, and students.

The Mission of the Franklin County School System is to educate and prepare all of our students to meet the highest state and national standards and the expectations of a continuously changing world.

Our Guiding Principles:

- *Doing whatever it takes for all students to graduate and be college-and work- ready and productive, critical-thinking, problem-solving citizens in the 21st century and beyond.*
- *Doing whatever it takes to realize, enhance, and even change the potential of every child.*
- *Doing whatever it takes to actively collaborate with colleagues to grow professionally, hold each other accountable for results, and support one another in a professional learning community.*
- *Doing whatever it takes to provide rigorous, relevant, differentiated instruction that meets the needs of all students.*
- *Doing whatever it takes to engage all stakeholders (students, teachers, parents, community) in the continuous improvement of our schools and system.*

District Goals:

Strategic Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning and independence of all students.

Strategic Goal II: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

Strategic Goal III: Ensure that the district has resources and provides services that support its purpose and direction and the success of all students.

Strategic Goal IV: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

School improvement teams consisting of teachers, administrators, and other key personnel guide the process in data analysis, feedback from stakeholders (teachers, parents, students), and review the current initiatives to ensure continuous improvement is occurring. The school improvement plans incorporate strategies and interventions outlined in the Title I School-wide Plans.

Current Management Structure:

The Franklin County BOE consists of five members and employs the Superintendent to lead the district's improvement processes. A Central Office team consists of the Assistant Superintendent for Teaching, Learning, and Student Services, the Assistant Superintendent for CCRPI and Facilities, Directors for Special Education, Student Services, Finance, Operations, Transportation, School Nutrition, Technology, and Maintenance.

Monthly leadership team meetings focus on the strategic goals and professional learning. Leadership Team consists of district administrators, directors, principals, assistant principals, and academic coaches.

Additionally, monthly meetings of the Teacher Advisory Council (TAC) provide support for school improvement initiatives. The TLSS department consists of the Assistant Superintendent

for TLSS, Special Education Director, Student Services Director, Response to Intervention Director (49%), School Psychologists, School Social Worker, Parent Mentor, Diagnostician, and Alternative School (Summit Academy) Program Director and also meets monthly. The Assistant Superintendent for TLSS also meets twice monthly with the school-based Academic Coach team.

The Parent Advisory Council (PAC) and Student Advisory Council (SAC) meet quarterly to gather input. Additionally, the Chamber of Commerce Education Committee meets monthly to provide support and input from the community.

Past Instructional Initiatives:

Learning Focused Schools
Framework for Poverty
Differentiation
Student Longitudinal Data System
Reading First
21st Century After School Program Grant
Franklin County Model for Standards-Based Classroom Instruction

Literacy Curriculum and Assessments Used District-Wide:

K-5 – Renaissance Learning (STAR Early Literacy, STAR Reading, Accelerated Reader)
GKIDS
Milestones EOG Assessments (3-5)
Georgia Alternate Assessment (GAA)
ACCESS (English Learners)
Study Island
CCGPS Frameworks

6 – 8 - Scholastic Reading Inventory (SRI)
Milestones EOG Assessments (6-8)
GAA
ACCESS

9 –12 - Scholastic Reading Inventory (SRI)
Milestones EOC Assessments
GAA
Scholastic Read 180 (SWD and struggling readers)
ACCESS
End of Pathway Assessments (CTAE)

Need for a Striving Reader Project:

As the state standards have become more rigorous and literacy focused, the need to strengthen literacy in FCSS has become paramount. Although we see improvement in test scores, we do not

see the same with Lexile scores. 98% of students are meeting minimal grade level standards on the CRCT Reading assessment (2014); only about 68% reach the stretch band (CCRPI). Even though we have seen a steep increase in CRCT Reading and EOCT ELA scores, our writing scores are stagnant. The gap between students who are operating at high independent reading levels widens as students increase in grade levels. The ability to read, write, and comprehend at high levels, especially in jobs which require the employee to navigate technical manuals has also caused us to examine the current state of student's literacy skills in Franklin County. The Why document (p. 28) illustrates the need for a highly literate work force, indicating that those who are not able to write and communicate at high levels will not be hired or considered for promotions. The state standards also indicate a high level of literacy instruction and academic rigor in all content areas. No longer is "literacy" the property of the ELA or reading teachers. The Anchor Standards and the Literacy Standards for Science, Math, Social Studies, History, and Technical Subjects rightly place the importance of teaching literacy skills in every content class. Good reading skills are tools for communication, and should become habit rather than a particular lesson; or a culture of literacy throughout the school district (The Why, p. 32).

In addition to using the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* and the "What" document to identify needs and root causes, the Literacy Teams also analyzed student achievement data, TKES data, school improvement goals, and other climate data. Data indicates very small differences in economically disadvantaged students and all students. The biggest gaps occur between all students and students with disabilities. Closing the achievement gaps will ensure that students graduate college and career ready (The Why, p. 3).

District Management Plan and Key Personnel:

In order to ensure effective coordination and implementation of SCRL grants across all school levels, the Assistant Superintendent for TLSS will be designated to serve as the primary liaison between the schools, district office and GADOE. The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Grant Management	Person/Position Responsible	Key Responsibilities	Supervisor
System-Wide Coordination/Management	Cyndee Phillips, Assistant Superintendent for Teaching, Learning, & Student Services (TLSS)	<ul style="list-style-type: none"> • Ensures implementation of grant initiatives • Monitors literacy instruction • Problem solves issues • Compiles reports for monitoring • Manages grant budget items approval 	Dr. Ruth O’Dell, Superintendent
Purchasing	Tom Porter, Finance Director	<ul style="list-style-type: none"> • Receive/process school purchase orders (approved budget items) • Up-to-date expenditure reports 	Dr. Ruth O’Dell, Superintendent
Site-Level Coordination	<ul style="list-style-type: none"> • CES – Jennifer Gaines, Principal & Jennifer Underwood Academic Coach • LES – Darrell McDowell, Principal & Kasey Haley, Academic Coach • RES – David Gailer, Principal & Shea Wilson, Academic Coach • FCMS – Lucy Floyd, Principal & Thesa 	<ul style="list-style-type: none"> • Director/Project coordinator on all matters pertaining to the grant at the school level • Convenes School Literacy Team to discuss grant implementation and evaluation, study and analyze data • Supervise and monitor evidence based literacy instruction in all classrooms 	Dr. Ruth O’Dell, Superintendent Cyndee Phillips, Assistant Superintendent for TLSS

	Beatenbough, Academic Coach <ul style="list-style-type: none"> • FCHS – Brad Roberts, Principal & Tracy Hendrix, Academic Coach 		
Professional Learning	<ul style="list-style-type: none"> • Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley) 	<ul style="list-style-type: none"> • PL team will coordinate and schedule professional learning activities per the grant proposal • Track PLUs (attendance sheets, evaluations, implementation of strategies) 	Cyndee Phillips, Assistant Superintendent for TLSS
Technology Coordination	<ul style="list-style-type: none"> • Andrew Fowler, Director of Technology • Cyndee Phillips, Assistant Superintendent for TLSS 	<ul style="list-style-type: none"> • District coordination of technology services and technical assistance for implementation of grant initiatives (SRI, DIBELS Next) 	Cyndee Phillips, Assistant Superintendent for TLSS
Assessment Coordination	<ul style="list-style-type: none"> • Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley) 	<ul style="list-style-type: none"> • Identify, purchase, and implement both formative assessments and summative assessments per the approved grant guidelines • Schedules and monitors assessments 	Cyndee Phillips, Assistant Superintendent for TLSS

Understanding of Grant Personnel Regarding Goals, Objectives, and Implementation Plan:

The personnel listed in the chart above have been active participants in the development of the grant from its initial intent to apply. The process of writing the grant has been a district and

school initiative, utilizing the PLC process to guide the School-Based Literacy Teams to develop the goals and objectives of the grant through a collaborative process. Coordination to ensure the district's strategic plan and goals was provided by the leadership of the principals, academic coach team, and district personnel. There was a concerted effort to ensure alignment of the grant initiatives to the district's strategic plan.

Processes are currently in place to guide the management of the grant's initiatives, including fiscal responsibility, sound assessment implementation/monitoring, and fidelity to the K-12 Literacy Plan, developed in collaboration with School-Based and District Literacy Teams. The process provides transparency and accountability for the district employees, the school board, and the citizens of Franklin County.

Experience of the Applicant:

The FCSS has a history of sound fiscal management. The Georgia Department of Audits conducts a system audit each year and our district does not have any findings.

Audit Table

Fiscal Year	Project Title	Funded Amount	Audit Findings
2011	Special Ed-Preschool (CFDA #84.173)	\$41,434.50	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	\$ 789,857.14	No Findings
	Education Job Fund (CFDA# 84.410)	\$ 778,374.00	No Findings
	Title I-A, ARRA (CFDA#84.389)	\$ 121,614.30	No Findings
	Title I-A Improving Acad. Ach. (CFDA#84.010)	\$1,230,467.80	No Findings
2012	Child Nutrition Cluster (CFDA 10.553, 10.555)		No Findings
2013	Special Ed-Preschool (CFDA #84.173)	\$47,253.34	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	\$ 924,533.01	No Findings

Capacity for Financial Management:

As evidenced by past audit results and federal cross-functional monitoring, FCSS has an effective and efficient internal controls system for financial stability. The system has a finance director, payroll clerk, accounts payable/receivable clerk, and an additional clerk who balances the checking accounts. The finance department is responsible for ensuring all expenditures are appropriate and within the program guidelines as budgeted. Prior approval through a requisition/purchase order system is required for purchases, and must fall within the spending guidelines of the program for approval of the grant manager and finance director. The superintendent reviews the monthly budget reports and signs off on the grants accounting.

Sustainability of Past Initiatives:

The system has been successful in sustaining several major grants. We received the following federal program grants:

FRANKLIN COUNTY SCHOOL SYSTEM		
GRANT FUNDS RECEIVED		
	(Title IV-B) 21st Century Grant	(Title I-B1) Reading First Grant
FY2004	\$-	\$665,469.37
FY2005	\$-	\$664,360.00
FY2006	\$-	\$756,759.00
FY2007	\$-	\$589,876.00
FY2008	\$-	\$-
FY2009	\$328,092.54	\$-
FY2010	\$206,594.43	\$-

FY2011	\$236,930.80	\$-
TOTALS	<u>\$771,617.77</u>	<u>\$2,676,464.37</u>

Past initiatives continue to influence current and future district-wide initiatives. For example, the Reading First Grant (2004 – 2007) provided us with the basic literacy plan for K-3 teachers. Despite a downturn in the economy, we were able to sustain and add to our Academic Coach team (previous Literacy Coaches for K-3). We now have academic coaches at all levels. Teachers have and will continue to benefit from the job-embedded professional learning provided by this team. The additional support provided by the 21st Century After School Grant to struggling students in our district continued through our Project DELTA (District Extended Learning Time Assistance) program. We utilized local and federal Title VI-B funds to continue to provide after school tutoring and added within the school day additional tutoring for struggling students. These are just samples of the types of forward thinking and fidelity to implementation and sustainably of grant initiatives.

Internally Funded Initiatives:

The FCSS has been successful in the implementation of several local initiatives. The citizens of the county have entrusted us with the management of four ESPLOSTS, totaling about \$80 million dollars over the past twelve years. In addition, the district has locally funded many initiatives through the tax base, including the Renaissance Learning Suite (STAR Reading, STAR Math, STAR Early Literacy, and Accelerated Reader), Study Island, GRASP, and Grad Point. The district also focuses on the professional learning community through implementation of the Franklin County Classroom Model for Standards Based Instruction by continuously monitoring assessment for learning strategies and how to emphasize the important “work” of our school district. This resulted in professional learning through Solution Tree, Lucy Calkins Units of Study for Writer’s Workshop, and Georgia Leadership Institute for School Improvement (GLISI).

School History:

Carnesville Elementary opened its doors in 1957 as a first through twelfth grade school. Traditional classrooms were built for math, English, and history. Specialized rooms were created for business education, science, and home economics and a separate building housed vocational education.

Little changed until 1964, when the enrollment declined. The consolidated Franklin County High School opened, and grades nine through twelve were relocated to the new FCHS. In 1971, a junior high was built for grades seven and eight leaving CES a Kindergarten through sixth grade school. A major renovation of the school occurred in 1985 and a new gym was built on the CES campus in 1997. In 1999, the sixth grade was added to the junior high to make Franklin County Middle School.

Over the next six years, enrollment increased. The Franklin County Board of Education (FCBOE) approved the rezoning of the district and addition of a new elementary school in 2006 due to this increase. The new school was centrally located in the Franklin County district, thus the name Central Franklin Elementary.

Seven years later, the FCBOE approved launching a Primary (Kindergarten through second grade) and Intermediate (third through fifth grade) school concept in the district. The district was once again rezoned and CES and CFES were merged. The former Carnesville Elementary site became Carnesville Elementary School-Primary and the former Central Franklin site became Carnesville Elementary School-Intermediate. The make-up of the new schools showed an almost equal representation of staff and students from its two former schools as well as a smaller percentage from the two other elementary schools in the system.

