

School Profile

Created Tuesday, December 02, 2014

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School Information

System Name:	Whitfield County School
School or Center Name:	Cohutta Elementary
System ID	755
School ID	2050

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Cindy Dobbins
Position:	Principal
Phone:	7066948812
Email:	cindy_dobbins@whitfield.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Cindy Dobbins
Position:	Principal
Phone:	7066948812
Email:	cindy_dobbins@whitfield.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K-5

Number of Teachers in School

23

FTE Enrollment

323

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

Sherrie M Cline

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

Accounting Specialist Sherrie M. Cline

Typed Name of Fiscal Agency Head and Position Title

12/2/14

Date

Judy Gilreath

Signature of Applicant's Authorized Agency Head (required)

Judy Gilreath

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

12/2/14

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Judy Gilreath

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

Address: 1306 South Thornton Ave

City: Dalton Zip: 30722-2167

Telephone: (706) 217-6700 Fax: (706) 278-5042

E-mail: jgilreath@whitfield.k12.ga.us

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

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

12-2-2014
Date (required)

Audit Findings

The following chart summarizes WCS experience with funded programs:

Year	LEA Grants/Projects	Project Title	Funded Amount	Audit Yes or No	Audit Results
2013		Title IIA	469,401.00	Y	No findings
		Title III	333,864.00	Y	No findings
		Special Ed Cluster	2,629,301.35	Y	No findings
		Bright from the Start	797,816.74	Y	No findings
2012		Title IIA	443,398.00	Y	No findings
		Title III	340,391.00	Y	No findings
		Special Ed Cluster	2,477,322.00	Y	No findings
		Bright from the Start	808,022.99	Y	No findings
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings

		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248,166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

Whitfield County Schools

District Narrative

Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,400 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was \$42,345 compared to the state of Georgia median household income of \$49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Create a district strategic plan
- Create a coordinated professional development plan
- Implement instructional coaches at all elementary campuses
- Attend GaDOE ELA and Math Summer Academies
- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

Strategic Planning

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Math Design Collaborative at middle and high school
- Implementing K-12 Formative Assessments
- Implementing K-12 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement:** WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.
- **Professional Learning:** WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.
- **Parent and Community Involvement:** Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.
- **Technology:** WCS is working to provide equitable technology at all campuses.

Current Management Structure

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Metametrics Lexile Training (K-12)
- Response to Intervention (K-12)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, trade books, novels, and content text books. Pre-K purchased and implemented Scholastic Big Day Curriculum.

District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CogAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate

- Georgia Criterion-Referenced Competency Test (Georgia Milestones, 3-8)
- Georgia Milestones (EOC, 9-12)
- SAT, AP Exams (9-12)
- PSAT, ACT, AP exams
- MAP (Measures of Academic Progress System, K-8)

Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 93% to 98%, but few students EXCEED the standards. Additional “what if” data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

Students Meeting/Exceeding Standards on the 2014 State Assessments					
	Reading	ELA	Writing	Science	Social Studies
3rd Grade	93%	93%		78%	84%
5th Grade	95%	95%	81%	84%	81%
8th Grade	98%	98%	75%	78%	77%
EOCT	American Literature	9th Grade Literature	11th Grade Writing	Biology	U.S. History
High School	93%	88%	92%	80%	65%

In 2013-2014, Whitfield County Schools benefitted from Northwest High School and its feeder schools receiving the SRG for Cohort 3as well as the Birth to 5 Grant. Through the funds available