In the remainder of this proposal, we will reference CESP as CES and CESI as CFES as that is how the state has each site distinguished.

The mission of CES/CFES is to provide a safe environment that promotes respectful, responsible, and resilient learners prepared to reach their social, emotional, and academic potential, which empowers them to thrive in our dynamic and challenging world.

The CES/CFES staff consists of 89 certified teachers/support personnel and 24 classified staff members. The pupil/teacher ratio is approximately 22:1. CES now serves almost six hundred students with the following profile: 83.5 % white, 6% African American, 4.7% Hispanic, 5.6 % Multi-racial, 51.2% males and 48.8 % females. The following percentages reflect the number of students enrolled in compensatory programs: 21.1 % Special Education, 2.3% English Language Learners, 28.5% Early Intervention Program, and 5.6% Gifted program. Approximately 60 % of our students qualify for free/reduced lunch. We also have six district self-contained SPED classes for multi-handicapped and Autistic students.

Administrative and Teacher Leadership Team

CES/CFES has one principal and an Assistant Principal at CES and an Assistant Principal at CFES. Teacher leadership is promoted and valued at CES/CFES. One opportunity for this leadership role includes participation on our Building Leadership Team. Our building Leadership team consists of a representative from each grade/content area and meets monthly. Although all staff has input in the School improvement plan and participates in the process, these BLT teacher leaders are instrumental in implementing the plan with their team members throughout the year.

For the past year, we have worked diligently to ensure communication between the Primary and Intermediate Schools. The schools share a principal, academic coach, counselor, media specialist and art/music/PE teachers. Because we share some staff members and our sites are four miles apart, we use technology in the form of video conferencing for much of our communication and planning.

CES/CFES, a Title I school, has been recognized as a Title I Distinguished School for 3 years (in 2012 and 13, before the schools merged and in 2014, after the schools merged). Under Georgia's new designations for Title I Schools, Carnesville Elementary was named one of the state's Reward Schools for High Performance.

All CES/CFES classrooms are equipped with SMARTboards and approximately four to five Internet accessible student computers. There is one Computer lab with thirty computers available to each class at least once a week during CAMP (Computer / Art / Music / PE classes) time. The students rotate through the classes during the week while teachers have a regularly scheduled planning time. When not in use for CAMP, the lab is available on a signup basis.

Past Instructional Initiatives at CES/CFES:

- RTI
- Collaborative Planning
- Assessment for Learning Strategies
- Mindset Training
- Transitioning from GPS to CCGPS
- Franklin County Classroom Model
- Reading First
- Study Island
- Classworks
- Accelerated Reader / Renaissance Learning

Current Instructional Initiatives at CES/CFES:

- RTI
- Collaborative Planning
- Assessment for Learning Strategies
- Mindset Training
- Transitioning from GPS to CCGPS
- Franklin County Classroom Model
- Study Island
- Accelerated Reader / Renaissance Learning
- Lucy Calkins Writing

Professional Learning Needs:

Professional learning is determined by student data and staff surveys. This year we have identified standards of mathematical practice and writing as two areas of focus for professional learning.

Need for Striving Reader Grant:

The instructional and assessment programs of the two schools are in great need of alignment due to a blended faculty with varying literacy backgrounds, experiences and philosophies. The primary commonalities between the schools have been the Reading First training received by most teachers almost 13 years ago and the use of STAR assessments as both a universal screener and progress-monitoring tool. We recognize this past initiative and current assessment tool are not adequate to provide our students with the balanced literacy instruction they need. The Striving Reader's Grant will allow the teachers, administration and support staff at each school to develop a common understanding of effective balanced literacy. The grant would also support collaborative efforts to maintain a vertically aligned K-5th grade literacy program including common implementation of instructional strategies, interventions and assessments. This K-5 view of a shared understanding and practice of effective literacy instruction will help ensure consistency and continuity between two schools, therefore reaching our ultimate goal of improving student literacy.

Needs Assessment, Concerns, and Root Causes Analysis

Description of Needs Assessment Process

The faculty and administration of Carnesville/Central Franklin Elementary School recently participated in the online Georgia Literacy Plan Needs Assessment survey via survey monkey. All CES/CFES content and ancillary teachers, including special education, ELL, gifted, EIP, and the media specialist were emailed the survey monkey link and provided release time to complete the survey. Out of 47 faculty and administration members, 47 responded to the survey, for a response rate of 100%. The literacy team identified items on the needs assessment receiving the highest percentage of “emergent” or “not addressed” ratings under each building block. Next, the literacy team analyzed the results for concerns and looked at disaggregated student achievement data to established root causes. The chart below summarizes the concerns and root causes relating to each building block. **The steps that we have taken and are proposing to take regarding the areas of concern are addressed in the literacy plan under the related building block.**

Building Block	Area of Need	Concerns	Root Causes
1. Engaged Leadership	(B) A school literacy leadership team is active. (55.55%)	(B) The literacy leadership team is newly formed and needs to be expanded to include community stakeholders, parents, and additional faculty. (What, 5B).	(B) Our school has been unaware of the need of a literacy team based on our K-5 student achievement data from both formative and summative assessment tools.
	(E) Literacy instruction is optimized in all content areas. (44.44%)	(E) Literacy instruction is not optimized in all content areas. (What, 6E).	(E) Teachers’ lack of professional learning on strategies and resources needed to provide literacy instruction across content areas.
	(F) The community at large does not support schools and teachers to develop students	(F) Our community and parents are not aware of the importance of being involved in	(F) Lack of communication, involvement, and understanding of the CCGPS from

	who are college and career ready (75.76%)	the development of college and career ready students as articulated in Common Core Georgia Performance Standards. (What, 6-7F).	both parents and the community. (F) Low participation in school literacy functions
Building Block	Area of Need	Concerns	Root Causes
2. Continuity of Instruction	<p>(A) Active collaborative teams focus on literacy across the curriculum (What, 7)(55.56%)</p> <p>(B) Teachers provide literacy instruction across the curriculum (What, 7)</p> <p>(C) Out of school agencies and organizations show community literacy support (What, 7)(58.34%)</p>	<p>(A) Active collaborative teams do not currently ensure a literacy focus across the curriculum.</p> <p>(B) Literacy instruction is being taught in isolation</p> <p>(C) Currently we only have one community organization in place that complements literacy instruction in the classroom.</p>	<p>(A) No clearly developed protocols in place for collaborative team meetings</p> <p>(B) Faculty and staff do not participate in targeted, sustained professional learning on using literacy strategies within the content areas (What, 6)</p> <p>(C) CES has not developed a community outreach campaign to support literacy because there are very few stakeholders in the city of Carnesville, our school community.</p>
Building Block	Area of Need	Concerns	Root Causes
3. Ongoing formative and summative	(B) A system of ongoing formative and summative	(B) CES staff is not using formative and summative	(B) While time is allotted for collaborative team

<p>assessments</p>	<p>assessment is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (51%). (What, 8)</p> <p>(C) Problems found in screenings are further analyzed with diagnostic assessment. (83%) (What, 8C)</p>	<p>data systematically and consistently to make decisions concerning programs and instructional effectiveness</p> <p>(C) Screening data is not effectively analyzed to determine the appropriate diagnostic assessment.</p>	<p>meetings to discuss and analyze data, teachers are not applying their findings to adjust instruction. PL and protocols need to be in place for how to utilize data to make instructional decisions.</p> <p>(B) Lack of extended collaborative time to analyze data and adjust instruction as needed</p> <p>(C) Interventionists do not have the training and materials needed to determine and/or administer diagnostic assessments.</p>
<p>Building Block</p>	<p>Area of Need</p>	<p>Concerns</p>	<p>Root Causes</p>
<p>4. Best Practices in Literacy Instruction</p>	<p>(A) All students receive direct, explicit reading instruction. (What, 9) (44.12%)</p>	<p>(A) All students do not receive direct, explicit instruction in reading.</p>	<p>(A) Outdated resources and no school wide core reading program due to lack of school funding</p> <p>(A) Lack of professional learning on differentiating instruction</p>

	<p>(B) Teachers work to develop and maintain interest and engagement as students' progress through school (45.45%)</p> <p>(C) All students receive effective writing instruction across the curriculum. (What, 10)(64.7%)</p>	<p>(B) Accelerated Reader program use</p> <p>(C) All students do not receive effective writing instruction across the curriculum.</p> <p>(C) Lack of student motivation and engagement in writing</p>	<p>(B) Lack of materials (texts) that support student interests</p> <p>(C) No professional learning on writing across the curriculum has been provided</p> <p>(C) Additional technology needed as well as professional learning on how to utilize it efficiently in the classroom for writing</p>
Building Block	Area of Need	Concerns	Root Causes
5. System of Tiered Intervention (RTI) for All Students	<p>(B) Tier I instruction based on CCGPS is provided to all classroom students. (47.06%)</p> <p>(C) Tier 2 interventions are provided to</p>	<p>(B) Insufficient classroom resources that support CCGPS literacy expectations</p> <p>(C) Currently CES does not have a research-based</p>	<p>(B) Teachers need to participate in ongoing professional learning on the following: direct, explicit instructional strategies that build students':</p> <ul style="list-style-type: none"> * Word identification * Fluency * Vocabulary * Comprehension * Writing Skills <p>(C) Interventionists need professional</p>

	<p>targeted students (73.53.%)</p> <p>(E) Tier 4 specifically designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access CCGPS any other way (41%)</p>	<p>intervention program that reaches all components of literacy</p> <p>(E) Lack of appropriate, research-based interventions and strategies that support CCGPS</p> <p>(E) Loose correlation between IEP goals and CCGPS</p>	<p>learning on research-based tiered instruction at all levels and in how to diagnose and correct reading difficulties.</p> <p>(E) Tier 4 teachers need professional learning on the vertical alignment of CCGPS.</p>
Building Block	Area of Need	Concerns	Root Causes
<p>6. Improved Instruction through Professional Learning</p>	<p>(A) Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. (72.73%)</p> <p>(B) All faculty members participate in ongoing professional learning in all aspects of literacy instruction. (56.83%).</p>	<p>(A) New teachers are not properly trained in all aspects of literacy instruction (What, 13)</p> <p>(B) Teachers are not properly trained in all aspects of literacy instruction.</p>	<p>(A) CES has not communicated with college/university educational programs on the needs of their graduates.</p> <p>(B) Professional development in all aspects of literacy has not been offered.</p>

Building Block 1. Engaged Leadership

1A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Needs Assessment Survey: 88% of the staff at CES/CFES indicated operational or higher

The Why?

Leadership by administrators is the key component in all that we are seeking to do to improve education in Georgia. "The Why" document itself cites leadership as a key factor in literacy reform at least 30 times (p. 157), and states that both teachers and principals provide leadership through demonstrating a thorough understanding of effective reading and writing instruction to all students (p. 156). (Georgia Literacy Plan (GLP), (The Why, 8A & B)

The What? (Current Practice)

- Administrators and staff participated in both state-sponsored webinars and face-to-face county level sessions to learn about the transition to CCGPS from the 2012-2013 school year. (How, 20)
- Administrators schedule protected time for literacy instruction and teacher collaboration. (The How, 20)
- Administrators participate in literacy instruction with his/her faculty. (What, 5)
- Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer- mentoring, learning community, grade-level meetings focused on student work, etc.) (How, 20)

The How? (To Move Forward)

- Study research-based guidelines, strategies, and resources for literacy instruction set forth in "The Why" document from most current iteration of the Georgia Literacy Plan. (How, 20)
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices (How, 20)
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices. (How, 20)

1B. Action: Organize a Literacy Leadership Team

Needs Assessment Survey: 56% of the staff at CES/CFES indicated emergent or lower

The Why?

Currently CES/CFES has a Building Leadership Team that consists of teacher leader members from all grade levels and certificate areas as well as administrators who facilitate these monthly meetings. This team, however, does not focus on literacy

needs of students. As a way to move forward with literacy initiatives and needs CES/CFES will create a literacy team as referenced in the how portion below to create and sustain effectiveness with this particular team. Teachers who are chosen to be a part of this team will include those willing to read and discuss both research and research into practice articles on beneficial literary instruction in order to enhance building level expertise. (Why, 8)

The What? (Current Practice)

- The literacy leadership team consists of the following stakeholders and partners, at a minimum:
 - a. Faculty (What, 5)

The How? (To Move Forward)

The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team
 - Representatives from within the feeder pattern for your school
 - Community leaders
 - Parents (How, 21)
- Create a shared literacy vision and mission for the school and community aligned with the state literacy plan. (How, 21)
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals. (How, 21)

1C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Needs Assessment Survey: 91% of the staff at CES/CFES indicated operational or higher

The Why?

The need for extended time for literacy has been recognized in numerous sources including *Reading Next*, *Writing to Read*, *ASCD*, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D.C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time."

More specifically, the CIERA researchers, Taylor, et. Al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. That was instruction that provided differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well. *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. The extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes (Biancorosa & Snow, 2006, p. 20). (Why, 58)

The What? (Current Practice)

- Provide a protected; dedicated 90-120-minute block is allocated for literacy instruction in grades for all students in self-contained classrooms. (How, 22)
- In grades 4-12 students receive two to four hours of literacy instruction across language arts and in content area classes. (What, 6)
- Time for intervention is built into the school schedule for each day. (What, 6)
- Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar. (What, 6)

The How? (To Move Forward)

- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons. (How, 23)
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools. (How, 23)
- Use technology to provide professional learning to new and continuing teachers (How, 22)

1D. 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

Needs Assessment Survey: 42% of the staff at CES/CFES indicated emergent or lower

The Why

In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college. Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas. With the support of literacy in the Common Core Georgia Performance Standards, content-area teachers will have specific guidance on the kinds of skills that students need in order to access the more complex texts generally found in content area classrooms. (Why, 49)

The What (Current Practice)

- Participate in state- sponsored webinars and face-to-face sessions to learn about transition to Common Core Georgia Performance Standards (CCGPS) (How, 24)
- Identify and prioritize a list of students to be targeted for intervention or support (How, 24)
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement (How, 24)

The How? (To Move Forward)

- Select or develop a walk-through and/or observation form (e.g., Literacy

<p>Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices (How, 24)</p> <ul style="list-style-type: none"> • Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas (How, 24)
<p>1E. Action: Optimize literacy instruction across all content areas</p>
<p>Needs Assessment Survey: 44% of the staff at CES/CFES indicated emergent or lower</p> <p><u>The Why</u></p> <p>The integration of literacy skills into the content areas has been made even more explicit in the Common Core Georgia Performance Standards (CCGPS). In grades K-5, there are separate sets of standards for reading literature and for reading informational texts. In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college. (Why, 48-49)</p> <p><u>The What (Current Practice)</u></p> <ul style="list-style-type: none"> • Writing is an integral part of every class every day (What, 6) • Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (How, 27) • Provide professional learning on explicit writing instruction (narrative, opinion, informational) <p><u>The How? (To Move Forward)</u></p> <ul style="list-style-type: none"> • Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (How, 27) • Continue to provide professional learning and support implementation of explicit writing instruction (narrative, opinion, informational). • Provide professional learning on: <ul style="list-style-type: none"> ○ Use of literature in content areas ○ Use of informational text in ELA classes ○ Writing in all subjects ○ Text complexity ○ Guiding students to conduct short research projects that use several sources (How, 27) • Provide teachers with resources to provide a variety and choice in reading materials and writing topics (How, 27) • Ensure that teachers provide meaningful opportunities for students to write, speak, and listen (How, 27)
<p>1F. Action: Ensure 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</p>
<p>Needs Assessment Survey: 76% of the staff at CES/CFES indicated emergent or</p>

lower

The Why

Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (Why, 26)

The What? (Current Practice)

- Academic successes are publically celebrated through traditional and online media (What, 7)

The How? (To Move Forward)

- Create a shared vision and mission 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) (How, 28)
- Contact potential members and schedule at least two meetings annually (How, 28)
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools (How, 28)
- Utilize social media to communicate and promote the goals of literacy throughout the community at large (How, 28)

Building Block 2. Continuity of Instruction

2A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

Needs Assessment Survey: 56% of the staff at CES/CFES indicated emergent or lower

The Why

The Georgia Literacy Task Force believes that literacy skills are embedded and emphasized in each content area in all grade levels. ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. This work cannot be done without productive collaborative teams. (Why, 31)

The What (Current Practice)

- Research the components of the professional learning community model www.allthingsplc.info (How, 10)
- Scheduled time for teams to meet for regular collaboration and examination of student data/work. (What, 7)
- The components of the professional learning community model are understood and in place in most grade levels. (What, 7)

The How (To Move Forward)

- Establish or select protocols for team meetings, such as those found on <http://www.lasw.org/methods.html> (How, 29)
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website <http://www.lasw.org/index.html> (How, 29)
- Study formative student assessment results and use the results to continue to adjust instruction (How, 29)
- Plan and implement lessons that address the literacy needs of students (How, 29)

2B. Action: Support teachers in providing literacy instruction across the curriculum

Needs Assessment Survey: 81% of the staff at CES/CFES indicated operational or higher

The Why

In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Literacy demands in content areas must be rigorous for all students. Comprehension demands, features, and structures of the discipline's text influences student interactions with texts. These texts take a variety of forms:

- Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.)
- Fiction (novels, short stories, plays and scripts, poems, etc.)
- Non-print "text" (art, photographs, political cartoons, etc.)

Students must be able to decipher the complexity of text specific to the discipline. The Common Core Georgia Performance Standards require students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion. Literacy includes not only written texts, but also the viewing and representing digital images, aural images, and other special effects used in various forms of media. Additionally, the students will need to explore a range of texts from historical, artistic, or literary periods and from different cultures and genres.

(Why, 49 & 50)

The What (Current Practice)

- Identify the concepts and skills students need to meet expectations in CCGPS. (How, 30)

- Decompose the CCGPS reading and math standards with a correlation of assessment match

The How (To Move Forward)

- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS (How, 30)
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e. self-questioning, summarizing, predicting, inferencing, graphic organizers) (How, 30)
- Monitor the use of instructional strategies to improve literacy through formal and informal observations (How, 30)
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency (How, 31)

2C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Needs Assessment Survey: 58% of the staff at CES/CFES indicated emergent or lower

The Why

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (Why, 26)

The What? (Current Practice)

- Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families. (What, 13)
- Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters. (What, 13)
- Collaborate with local businesses to provide reading and attendance incentives for all students.
- Partner with faith-based group to provide support for social and emotional supports.
- Provide opportunities for students to get involved in service projects in the school and community through the 4-H organization.
- Collaborate with local churches to provide supplies and resources for students in need.

The How? (To Move Forward)

- Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students. (How, 32)
- Identify and contact learning supports in the community that target student

- improvement (e.g., tutoring, mentoring, out-of-school programming) (How, p. 32)
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives. (How, p. 32)

Building Block 3. Ongoing Formative and Summative Assessments

3A. 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

Needs Assessment Survey: 80% of CES/CFES staff indicated operational or higher

The Why

Having the “right” assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Data must be easily accessible to school personnel in order for it to drive decision-making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist. (Why, 96)

The What? (Current Practice)

- Screening and progress monitoring have been selected to identify achievement levels. (What, 8)
- A process is used for selecting interventions for struggling readers (How, 35)
- Assessment and intervention materials are available and personnel trained. (What, 8)

The How? (To Move Forward)

- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible. (How, 35)
- Research, select, and provide professional learning on *effective* screening, progress monitoring, and diagnostic tools to identify achievement levels of all students and next steps. (How, 34)
- Identify, purchase, and provide professional learning and support on assessment and intervention materials aligned with students’ needs (How, 35)
- Administer assessments and input and analyze data according to the established timeline (Ho, 34)

- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms (How, 34)
- Analyze student data in teacher teams to develop and adjust instructional plans (How, 34)

3B. Action: Use universal screening and progress monitoring for formative assessment

Needs Assessment Survey: 57% of CESC/FES staff indicated emergent or lower

The Why

The ability to read is the bedrock of all types of literacy. Prior to any instruction, all educators are responsible for the review of students' general reading and writing competencies. The educator should consider students' ability to access the content area text using on-going measures, formal and informal, formative and summative in nature. Of the formal, summative assessments, the state-mandated measures include the following: Georgia Kindergarten Inventory of Developing Skills, Criterion Referenced Competency Tests, Iowa Tests of Basic Skills, End-of-Course Tests, Georgia High School Writing Test, and Georgia High School Graduation Tests, and other district-specific measures. These offer a cumulative body of evidence to support students' current reading skills status. Teachers should actively seek critical data and continually review and update students' profiles to adapt their instruction to meet individual needs. These summative, high profile assessments need to be complemented by a coordinated system of assessments that are ongoing and of smaller scale to direct instructional decision-making. This system should include: **universal screening, progress monitoring, and diagnostic assessments.** (Why, 98-99)

The What? (Current Practice)

- The instructional levels of all students are screened and progress monitored with evidence-based tools. (What, 8)
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI). (What, 8)
- Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results. (What, 8)
-

The How? (To Move Forward)

- Research, select, and provide professional learning on effective universal screening to measure literacy competencies for all students across the curriculum (How, 36)
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework (How, 36)
- Administer assessments and input data according to the established timeline. (How, 36)
- Provide professional learning on adjusting instructional plans to support student data

- Analyze student data in teacher teams to develop and adjust instructional plans. (How, 36)

3C. Action: Use diagnostic assessment to analyze problems found in literacy screening

Needs Assessment Survey: 83% of CES/CFES staff indicated operational or higher, however, the school lacks any consistent protocol and/or resources for the use of diagnostic assessments to assist with Tier 1 instruction.

The Why

Effective reading and writing instruction requires both summative and formative assessments. A screening helps determine the level of intervention needed to assist individual students; followed by an informal diagnostic assessment to help the educator plan and focus on various interventions. (Why, 97)

The What? (Current Practice)

- Interventions include multiple-entry points to avoid a one- size-fits-all approach. (What, 13)

The How? (To Move Forward)

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment. (How, p. 37)
- Identify diagnostic assessments, where possible that isolate the component skills needed for mastery of literacy standards. (How, 37)
- Use results of the diagnostics for student placement within an intervention and to adjust instruction. (How, 37)
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach. (How, 37)
- Use technology to share relevant student progress data with families in an easily interpreted format (How, 37)
- Use technology for communicating data to the district literacy leadership team in a timely manner (How, 37)

3D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

Needs Assessment Survey: Even though 83% of CES/CFES staff indicated operational or higher, CES/CFES data retrieval revealed a need to make substantial improvements to its data retrieval and analysis of summative data.

The Why

Having the “right” assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Data must be easily accessible to school personnel in order for it to drive decision-making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. (Why, 96)

The What? (Current Practice)

- Administer summative assessments at scheduled intervals. (How, 38)
- Analyze assessment data to identify teachers who need support. (How, 38)

The How? (To Move Forward)

- Include specific times on the school calendar for analyzing summative assessment data. (How, 38).
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results. (How, 37-38)
- Analyze previous year's summative outcome assessments to determine broad student needs and serve as a baseline for improvement. (How, 38)
 - Georgia Milestones
 - GAA
- Disaggregate data to ensure the progress of subgroups. (How, 38)
- Apply protocols for looking at student assessments and evaluating student progress. (How, 38)
- Discuss assessment results with students to set individual goals (How, 37)

3E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Needs Assessment Survey: Even though 83% of CES/CFES staff indicated operational or higher we currently have nothing in place to support this component of the Literacy Plan.

The Why

The 2009 practice guide prepared for the National Center on Educational Excellence titled *Using Student Achievement Data to Support Instructional Decision Making*, Hamilton, et al, provides detailed guidance for both teachers and administrators on how they can improve instructional practice by implementing an ongoing cycle of instruction. (See Graphic 19). In addition to recommendations, this guide provides teachers with: hypothetical situations for data interpretation; sample rubrics with suggestions for their implementation with in the cycle of instruction; how to bring students into the decision-making process; and outlines of specific steps for administrators, both school and district, to provide the infrastructure and leadership needed to make the use of data viable in their districts. The 2010-2011 Georgia Literacy Task Force commends this guide to schools and districts that are interested in improving their use of data. (Why, 120-121)

Additionally, the Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. (Why, 96)

The What? (Current Practice)

Currently we do not have a clearly articulated strategy such as the use of data teams and consistent protocols in place to support this action step.

The How? (To Move Forward)

- Identify participants for data teams for each building and for specific grade bands (How, 38)
- Schedule data team meetings on the school calendar.
- Communicate the expectations for meetings. (How, 38)
- Develop a protocol for making decisions to identify the instructional needs of students. (How, 39)
- Teach the data meeting protocol to the data team members. (How, 39)
- Implement protocol with fidelity. (How, 39)
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers. (How, 39)
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities. (How, 39)

Building Block 4. Best practices in Literacy Instruction

4A. Action: Provide direct, explicit literacy instruction for all students

Needs Assessment Survey: 54% of CES/CFES staff indicated emergent or lower

The Why

In grades K-3, early literacy instruction provides instructional anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language. According to the *Report of the National Reading Panel* (2000), the definitive document in early reading, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. CCGPS addresses these components through reading foundational standards. The CCGPS extends its focus of reading foundational skills through fifth grade acknowledging that students in the upper elementary grades continue to receive support in decoding and fluency for increasingly more complex vocabulary and text. At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process. Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided. (Why, 64) “The ‘how to instruct’ must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014)” (Why, 98).

The What? (Current Practice)

- Daily intervention block in K-5
- CCGPS ELA and Math frameworks units
- Beginning stages of Writers Workshop Implementation
- Accelerated Reader (supplemental)

The How? (To Move Forward)

- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students. (How, 41)
- 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. (How, 40)
- Provide training to all pertinent staff in the use of the core program. (How, 40)
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area (How, 40)
- Plan and provide professional learning on differentiated instructional options for literacy assignments (How, 41)
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs (How, 40)
- Use videotaping of differentiated lessons to share with other educators (How, 40)

4B. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

Needs Assessment Survey: 46% of CES/CFES staff indicated emergent or lower

The Why

Student motivation is listed as one of the nine recommendations for improving instruction for adolescents, according to The Why document (51).

CES/CFES plans to support the recommendations from the Literacy Task Force to improve engagement and motivation in grades 4-12 by:

- Providing students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries (Why, 51)
- Providing students with work that allows them to experience success, thus increasing their self-efficacy (Why, 51)
- Constructing opportunities for students to work with peers (Why, 51)
- Incorporating technology into literacy through the use of e-readers, blogs, and social networking when possible (Why, 51)

The What? (Current Practice)

- Taking steps to provide students with an understanding of the relevance of

academic assignments to their lives. (What, 11)

- Increasing opportunities for collaborating with peers in the learning process. (What, 11)

The How? (To Move Forward)

- Providing students with opportunities to self- select reading material and topics for research. (How, 41)
- Increasing access to texts that students consider interesting. (How, 41)
- Ensure that incentive programs, if used, 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 (How, 41)
- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross- age interactions) (How, 41)
- Leveraging the creative use of technology within the learning process to promote engagement and relevance. (How, 42)

4C. Action: Ensure that students receive effective writing instruction across the curriculum

Needs Assessment Survey: 66% of CES /CFES staff indicated operational or higher

The Why

CCGPS requires that students become proficient in three types of texts: argument, informative/explanatory, and narrative beginning as early as kindergarten. According to the NCTE in 2008, the following are effective instructional and assessment writing strategies that supports how CES/CFES will move forward with this particular action step:

1. Require all students to write extensively
2. Teach approaches to rules of grammar in functional approaches so that students understand how language works in various genres.
3. Foster collaborative writing processes
4. Include new media writing formats as essential writing components
5. Use formative assessment approaches that provide students with effective feedback during drafting
6. Access students' development as writers through multiple assessment measures such as portfolios. (Why, 44)

The What? (Current Practice)

- A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally. (What, 10)
 - Beginning stages of studying and implementing Writer's Workshop Model

The How? (To Move Forward)

- Continue providing professional learning and classroom support of the implementation of the writing workshop model for explicit writing instruction.
- Provide professional learning on best practices in writing instruction in all subject areas. (How, 42)
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum. (How, 42)

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

5A. Action: Use information developed from the school-based data teams to inform RTI process (see Section III. E.)

Needs Assessment Survey: 80% of CES/CFES staff indicated operational or higher as a result of grade-level team meetings monthly with the assistant principal to monitor data of all tier students at the respective grade level. Currently 10% of our student population has active Tier 2 plans, 6% have active Tier 3 plans, and 16% are active in Tier 4 (excluding gifted students). CES/CFES houses all countywide self-contained special education classes as well as students with disabilities that receive resource and inclusion services that are within county zoning limitations.

The Why

The Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students. Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced. (Why, 125)

The What? (Current Practice)

- The percentage of students currently served by grade levels K-12 in each tier is determined regularly to determine efficacy of instruction in each tier. (What, 11)
- Protocols for identifying students and matching them to the appropriate intervention are in place. (What, 11)
- The results of formative assessment are analyzed to ensure students are progressing or adjusting instruction to match their needs.

The How? (To Move Forward)

- Monitor to ensure that interventions are occurring regularly and with fidelity. (How, 43)
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, video conferencing, and online collaboration. (How, 43)

5B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all

students in all classrooms (See Sections IV. A & B)

Needs Assessment Survey: 47% of CES/CFES staff indicated emergent or lower

The Why

“A teacher’s ability to identify areas of need, to scaffold a student in reaching the expectation, and supporting new learning is vital to student to student success” (Why, 126). Grade level teams periodically analyze data to determine areas of weakness in Tier I instruction and make adjustments in instruction as needed. Since the standards are the foundation for the learning that occurs in every classroom for all students (Why, 132). Currently, teachers are using the ELA frameworks from the DOE as a resource for creating a plan for tier 1 instruction.

The What? (Current Practice)

- All classrooms are standards-based with teachers using CCGPS to guide their instruction.
- Adequate time is provided for planning and implementing flexible grouping based on students’ learning needs (How, 42)
- Promote the formation of professional learning communities with protected meeting times (How, 44)
Provide face-to-face professional learning (How, 45)
- There is a system-wide RTI coordinator that has been recently hired to provide guidance and consistency of RTI components across all schools and levels (elementary, middle, and high schools)
- CES/CFES teachers use school-wide criteria and screening data for streamlining which area of reading or math students fall into so that available interventions can be used. However, these criteria may need to be revisited and revamped in order to provide more research-based interventions.
- The CES/CFES master schedule includes a protected 40-45 minute intervention block for math and separately for reading.
- The CES/CFES master schedule includes a protected ELA block of at least 150 minutes for grades K-5

The How? (To Move Forward)

- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area. (How, 44)
- Ensure that a more comprehensive profile is compiled on students’ literacy skill strengths and weaknesses. We will need to expand our assessments in order to look at phonemic awareness, phonics, fluency, and comprehension achievement.

If fewer than 80% of students are successful

- Examine student data to focus on instructional areas of greatest need
- Use data from universal screenings to identify general weaknesses in tier 1 instruction as well as struggling students.
- Provide professional learning on direct, explicit instructional strategies that

build students' word identification, fluency, comprehension, and writing skills as well as professional learning to promote a school-wide understanding of assessment data and levels of student mastery. (How, 44-45)
5C. Action: Implement Tier 2 needs-based interventions for targeted students
Needs Assessment Survey: 74% of CES/CFES staff indicated emergent or lower
<u>The Why</u> In order to move a student into Tier II, data from the universal screening and classroom performance must show evidence for the need for interventions. Evidence-based interventions are selected and implemented for at least 4 weeks before the team meets again to discuss student progress. Progress monitoring is done every other week and graphed accordingly. If interventions are believed to be ineffective changes to the student's intervention plan are made and progress monitoring occurs. Tier II interventions currently being implemented (3 times per week /20 minutes) at CES/CFES are: <ul style="list-style-type: none">• Road to the Code (Say it, Move it)• Walpole & McKenna Differentiated Instruction• Scott Foresman• Language for Learners• Read, Pause, Retell• Timed Repeated Readings The Why document states that "during the intervention, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the GPS, grade level expectations in the content areas, and transfer of learning to the general classroom." (Why, 126) In order to be more successful with Tier II students, we will need to expand our interventions to research-based interventions and purchase the resources and materials required, as well as provide any professional learning/training needed in order to help teachers and students implement these interventions with fidelity.
<u>The What? (Current Practice)</u> <ul style="list-style-type: none">• Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar. (What, 12)• Effectiveness of interventions is ensured by the following:<ol style="list-style-type: none">a. Providing sufficient blocks of time in the daily schedule for interventionb. Providing adequate space in places conducive to learning (What, 12)
<u>The How? (To Move Forward)</u> <ul style="list-style-type: none">• Plan and provide professional learning for interventionists on: Appropriate use of supplemental and intervention materials, Diagnosis of reading, difficulties, Direct, explicit instructional strategies to address difficulties, Charting data, Graphing progress. (How, 45)• Monitor student movement between T1 and T2. (How, 45)

- Provide sufficient resources (time, training cost, materials and implementation of interventions). (How, 45)
- Document data points to monitor student response to intervention. (How, 45)

5D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

Needs Assessment Survey: 59% of CES/CFES staff indicated operational or higher

The Why

Assistant principals at CES schedule and facilitate Tier III meetings. To move to Tier III, 8-12 weeks of consistent interventions and progress monitoring every other week must have occurred. The following Tier III interventions are being implemented at CES/CFES (daily/20 minutes):

- Road to the Code (Say it, Move it)
- Walpole & McKenna Differentiated Instruction
- Scott Foresman
- Language for Learners
- Read, Pause, Retell
- Timed Repeated Readings

The Why document states that interventions at Tier III “are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom.” (Why, 127) Tier III meetings include the school psychologist, the AP, the interventionist/teacher, parents, and other personnel (as needed). CES uses the same interventions at Tier III that are implemented at Tier II. In order to be more successful with Tier III students, we will need to expand our interventions to research-based interventions and purchase the resources and materials required, as well as provide any professional learning/training needed in order to help teachers and students implement these interventions with fidelity.

The What? (Current Practice)

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
 - Discuss students in T3 who fail to respond to intervention.
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GADOE manual and guidance. (Why, 12)
- 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. (Why, 12)

The How? (To Move Forward)

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:

- Verify implementation of proven interventions (How, 46)
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral (How, 47)
- Provide sufficient resources (time, training cost, materials and implementation of interventions). (How, 45)
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected) (How, 46)

5E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies, or instructional based upon students' inability to access the CCGPS any other way

Needs Assessment Survey: 81% of CES/CFES staff indicated operational or higher

The Why

Students identified as gifted and students with disabilities receive Tier IV support. CES/CFES currently houses all of the counties' elementary self-contained students with disabilities. In addition, CES/CFES is committed to providing all students with disabilities the opportunity to be in the least restrictive environment when possible (What, 13). Settings for students with disabilities include resource, co-teaching, instructional support, and self-contained classes. Tier IV interventions currently in use at CES include:

- SRA Reading
- Unique Curriculum
- Wilson Reading
- Rewards strategies

According to The Why document, "Tier IV interventions are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual" (Why, 127). Currently, there is no time built into the schedule for gifted/special education/regular education teachers to communicate about student progress and/or instructional strategies. Because of this, there seems to be a divide between gifted/special education/EIP teachers and regular education teachers. In order to promote reform in this area effectively the components pulled from The How document below must be incorporated as a beginning step to close this gap.

The What? (Current Practice)

- School schedules are developed to ensure least restrictive environment (LRE) (What, 13)
- Special education and ESOL teachers participate in professional learning communities to assist in adjusting delivery to correlate with CCGPS even in separate settings.
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards. (How, 47)

- Student data supports the exit of students from T4. (How, 47)

The How? (To Move Forward)

- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers. (How, 47)
- Case managers regularly participate in open houses, parent conferences and college and career planning activities. (How, 47)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings. (How, 47)
- Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively. (How, 23)

Building Block 6. Improved Instruction through Professional Learning

6A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

Needs Assessment Survey: 73% of CES/CFES staff indicated emergent or lower

The Why

CES/CFES welcomes student teachers into any grade level and invites these preservice teachers to participate in all site-based professional learning/training as a productive member of the coordinating grade level team. In addition, CES/CFES plans to invite representatives from local colleges to participate in our newly developed literacy team in order to foster a productive, professional relationship and to promote the communication of teaching literacy skills within the context of core academic content between the elementary school level and the college level. According to The Why document the prior "requires the revision of how teacher training is currently done at the college/university level" (150). "Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses" (Why, 150).

The What? (Current Practice)

- CES/CFES administration communicates with local colleges to organize student-teacher/class assignments.
- Local colleges meet with classroom teachers and administration concerning teacher candidates' expectations and requirements.

The How? (To Move Forward)

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. (How, 48)
- Instructional coach will intensify efforts to support new teachers
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school (How, 49)
- Invite representatives from local colleges to participate in our literacy team.
- Enlist support from institutions of higher education to require pre-service

<p>teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy. (How, 48)</p> <ul style="list-style-type: none">• Provide building-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. (How, 48)
<p>6B. Action: Provide professional learning for in-service personnel</p>
<p>Needs Assessment Survey: 57% of CES/CFES staff indicated emergent or lower</p>
<p><u>The Why</u></p> <p>Long-term and ongoing professional development regarding effective literacy practices is key in improving literacy achievement (The Why, 67). All teachers and administrators at CES/CFES view professional learning as a vital component to student achievement and have shown full committed to professional learning opportunities both currently and in years past. Based on our summative assessment data, our faculty is very successful in providing students with the reading skills needed to pass the Reading CRCT; however, our LEXILE and exceeds data in all content areas indicates a gap between our text levels and actual reading proficiency. In order to close this gap, professional learning regarding effective instructional and assessment practices are needed (The Why, 98).</p>
<p><u>The What? (Current Practice)</u></p> <ul style="list-style-type: none">• The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. (What, 13)• Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations. (What, 13)• An instructional coach provides site-based support for administrators, faculty and staff, where possible. (What, 13)• Some or all of the following personnel participate in all professional learning opportunities:<ul style="list-style-type: none">○ Interventionists○ Administrators (What, 13)
<p><u>The How? (To Move Forward)</u></p> <ul style="list-style-type: none">• Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring. (How, 49)• 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. (How, 49)• Ensure that new personnel receive vital professional learning from earlier years. (How, 49)• Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school. (How, 49)

Analysis and Identification of Student and Teacher Data

CES/CFES data has been analyzed from the sources provided below to identify student literacy needs:

GKIDS

The percentage of writing standards passed by CES/CFES students over three years has consistently increased (see chart below). Even though students have shown gains in writing the combined writing average over three years (74.2) is below the combined Reading (80) and ELA (77) averages causing the area of writing to be the area of greatest concern.

GKIDS ELA					
Content Area	FY 12		FY13		FY 14
	CFES	CES	CFES	CES	CES/CFES
Reading	86.4	80.5	82.9	74.4	84.9
Writing	71.3	66.1	62.3	71.9	84.6
Language			81.2	74.3	79.3
Speaking/Listening	88.0	73.2	85.3	76.1	85.9
ELA Total	84.0	76.1	79.7	74.2	83.4

(Shaded boxes within the table indicate no data from GKIDS in the content area)

BENCHMARKS

Students in Kindergarten, first, and second grades are given STAR benchmark assessments three times per year (fall, winter, and spring). We do not have this data broken down into subgroups because students' ethnicity is not entered into Renaissance Place when students' information is entered at the beginning of each year. Overall the number of students meeting grade level expectations increased from 2013 to 2014. However, the students that are the most intensive or below the 10% increased with the exception of first grade STAR Early Literacy.

STAR Reading Data						
Grade	Test	FY 12		FY 13		FY 14
STAR Early Literacy and STAR Reading benchmark scores						40 or higher PR
						39 – 25 th PR
						24 – 11 th PR
						Below 10 PR
		CFES	CES	CFES	CES	CES/CFES
K	Early Literacy				91%	93%
					2%	3%
					7%	0
					0	3%
1 st	Early Literacy				40%	85%
					20%	9%

					20%	1%
					20%	4%
1 st	STAR Reading				64%	68%
					11%	10%
					15%	10%
					9%	13%
2 nd	STAR Reading				53%	60%
					15%	15%
					18%	8%
					13%	17%

(Shaded boxes indicate inaccurate available data due to low participation)

BENCHMARKS (3-5)

Overall the number of students meeting grade level expectations increased in grades 3 – 5 from 2013 – 2014. However, the students that are the most at-risk or below the 10% increased each year.

STAR Reading Data						
Grade	Test	FY 12		FY 13		FY 14
	STAR Reading Or STAR Math					40 or higher PR 39 – 25 th PR 24 – 11 th PR Below 10 PR
		CFES	CES	CFES	CES	CES/CFES
3 rd Grade	STAR Reading				91%	93%
					2%	3%
					7%	0
					0	3%
3 rd Grade	STAR Math				40%	85%
					20%	9%
					20%	1%
					20%	4%
4 th Grade	STAR Reading				64%	68%
					11%	10%
					15%	10%
					9%	13%
4 th Grade	STAR Math				53%	60%
					15%	15%
					18%	8%
			13%	17%		
5 th Grade	STAR Reading				68	73
					19	11
					11	9

													3	7	
5 th Grade	STAR Math												76	85	
													14	6	
														7	5
														3	4

(Shaded boxes indicate inaccurate available data due to low participation)

CRCT DATA

Over three years, CES/CFES have maintained an above 90% pass rate for reading in 3rd grade and an average of 90% pass rate in ELA. These findings contradict the Lexile data below that suggests on average over 35% of students are below the CCRPI target score. CRCT Reading scores range from 93% 98%, to 100% of students meeting the standards, but our students with disabilities continue to be an area of concern with 24% of students with disabilities in third grade did not meet standards. Additional “what if” data from the GADOE indicate our true reading passing scores would tumble if the passing threshold were increased.

Grade 3 Reading Percentages

Grade 3 Reading	2011/2012						2012/2013						2013-2014		
	DNM		M		E		DNM		M		E		DNM	M	E
	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CES/CFES	CES/CFES	CES/CFES
All	8	13	58	38	34	50	7	7	84	35	9	58	7	50	43
SWD	27	39	64	46	9	15	0	17	100	50	0	33	24	65	12
ED	11	16	53	39	36	45	11	10	53	44	36	46	17	55	28
Hispanic		0		25		75	50	0	0	100	50	0	50	33	13
White	6	10	41	40	53	50	4	6	33	34	63	60	4	49	47

Grade 3 ELA Percentages

Grade 3 ELA	2011/2012						2012/2013						2013-2014		
	DNM		M		E		DNM		M		E		DNM	M	E
	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CES/CFES	CES/CFES	CES/CFES
All	14	7	55	41	30	52	4	7	41	41	55	52	9	58	25
SWD	44	18	50	73	6	9	20	0	80	60	0	40	29	65	6
ED	15	11	60	44	25	44	18	8	61	44	20	47	14	61	25
Hispanic		0		25		75	50	0	0	100	50	0	33	50	17
White	14	5	55	42	13	53	11	6	59	42	30	52	4	62	28

3rd Grade FY14 pass percentages for Science/Social Studies

Science						Social Studies					
CES/CFES 3rd Grade						CES/CFES 3rd Grade					
DNM		M		EX		DNM		M		EX	
18		47		34		11		59		30	

Grade 4 Reading percentages

Grade 4 Reading	2011/2012						2012/2013						2013-2014		
	DNM		M		E		DNM		M		E		DNM	M	E
School	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CES/CFES	CES/CFES	CES/CFES
All	11	0	44	40	45	60	7	3	53	43	41	54	0	36	64
SWD	14	0	71	25	14	75	38	13	46	75	5	13	0	85	15
ED	11	0	45	45	45	55	9	5	50	51	41	44	0	47	53
Hispanic	0	0	50	100	50	0	0	0	100	20	0	80	0	27	75
White	9	0	46	36	45	64	4	2	51	45	51	53	0	35	65

Grade 4 ELA percentages

Grade 4 ELA	2011/2012						2012/2013						2013-2014		
	DNM		M		E		DNM		M		E		DNM	M	E
School	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CES/CFES	CES/CFES	CES/CFES
All	8	0	68	37	24	63	17	7	53	44	31	13	2	50	48
SWD	25	0	71	25	25	75	60	33	40	67	0	0	8	85	8
ED	51	0	71	37	21	63	19	12	58	50	23	38	2	63	35
Hispanic	25	0	75	67	0	33	0	0	100	40	0	60	0	50	50
White	5	0	70	34	25	66	14	7	54	44	32	49	1	50	49

Grade 4 FY14 pass percentages for Science/Social Studies

Science						Social Studies					
CES/CFES 4 th Grade						CES/CFES 4 th Grade					
DNM		M		EX		DNM		M		EX	
6		34		60		3		41		56	

Grade 5 Reading percentages

Grade 5 Reading	2011/2012						2012/2013						2013-2014		
	DNM		M		E		DNM		M		E		DNM	M	E
School	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CES/CFES	CES/CFES	CES/CFES
All	13	10	52	55	38	35	4	4	48	50	48	46	2	51	47
SWD	50	33	33	56	17	11	0	17	80	50	20	33	15	69	15
ED	18	11	64	64	18	25	7	6	66	64	30	30	5	54	42
Hispanic	0	0	100	50	0	50	0	0	50	100	50	0	0	0	100
White	13	10	62	55	25	35	3	5	66	45	31	50	1	51	48

Grade 5 ELA percentages

Grade 5 ELA	2011/2012						2012/2013						2013-2014		
	DNM		M		E		DNM		M		E		DNM	M	E
School	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CFES	CES	CES/CFES	CES/CFES	CES/CFES
All	6	3	57	46	39	51	3	1	66	52	32	46	6	55	39
SWD	25	0	63	67	13	33	10	0	90	80	0	20	29	64	7
ED	4	3	64	63	32	35	2	0	78	63	20	37	9	53	38
Hispanic	0	0	100	33	0	67	0	0	50	100	50	0	0	0	100
White	6	3	53	46	40	51	3	2	58	48	29	51	4	57	39

Grade 5 FY 14 pass percentages for Science/Social Studies

Science			Social Studies		
CES/CFES 5 th Grade			CES/CFES 5 th Grade		
DNM	M	EX	DNM	M	EX
13	43	44	14	53	33

LEXILES

LEXILES										
Grade	FY 12				FY 13				FY 14	
	CFES		CES		CFES		CES		CES/CFES	
	% Below	% Above	% Below	% Above	% Below	% Above	% Below	% Above	% Below	% Above
3 rd 650L	42%	58%	34%	66%	29%	71%	24%	76%	44%	56%
4 th 750L	27%	73%	17%	83%	36%	64%	22%	78%	27%	73%
5 th 850L	44%	49%	31%	67%	32%	68%	24%	76%	35%	65%

CRCT-M

5th Grade pass percentages for FY 14

Reading			ELA			Math			LEXILE Avg.
CES/CFES			CES/CFES			CES/CFES			CES/CFES
DNM	M	EX	DNM	M	EX	DNM	M	EX	687L
0	100	0	0	100	0	0	100	0	

The most recent writing data show an improvement of English Language Learners meeting the standard and more girls are meeting the standards than boys. These scores indicate that approximately one-fifth of our students are not meeting the standards and very few exceed the standards. Of particular concern is the lack of proficiency demonstrated by our subgroups of males, black and SWD.

Grade 3 Writing Assessment

CFES pass rate percentages, FY 12

Writing Type	Ideas			Organization			Style			Conventions		
	DNM	M	Ex	DNM	M	Ex	DNM	M	Ex	DNM	M	EX
Informational	26	64	11	54	35	11	51	39	9	51	38	11
Persuasive	28	59	12	62	27	11	47	43	9	53	36	11
Narrative	24	58	18	59	30	11	43	47	9	59	30	11

CES pass rate percentages, FY 12

Writing Type	Ideas			Organization			Style			Conventions		
	DNM	M	Ex	DNM	M	Ex	DNM	M	Ex	DNM	M	EX
Informational	37	40	23	38	45	16	42	40	18	41	44	15
Persuasive	30	47	23	28	58	14	34	50	16	26	58	16
Narrative	34	49	18	35	47	18	42	42	16	39	45	16

CFES pass rate percentages, FY 13

Writing Type	Ideas			Organization			Style			Conventions		
	DNM	M	Ex	DNM	M	Ex	DNM	M	Ex	DNM	M	EX
Informational	16	73	11	39	52	9	47	48	5	28	68	4
Persuasive	25	59	16	40	47	13	55	35	11	37	59	4
Narrative	9	68	23	32	49	19	55	29	16	39	47	15

CES pass rate percentages, FY 13

Writing Type	Ideas			Organization			Style			Conventions		
	DNM	M	Ex	DNM	M	Ex	DNM	M	Ex	DNM	M	EX
Informational	20	71	9	20	71	9	29	65	5	22	73	5
Persuasive	20	71	9	22	75	4	42	51	7	35	62	4
Narrative	25	64	11	22	67	11	31	58	11	24	65	11

CES/CFES pass rate percentages, FY 14

Writing Type	Ideas			Organization			Style			Conventions		
	DNM	M	Ex	DNM	M	Ex	DNM	M	Ex	DNM	M	EX
Informational	16	66	18	40	49	11	41	52	7	33	60	8
Persuasive	36	54	10	38	51	11	43	49	8	37	57	7
Narrative	24	67	9	34	55	11	39	52	9	42	52	5

Grade 5 Writing Assessment Data

CFES Writing Performance

	Persuasive		Informational		Narrative		Total	
Year	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13
Ideas	2.1	2.2	2.2	2.5	2.6	2.9	2.3	2.5
Organization	2.2	2.3	2.3	2.8	2.7	3.0	2.4	2.7
Style	2.3	2.3	2.4	2.6	2.5	2.9	2.4	2.6
Conventions	2.1	2.0	2.2	2.6	2.4	2.6	2.2	2.4

CFES pass rate percentages by subgroup

Grade 5 Writing	FY 2012			FY 2013		
	DNM	M	Ex	DNM	M	Ex
All	57	42	1	43	53	4
SWD	86	14	0	80	20	0
Black	75	25	0	33	67	0
White	56	43	1	43	52	5
Hispanic	0	100	0	50	50	0
Females	41	56	4	25	63	13
Males	66	34	0	52	48	0

CES 5th Grade Writing Performance

	Persuasive		Informational		Narrative		Total	
Year	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13
Ideas	2.9	3.4	3.0	3.4	3.6	3.8	3.2	3.5
Organization	3.1	3.4	3.1	3.1	3.6	3.7	3.3	3.4
Style	3.1	3.2	3.1	3.2	3.5	3.7	3.2	3.4
Conventions	2.9	2.9	2.8	3.0	3.3	3.3	3.0	3.1

CES pass rate percentages by subgroup

Grade 5 Writing	FY 2012			FY 2013		
	DNM	M	Ex	DNM	M	Ex
All	12	69	19	9	60	31
SWD	50	50	0	40	60	0
Black	0	100	0			

White	13	69	18	10	58	32
Hispanic	0	50	50	75	25	0
Females	14	66	21	3	58	39
Males	11	71	18	14	63	23

(Shaded boxes indicate subgroup population too small to report)

CES/CFES Writing Performance

	Persuasive	Informational	Narrative	Total
Year	FY 14	FY 14	FY 14	FY 14
Ideas	2.8	3.3	3.3	3.1
Organization	2.9	3.2	3.2	3.1
Style	3.0	3.4	3.1	3.2
Conventions	2.9	3.1	2.7	2.9

CES/CFES pass rate percentages by subgroup

Grade 5 Writing	FY 2014		
	DNM	M	Ex
All	20	65	15
SWD	77	23	0
Black	75	25	0
White	19	64	17
Hispanic	0	100	0
Females	8	69	24
Males	32	61	7

Teacher Data

Current Staff Certification Levels	
Level 4	17%
Level 5	29%
Level 6	52%
Level 7	3%

Teacher Attrition				
FY 12		FY 13		FY 14
CFES	CES	CFES	CES	CES
0	4%	17%	21%	1%

Our school provides 50 minutes of grade-level team collaboration and professional learning

Goals and Objectives Based on Formative and Summative Assessments

Refer to the Project Plan for goals and objectives that support the data presented in this document

Project Plan, Procedures, Goals, Objectives, and Support

The project goals and objectives were informed by the results of our literacy needs assessment, concerns, root causes analysis, and our student/teacher data analysis. These goals were established while referencing research-based practices in “The What” and “The Why” documents of the Georgia Literacy Plan. The SRCLG offers CES/CFES faculty, staff, and students the opportunity to share common goals and objectives listed below. **These collaborative goals and objectives will help both schools to see themselves as one and not as two working in isolation, which is also a system level goal for this unique situation.**

Goal 1: CES/CFES will increase the percentage of students scoring at and above expectations in reading and writing.

Objectives	Identified Need	Research-Based Practices	Measure of Effectiveness
<p>Develop, implement, and monitor a plan to strengthen Tier 1 instruction of the CCGPS ELA standards</p> <p>Research, select, and provide PL and classroom materials for a core reading 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</p> <p>Provide PL opportunities on best practices in writing instruction</p> <p>Increase access to texts that students consider interesting</p> <p>Provide students with opportunities to self- select reading materials and topics for research</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum</p>	<p>(4A) All students receive direct, explicit reading instruction. (What, 9)</p> <p>(4B) Teachers work to develop and maintain interest and engagement as students progress through school (What, 10)</p> <p>(4C) All students receive effective writing instruction across the curriculum (What, 10)</p> <p>(5B) Tier I instruction based on CCGPS is provided to all classroom students (What, 11).</p>	<p>Provide PL on all aspects of literacy instruction</p> <p>Provide PL best practices in writing (Why, 131)</p> <p>Students participate in making choices about reading selections (Why, 68)</p> <p>Provide PL and support on LEXILE (Why, 111-112)</p> <p>Provide PL and support on data analysis and effective utilization of data in collaborative teams (Why, 143)</p> <p>Promote student engagement/motivation through the use of technology</p> <p>Provide PL on incorporating technology into instruction</p>	<p>Focus walks using the Georgia Literacy Observation checklist (or other literacy checklist)</p> <p>TKES documentation</p> <p>Student formative/summative assessment data</p> <p>PL logs</p>

Goal 2: CES/CFES will increase the percentage of students in grades 3-5 scoring at and above expectations in math, science, and social studies.			
Objectives	Identified Need	Research-Based Practices	Measure of Effectiveness
<p>Provide PL, support, and classroom materials needed to enhance literacy instruction within content areas that includes: (What, 6)</p> <ul style="list-style-type: none"> • Text complexity • Academic vocabulary • Incorporating a variety of text types (print and digital) • Incorporation of writing instruction in all content areas • Use of explicit comprehension strategies <p>Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS</p> <p>Collaboratively use protocols to examine student work</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum</p>	<p>(1E) Literacy instruction is optimized in all content areas (What, 6)</p> <p>(2A) Active collaborative teams focus on literacy across the curriculum (What, 7)</p> <p>(2B) Teachers provide literacy instruction across the curriculum (What, 7)</p> <p>(4C) All students receive effective writing instruction across the curriculum (What, 10)</p>	<p>Integrating writing approaches in all content areas (Why, 48)</p> <p>Provide PL on best practices in literacy instruction (Why, 143)</p> <p>Promote student engagement/motivation through the use of technology</p> <p>Provide PL on incorporating technology into instruction</p> <p>Provide PL on analyzing and using data during collaboration using protocols</p> <p>Provide time for collaboration</p>	<p>Sign in sheets for collaborative planning and PL as well as data analysis documentation</p> <p>Walk-through observations</p> <p>TKES documentation</p> <p>Summative assessment data</p> <p>Growth on student Lexiles from SRI</p>

Goal 3: CES/CFES will use school-based data to design a comprehensive system of tiered interventions for all students.			
Objectives	Identified Need	Research-Based Practices	Measure of Effectiveness
<p>Teachers participate in PL on how to administer and analyze results from effective screening, progress monitoring, and diagnostic tools and determine next steps</p> <p>Provide PL for interventionists on: appropriate use of supplemental and intervention materials, diagnosis of reading difficulties, direct, explicit instructional strategies to address difficulties, charting data, graphing progress.</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans.</p> <p>Develop a protocol for ensuring students identified by screenings receive diagnostic assessment.</p> <p>SWD, EL, or gifted case managers meet, plan, and discuss students’ progress regularly with general education teachers</p> <p>SWD, ESOL, and gifted teachers participate in PLC to ensure strict alignment with delivery of CCGPS, even in separate settings</p>	<p>(3B) A system of ongoing formative and summative assessment is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (What 8)</p> <p>(3C) Problems found in screenings are further analyzed with diagnostic assessment. (What, 8)</p> <p>(5C) Tier 2 interventions are provided to targeted students (What, 12)</p> <p>(5E) Tier 4 specifically designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access CCGPS any other</p>	<p>Research and purchase research- and evidence-based interventions for Tiers 2, 3, and 4 (Why, 124)</p> <p>Provide PL and support on data analysis, as well as administration of universal screeners, progress monitoring, and diagnostic assessments (Why, 143)</p> <p>Provide PL on adjusting instruction based on data analysis</p>	<p>Walk-through observations</p> <p>Student diagnostic assessment data</p> <p>Growth on student progress monitoring and universal screening data</p> <p>PL and collaboration logs and data analysis documentation</p>

	way (What, 12)		
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Goal 4: CES/CFES will improve the involvement and engagement of parents and stakeholders pertaining to literacy initiatives and goals.

Objectives	Identified Need	Research-Based Practices	Measure of Effectiveness
<p>Identify and contact learning supports in the community that target student improvement</p> <p>Identify and invite stakeholders, community partners, and parents to be a part of the literacy team in order to (among other things) create a shared literacy mission and vision for our school and community</p> <p>Ensure that new personnel receive vital PL from earlier years.</p>	<p>(1B) A school literacy leadership team is active (What, 5)</p> <p>(1F) The community at large does not support schools and teachers to develop students who are college and career ready (What, 6)</p> <p>(2C) Agencies and organizations show community literacy support (What, 7)</p> <p>(6) Improved instruction through PL (What,</p>	<p>Seek assistance from community & faith based organizations to increase parent and community participation in extracurricular literacy activities</p> <p>Foster partnerships with community stakeholders to illustrate the connectivity of literacy and life skills, especially the work place.</p> <p>Online resources help sustain teacher PL and practices when</p>	<p>Contact Logs</p> <p>Literacy team meeting sign in sheets and agendas</p> <p>Planning sheets for literacy events</p> <p>Percentage of parent/student/community participation</p> <p>Professional Learning logs</p> <p>Literacy walk-through documentation</p> <p>Videos and reflection of</p>

	13)	face-to-face or individualized training is not feasible. (Why, 150)	specific PL with literacy focus
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Response to Intervention Model

Leveled Instructional Tier	Evidence-Based Decision-Making Cycle (Why, 129)	Description of Tier
Tier I: Quality standards-based instruction provided to all students in all classrooms (Why, 126)	Evidence-Based Decision-Making Cycle (Why, 129)	<ul style="list-style-type: none"> • Classroom instruction based on CCGPS • Universal screening
Tier II: Use established intervention protocols to provide specific, research-based practices to target students specific needs (Why, 126)		<ul style="list-style-type: none"> • Diagnostic testing to drill down to specific student need • Interventions provided 3 times per week in a small group of 5 students maximum • Progress monitoring • Adjust intervention as needed
Tier III: Use tailored interventions to respond to students’ needs. SST/RTI team chooses evidence-based protocols and monitors students’ response to intervention and the transfer to the general classroom (Why, 127)		<ul style="list-style-type: none"> • Increase frequency and duration of interventions • Intensive interventions in small groups (1-3) • Progress monitoring
Tier IV: Specially-designed learning to meet individual needs (Why, 127)		<ul style="list-style-type: none"> • Targeted and specialized instruction to meet students’ needs (Why, 134) • Increase frequency of progress monitoring • Adjustment of interventions intensively • IEP created based on students’ academic/behavioral needs

Sample detailed schedules per grade level:

For each schedule listed below there is built in math and reading intervention blocks of time that teachers and students have the opportunity to participate in tiered interventions and/or acceleration. Students in grades 3-5 receive pull out gifted services, special education resource services as well as EIP services, using the reverse model, during these blocks of time. Students with disabilities in grade K-2 receive resource services (if applicable) during their intervention blocks. There is at least 1 teacher per grade level (K-5) that holds an ESOL endorsement allowing ELL students to be served in the regular classroom setting.

Tentative Kindergarten Schedule

7:55 – 8:55 Reading
8:55 – 9:40 Reading Intervention
9:40 – 10:30 Writing
10:30 – 11:10 Lunch
11:10 – 11:40 Recess
11:40 – 12:15 Science/SS
12:15 – 1:05 CAMP
1:05 – 2:05 Math
2:05 – 2:55 Math Intervention
2:55 Dismiss

Total ELA block: 155 minutes

Tentative 1st Grade Schedule

7:55 – 8:40 Reading Intervention
8:40 -9:40 Reading
9:40 -10:35 Writing
10:35 – 11:05 Recess
11:05 – 11:40 Lunch
11:40 – 12:30 Math
12:30 – 1:15 Math Intervention
1:15 – 2:05 CAMP
2:05 – 2:55 Science/SS

Total ELA block: 160 minutes

Tentative 2nd Grade Schedule

7:55 – 9:05 Reading
9:05 – 9:50 Reading Intervention
9:50 -10:20 Recess
10:20 -11:10 Writing
11:10 – 11:50 Science/SS
11:50 – 12:30 Lunch
12:30 – 1:20 Math
1:20 – 2:05 Math Intervention
2:05 – 2:55 CAMP

Total ELA Block: 165 minutes

Tentative 3rd Grade Schedule

7:55 – 8:50 Reading Intervention

8:50 – 9:40 CAMP

9:40 – 10:35 Reading

10:35 – 11:05 Lunch

11:05 – 11:55 Writing

11:55 – 12:40 Math Intervention

12:40 – 1:30 Math

1:30 – 2:00 Recess

2:00 – 2:55 Science/SS

Total ELA minutes: 160 minutes

Tentative 4th Grade Schedule

7:55 – 8:45 CAMP

8:45 – 9:35 Reading Intervention

9:35 – 10:25 Reading

10:25 – 11:15 Writing

11:15 – 12:15 Science/SS

12:15 – 12:45 Lunch

12:45 – 1:15 Recess

1:15 – 2:05 Math Intervention

2:05 – 2:55 Math

Total ELA minutes: 150 minutes

Tentative 5th Grade Schedule

7:55 – 8:45 Reading

8:45 – 9:40 Writing

9:45 – 10:35 CAMP

10:35 – 11:25 Reading Intervention

11:25 – 11:55 Lunch

11:55 – 12:20 Recess

12:20 – 1:15 Science/SS

1:15 – 2:05 Math

2:05 – 2:55 Math Intervention

Total ELA minutes: 155 minutes

Assessment/Data Analysis Plan

CES/CFES uses ongoing formative and summative assessments to guide instructional practices, interventions, and unit/daily lesson plans. School-wide benchmark assessments are given in both math and reading and common assessments are created and given in content-specific areas to help teachers adjust instructional practices as needed. The state-mandated CRCT and the Grade 5 Writing Assessment is administered once a year, although the summative data we receive from these tests are very important it is not the primary data used to monitor student achievement, teacher effectiveness, or best practices in the classroom.

A. Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
STAR Early Literacy (Grades K-1)	Screening and Progress Monitoring	Alphabetic Principle Concept of Word, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Comprehension	Screening 3 times per year Progress twice a month
STAR Reading (Grades 1-5)	Screening and Progress Monitoring	Comprehension, Vocabulary, Estimated Oral Reading Fluency, Instructional Reading Level	Screening 3 times per year Progress twice a month
STAR Math (Grades 1-5)	Screening and Progress Monitoring	Computation, Fluency, National Math Standards, CCGPS	Screening 3 times per year Progress twice a month
ACCESS for ELL	Screening	Language	Once a year

CRCT (Grades 3-5)	Outcome: Assess mastery of CCGPS	Reading, ELA, Math, Science, and Social Studies	Once a year
CRCT-M (Grades 4-5)	Outcome: Assess mastery of CCGPS	Reading, ELA, and Math	Once a year
3 rd Grade Writing Assessment	Outcome: Assess student writing performance	Ideas, Organization, Conventions, and Style	Once a year
Georgia Grade 5 Writing Assessment	Outcome: Assess student writing performance	Ideas, Organization, Conventions, and Style	Once a year
GKIDS (Grade K)	Outcome: Assess performance of Kindergarten CCGPS	ELA, Math, Approaches to Learning, and Personal/Social Development	Quarterly
Kindergarten Readiness Screener	Screening	Letter Recognition, Letter Sounds, Phonological Awareness, Number and shape Recognition, Rote Counting	Once per year
Sight Word Inventory (Frye) (Grade K)	Screening and Progress Monitoring	Word Identification	Screening 3 times per year Progress monitoring as needed
GAA (K-5)	The outcome is to show progress towards meeting academic standards/life skills	ELA, Math, Science and Social Studies	Two collection periods per year (beg/end)

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

CES/CFES assessment protocol fails to align with the Striving Readers’ assessment plan. The only common assessment is the ACCESS for ELLs. We are currently utilizing STAR Reading, Early Literacy, and Math assessments as our universal screener and progress monitoring tools but they are different from the assessments required by the Striving Readers’ protocol. In order to align with the Striving Readers’ protocol we will adopt DIBELS NEXT and utilize diagnostic assessments including the IPI (Informal Phonics Inventory) to further analyze problems found in screening (The “What” document p. 9). The diagnostic assessment will allow problematic literacy skills to be identified so that appropriate individualized interventions can be selected to target these problems and avoid a one-size-fits-all approach, as stated on p.37 of the “How” document.

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

DIBELS NEXT and SRI will be incorporated into the school assessment schedule. These assessments will become our new universal screener and progress monitoring tools, should we receive funding from the Striving Readers project, and will be administered according to the Striving Readers’ assessment plan as well as SRI and DIBELS NEXT administration guidelines.

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

The administration of STAR Early Literacy, STAR Reading, and STAR Math will be discontinued as a result of the implementation of the Striving Readers’ Comprehensive Literacy Grant. Other assessments may be discontinued if determined they are no longer needed.

E. Professional Learning Needs for Implementation of new assessments

Professional development will be provided to assist teachers and interventionists in using assessment data to address individual student needs and drive instruction. Professional Learning will be provided on the administration of DIBELS NEXT, SRI, and any diagnostic assessments that are adopted. This training will include: disaggregating data, using results to improve classroom instruction, data collection methods, and instruction on assessment tools. Teachers will be trained on the implementation of appropriate research-based reading interventions with fidelity based on assessment results.

F. How data will be presented to parents and other stakeholders

Data will continue to be presented to parents through progress reports, response to intervention meetings, conferences and report cards. We will educate stakeholders about our data by presenting and discussing school-based literacy data with them during literacy team meetings to create a common literacy mission and vision between school, parents, community, and stakeholders.

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

During teacher team meetings results of assessments for reading, ELA, and writing will be analyzed using a data analysis protocol. These results will be summarized to identify performance strengths and weaknesses for individual students and groups of students. Grade level instructional goals will be established based on assessment results. Evidence-based interventions and materials will be identified to support instruction in targeted areas. Assessment data will be utilized to determine the placement of students in appropriate small groups for instruction as well as to monitor progress.

H. Detailed plan for who will perform the assessments and how the plan will be accomplished

CES/CFES's principal, academic coach, and designated testing coordinator will ensure that the following assessment plan is implemented by adding testing dates to the school calendar prior to the beginning of each school year and following district-approved test administration procedures. For the first screening given, CES/CFES will consider using a SWAT team to administer assessments until all teachers have been adequately trained and supported in administering the new assessment tools.

Assessment	Responsible Staff	Frequency
SRI	Classroom Teachers, Assessment Team	3 times per year
DIBELS NEXT	Classroom Teachers, Assessment Team	3 times per year
IPI	Classroom Teachers, Assessment Team	3 times per year or as needed for small group instruction and RTI
ACCESS for ELL	ESOL Teacher	Annually
GKIDS	Kindergarten Teachers	Quarterly
GAA	SPED teachers	Twice a year

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

A. Resources Needed to implement the literacy plan:

- Research-based literacy materials supporting word study, phonics, and phonemic awareness instruction
- Leveled book room to house guided reading materials for checkout
- Book room organization and checkout materials
- A core reading program that supports LEXILE
- Classroom libraries housing books with various topics
- Digital and print informational text resources (including any subscriptions required)
- Updated texts to support all content standards (digital and print)
 - Novels
 - Informational texts
 - Non-fiction texts
 - Texts that support science and social studies standards
- Writers workshop resources
- Tablets/laptops/E-readers
- Mobile learning labs
- Classroom printers and materials for functionality
- Professional learning resources/materials
- Update computer labs as needed
- Universal screening, progress monitoring, and diagnostic assessment resources
- Effective research-based intervention resources/materials
- Listening centers
- Assistive technology
- Software/hardware purchases
- Substitutes/stipends for professional learning needs

B. List of activities that support literacy intervention programs

- Extended learning time built into the schedule
- RTI model for Tiers II, III , and IV
- Inclusive and resource settings for SWD
- Homeless/migrant tutor (part time)
- Monthly RTI meetings with grade level teams and AP
- SPED collaboration with regular education teachers
- Research-based literacy interventions for Tiers II, III, and IV
- Universal screening administration and data analysis
- Progress monitoring administration and data analysis and next steps
- Diagnostic assessment administration and data analysis to determine next steps
- Professional Learning opportunities for all teachers

C. List of shared resources

The resources listed below are shared among the primary building (K-2, CES) and the intermediate building (3-5, CFES) due to location constraints

- Computer labs (house up to 30 computers)
 - 1 at primary for computer lab rotation use
 - 2 at intermediate (1 for computer lab rotation use and 1 used to sign up as needed)
- 2 Media centers
- Wi-Fi Network
- Classroom computers (at least 5 per classroom)
- 1 Principal (splits time between the 2 locations)
- 1 instructional coach (splits time between the 2 locations)
- 1 Media specialist/1 media clerk (shared between the 2 locations)
- 1 Guidance counselor
- 1 part time technician
- Copy machines
 - 3 at primary
 - 4 at intermediate
- Smart boards and projectors in all classrooms
- Ipads
 - 1 teacher ipad per classroom
 - ESOL teachers have 1 additional ipad per teacher
 - SPED teachers have 2 additional ipads
- STAR Renaissance assessments/AR

D. List of media center resources

The CES/CFES media center holdings number 33,226 between the 2 campuses with 17,128 holdings on the Primary site (CES) and 16,098 holdings on the Intermediate site (CFES). The average copyright date for the Primary site (CES) is 1998 while the average for Intermediate (CFES) is 2000. Our collection has an average of 44 books per student. Teachers, parents, and students are always welcomed to request and use books from both sites. The average number of checkouts per day at Primary (CES) is 275 books while the average checkout per day at Intermediate (CFES) is 385 books. We have a good collection of materials that are aligned with the current CCGPS standards but could use more copies of some resources. Lexile levels are listed on all CCGPS materials on the outside cover and many of our books for circulation have the level on the inside cover. At the Intermediate site (CFES), we have a large collection of book sets that are filed by Lexile level. We still need to improve our range of Lexile offerings and understanding within the collection. A media specialist and a media paraprofessional share the duties between the two sites. Following is a list of our literature collections as well as equipment housed in each media center:

Category	Primary	Intermediate	Category Total
Fiction Chapter	2096	5221	7317
Easy Picture Books	3512	2110	5622
Book Sets	369	416	785
Read Alongs	361	180	541
Biography	549	716	1265
CollectiveBiography	72	21	93
Nonfiction	4271	3877	8148
Reference	361	194	555
Periodicals	444	442	886
Ebooks			30
Paperbacks	190	177	367

Equipment (Located at both sites unless noted)

- 1 Mounted Screen (CES) 1 Smartboard (CFES)
- 1 Closed Circuit System with 3 channels, CFES includes computer connection
- 1 Television
- 4 Student Computers
- 2 Circulation Computers
- 1 Black & White Printer, CES also has a Color Printer
- 1 Ipad
- 1 Document Camera
- 1 Set of Speakers (CES), Ceiling Mounted (CFES),
- 1 Set of Speakers for checkout
- 1 Ceiling Mounted Projector

E. Activities that support classroom practices

- Most teachers have participated in professional learning on the following (see Professional Learning Strategies for a list of professional learning needed to support literacy initiatives):
 - Standards of Mathematical Practice
 - Explicit writing instruction using the writers workshop model
 - Georgia Milestones
 - Jan Chappuis Assessment for Learning Strategies
 - Collaborative scoring of student writing samples with a rubric designed for vertical and horizontal alignment with CCGPS
 - Professional learning on the decomposition of the CCGPS in ELA and math
- Math and Reading interventions
- Monthly POI meetings with grade level teams and AP
- Franklin County Classroom Model (AFL strategies/RTI/PLC components)
- FIP
- Accelerated Reader program
- Reading support classes

- Least Restrictive Environment for SWD
- Study Island (2-5)
- Early Intervention Program (3-5)
- Gifted program (3-5)
- Teacher release days for planning instruction (1 per year)
- STAR reading and math screeners and progress monitoring
- Extended learning time
- Formative and summative assessments

F. Additional strategies needed to support student success

- Increased professional learning (best practices in literacy instruction, reading and writing across content areas, RTI interventions, LEXILE, collaboration and data analysis, etc.)
- Use a variety of media, print and non-print, to engage all students in meeting all content standards
- Professional Learning on how to use all components of Guided/Shared Reading, Self-Selected Reading, Writing and Working with Words consistently and effectively
- Use formative/summative assessment data to adjust instruction as need
- Best practices in literacy instruction across content areas
- Administration of universal screeners, progress monitoring, and diagnostic assessments and determine next steps for students from the data
- Using LEXILES efficiently and effectively
- Integrating technology for student engagement
- Differentiation and specialized instruction strategies that align with CCGPS
- Additional time for teachers to participate in professional learning opportunities

G. Current classroom general resources

- Qualified teachers
- Infinite Campus
- Mastery Connect
- Smart boards and mounted projectors
- Ipads
- Student computers (up to 5 in each classroom)
- Teacher laptop (1)
- Document camera
- Harcourt Reading Basils and textbooks (2003)
- Houghton Mifflin Math textbooks (2007)
- Harcourt Science textbooks (2008)
- McGraw-Hill Social Studies books (1999)
- Florida Center for Reading Research activities

- Limited resources for center activities
- CCGPS ELA and Math Georgia Frameworks
- STAR Assessments, progress monitoring, and Accelerated Reader program
- Study Island (3-5)
- Writer's workshop Units of study kits
- Intervention materials
- Curriculum guides
- Novels to support CCGPS ELA frameworks units
- CCGPS notebooks that house decomposed standards with assessment match and learning targets, teacher guidance documents for CCGPS, Math overview document for CCGPS, vertical alignment of the ELA and Math standards

H. Alignment plan for SRCL and other funding

CES/CFES will continue to balance state, local, and federal funds to purchase teacher and student resources/materials to enhance literacy instruction and interventions as permissible by the state and federal requirements. SRCL funds will be used for the following:

- Professional Learning needs
- Technology needs and upgrades
- Purchase updated (CCGPS aligned) literacy materials/resources for all students and classrooms

I. Demonstration of how proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

- Teachers will have access to a technology-based literacy assessment program /process (DIBELS Next and SRI) will allow for effective and efficient data retrieval and interpretation to drive instructional decisions for RTI students. The progress monitoring tools will be beneficial for student growth.
- Students will have more opportunities to incorporate technology into literacy related activities/projects that require them to utilize digital materials and/or create collaborative presentations by having access to varied technology tools and media
- Students will be much more engaged and motivated when presented with choices for reading, writing, and or methods for research and presentation models using varied technology such as tablets, E-readers, mobile learning labs, and online subscriptions to promote literacy support in all content areas.
- Professional learning on integration of technology to provide consistent classroom opportunities in student learning and engagement

Professional Learning Strategies Identified on the Basis of Documented Needs

“For every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.” (Why, 141)

Professional Learning in the Past Year – The table below lists professional learning opportunities for the 2013-2014 school year at both CES Primary (CES) and Intermediate (CFES). With both schools sharing action steps and goals from the school improvement plan, professional learning was delivered consistently to all K-5 teachers. On-site, job-embedded professional learning opportunities are provided to all teachers on a weekly basis with collaborative teams meeting during their short planning times to receive professional learning/training that supports the school improvement plan. Due to scheduling and site issues, gifted, EIP, SPED, art, music, and PE teachers do not consistently participate in these opportunities. The academic coach facilitates and plans the majority of the professional learning opportunities offered.

A & B

2013-2014 Professional Learning	% teacher participation
Writing: Common Mission & Vision (hopes and fears)	100%
Writing: Study of progression of the narrative writing standard	100%
Writing: Pretest data analysis	74%
Writing Process	82%
TKES	100%
Technology: Ipads in the classroom	82%
Technology: Smartboard use in the classroom	82%
RTI: Guided Reading	91%
RTI: Math and Reading Interventions	91%
RTI: Data Analysis	91%
PLC: What does an effective PLC look like?	82%
PLC: What does an effective PLC look like?	82%
SLDS	100%

(C) Ongoing professional learning

- TKES
- Monthly RTI meeting with AP's
- Weekly grade level PLC's that focus on the 4 questions of a PLC from Learning by Doing (Dufour, 2006)
- End of Grade Georgia Milestones
- SLO (student learning objective) understanding and creating/administering standards-aligned assessments
- Explicit writing instruction through Writer's Workshop model

- System-wide training on Writer's Workshop model facilitated by a literacy consultant from the Teachers College Reading & Writing project
- Increase the rigor of Tier 1 instruction by:
 - Create, use, and interpret data on more rigorous classrooms assessments (including more constructed and extended response questions)
 - Teachers plan for reading/writing across the curriculum
 - Apply Standards of Mathematical Practice through intentional daily math plans, instruction, and conversations/tasks
- Standards of Mathematical Practice: understanding what the standards say, how they look in the classroom, and how to begin changing student conversations to support these standards
- Number Talks implementation and support
- Tools for Autism
- ASPIRE

(D) Programmatic Professional Learning Needs Identified in Needs Assessment

- Response to Intervention
 - Screeners
 - Progress Monitoring
 - Diagnostic tools
 - Data analysis for next steps and proper interventions needed
 - How to use any new research-based interventions at Tiers II, III, and IV
- Implementation of and vertical alignment of CCGPS (Tier IV teachers)
- Reading/writing instruction across content areas
- Direct, explicit reading instruction at Tier I
- Best practices in writing instruction
- How to use Lexiles effectively
- Explicit instructional strategies that build
 - Word identification
 - Fluency
 - Vocabulary
 - Comprehension
 - Writing Skills
- Use technology to enhance instruction and promote engagement
- Collaboration
 - Use of effective protocols
 - Analysis of formative/summative data
 - Disaggregated data
 - Examination of student work
- Mentoring for new teachers that supports participation in literacy-based learning webinars and conferences

(E) Process Used to Determine if Professional Learning is Adequate and Effective

Professional learning has been measured for effectiveness using tickets out the door at the close of meetings; end of the year surveys, and ultimately through student achievement. Due

to lack of funds and constant pressure on teachers’ time, CES/CFES is proposing that the professional learning funding be directed toward providing teachers with sufficient increments of release time spaced strategically throughout the year, allowing teachers’ adequate time to absorb and experiment with what they are learning in other PL opportunities and trainings. The table below outlines the professional learning plan with related goals and objectives from the literacy and project plans. The professional learning plan compiles a list of professional learning that administrators and teachers will participate in as we implement the SRCL grant. The needs assessment was analyzed to determine which types of professional learning are most needed. The ultimate goal is to ensure successful implementation and to promote strong literacy instruction in our school for all students to benefit from. The indicated methods of effectiveness will be consistently used to determine if professional learning is meeting its intended purpose.

(F & G) Professional Learning Plan

Goal 1: Increase the percentage of students scoring at/above expectations in reading and writing		
Professional Learning Area of Need	Literacy Plan Reference	Measure of Effectiveness
<p>All faculty members participate in ongoing professional learning in all aspects of literacy instruction (What, 13)</p> <p>Provide on-going professional learning on direct, explicit reading and writing instruction</p> <p>Provide professional learning on differentiated instructional options for literacy assignments</p> <p>Provide professional learning and classroom support of the implementation of the writing workshop model for explicit writing instruction.</p> <p>Provide professional learning and support on data analysis and effective utilization of data in collaborative teams</p>	<p>Building Blocks 4A, 4B, 4C, 5B</p>	<p>Professional learning sign in logs</p> <p>Literacy walk-throughs/observations</p> <p>Formative/Summative assessment data, DIBELS Next</p>

<p>Provide training on how to use technology to support literacy instruction and assessments</p>		
<p>Goal 2: Increase the percentage of students in grades 3-5 scoring at and above expectations in math, science, and social studies.</p>		
<p>Professional Learning Area of Need</p>	<p>Literacy Plan Reference</p>	<p>Measure of Effectiveness</p>
<p>Provide professional learning on best practices for writing instruction across all content areas</p> <p>All faculty members participate in ongoing professional learning in all aspects of literacy instruction (What, 13)</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> • Use of literature in content areas • Use of informational text in ELA classes • Writing in all subjects • Text complexity • Guiding students to conduct short research projects that use several sources (How, 27) 	<p>Building Blocks 1E, 2A, 2B, 4C</p>	<p>Professional learning sign in logs</p> <p>Literacy walk-throughs/ observations</p> <p>Formative/Summative assessment data, including LEXILE data</p>
<p>Goal 3: Use school-based data to design a comprehensive system of tiered interventions for all students.</p>		
<p>Professional Learning Area of Need</p>	<p>Literacy Plan Reference</p>	<p>Measure of Effectiveness</p>
<p>Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and</p>	<p>Building Block 3B, 3C, 5C, 5E</p>	<p>Professional learning sign in logs</p> <p>Walk-throughs/ observations</p>

<p>accurate data recording. (How, 36)</p> <p>Provide professional learning on adjusting instructional plans to support student data</p> <p>Provide professional learning on <i>effective</i> screening, progress monitoring, and diagnostic tools to identify achievement levels of all students and next steps.</p> <p>Plan and provide professional learning for interventionists on: Appropriate use of supplemental and intervention materials, Diagnosis of reading, difficulties, Direct, explicit instructional strategies to address difficulties, Charting data, Graphing progress. (How, 45)</p> <p>Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings. (How, 47)</p>		<p>Formative/Summative assessment data</p> <p>Diagnostic assessment data</p> <p>Data analysis meeting logs and documentation</p>
<p>Goal 4: Improve the involvement and engagement of parents and stakeholders pertaining to literacy initiatives and goals.</p>		
<p>Professional Learning Area of Need</p>	<p>Literacy Plan Reference</p>	<p>Measure of Effectiveness</p>
<p>Ensure that new personnel receive vital professional learning from earlier years. (How, 49)</p> <p>Provide building-level administrators with professional learning on the</p>	<p>Building Blocks 1B, 1F, 2C, 6</p>	<p>Professional learning sign in logs</p> <p>Walk-throughs/observations</p>

need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions. (How, 48)		
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Sustainability Plan

CES/CFES will continue to ensure commitment to the continued literacy support of faculty, students, and our community by sustaining all programs and best practices initiated through the process of the SRCLG. We will continue to protect and use federal, state, and local budgets (as permissible per program guidelines) to sustain our literacy initiatives and implement the plan provided in this document.

(A) Extending assessment protocol beyond the grant period

- Assessments will continue to be administered as part of our master assessment schedule
- Assessment data will continue to drive instruction and inform decisions
- Offer support/training on administering assessments to employees new to CES
- Maintain and replenish any assessment licenses/materials with state, local, or federal funding

(B) Developing community partnerships and other funding sources

- Continue involvement of all stakeholders in literacy team meetings to continue effective relationships and support literacy across content areas
- Invite PTO to investigate fundraisers that support our literacy initiatives
- Showcase evidence of student learning and successes/awards on the school websites and other forms of social media
- Seek assistance from community partners to maintain a heightened awareness about literacy

(C) Sustainability

- Review expectation of the SRCLG each year as part of our school improvement plan goals and action steps
- Utilize the academic coach, mentor teachers, and online professional learning opportunities to provide PL on literacy initiatives and/or assessment administration from the grant for any new staff members
- The AC will continue to offer support and professional learning opportunities pertaining to literacy initiatives
- Franklin County Board of Education has supported and provided funding for instructional coaches since 2007. District instructional coaches will participate in all grant professional learning/training to provide job-embedded support for teachers and to ensure that all learning/training is implemented with fidelity
- FCBOE continuously supports job-embedded professional learning and will provide funding through Federal, State, and local funds allocated for professional learning
- Continue to host literacy events for family and community on the importance of literacy achievement
- Continue to utilize assessment protocols during collaboration

- Inventory and check out all instructional resources in order to keep materials/resources in tact and available in the event of teacher movement.

(D) Replacement of print materials

- The media specialist will complete an annual inventory of print materials and determine what needs to be replaced/repared
- Utilize local, state, and federal funds to replace resources as needed
- Investigate technology grant opportunities in order to updated student technology

(E) Extending professional learning

- PL opportunities on literacy will be continued on a monthly basis by utilizing the GADOE literacy modules and archived webinars
- Designate PL opportunities on the school calendar
- Create a PL video library to house recorded PL sessions as well as videos of effective classroom literacy instruction
- Provide teachers with instructional planning days throughout the school year to analyze assessment data and revise instructional plans (funded with state, local, and federal funds)
- New teachers will be intentionally assigned to a mentor teacher and given an overview of the SRLCG initiatives
- Mentor teachers and the AC will work with new teachers to offer support and training in the area of literacy
- Peer and/or self observations and reflections will be conducted for ongoing modeling and support of effective research-based literacy practices
- Collaborative teams will continue to function as PLC and support each other in the use of effective literacy strategies

(F) Sustaining technology

- Coordinate any grant purchases of hardware/software through the technology specialist at the school level to arrange for regular maintenance in order to extend the life of any technology purchased
- Replace and/or upgrade any technology hard/software and licenses with state, local, and federal funds
- Investigate technology grant opportunities in order to purchase updated student technology

(G) Expanding lesson learned

- All teachers and staff participate in SRCLG meetings of cohort schools that are sponsored by GADOE
- After grant meetings attended follow up with insights and lessons learned in grade level PL with team and AC
- Encourage teachers to document any reflections pertaining to increasing their capacity in literacy instruction throughout the implementation of any grant strategies/activities

- Incorporate a section in PL meeting agenda as a means to share any insights about the implementation of any grant strategies/activities.
- Teachers will continue to work collaboratively to develop units/lessons including literacy standards and resources. All teachers will have access to these resources during and after the grant period. CES/CFES teachers will continually work to improve units and utilize resources to make literacy instruction more effective. As teachers refine their instructional strategies, they will be provided opportunities to conduct training to build teacher capacity.

Budget Summary

In order to make this project a success at CES we have four critical areas of focus that grant funding will support to help us reach our literacy goals: (1) CES/CFES will increase the percentage of students scoring at and above expectations in reading and writing, (2) CES/CFES will increase the percentage of students in grades 3-5 scoring at and above expectations in math, science, and social studies. (3) CES/CFES will use school-based data to design a comprehensive system of tiered interventions for all students, and (4) CES/CFES will improve the involvement and engagement of parents and stakeholders pertaining to literacy initiatives and goals. CES/CFES is already a Georgia Reward School, but if we receive the SRCL grant we believe that we, as Eagles (mascot), can soar to one day being named a Blue Ribbon School. Below is a list of needed resources to put this plan into action.

Resource	Description	Estimated Cost
Professional Learning Opportunities/Training	PL for SRI	
	PL for DIBELS Next	
	PL for Diagnostic tools	
	PL for RTI components	
	PL for explicit literacy instruction	
	PL for use of technology in instruction for literacy	
	PL on data analysis	
	Outside literacy consultant/trainers fees (consumable materials for trainings as well)	
	Travel expenses and conference fees to attend outside trainings/conferences, etc.	
	Training costs for any purchased assessment programs	
	Professional library materials	
	Substitute costs for teacher release time during the school year	
	Stipends for teacher learning outside of the school year	
	Total estimated PL cost	50% of funds
Materials	Scholastic Reading Inventory	
	DIBELS Next	
	Consumable materials	
	Leveled texts for bookroom	

	Bookroom organization and checkout materials	
	Texts (both digital and print) for classroom libraries (for all content areas)	
	Word study materials	
	A core reading program & all materials needed for implementation	
	Writer's Workshop materials	
	RTI materials to support interventions	
	Mobile learning and tablet labs	
	Listening centers	
	Printers	
	Technology hardware/software	
	Assistive technology	
	Release time for teacher planning	
	Total estimated materials cost	50% of funds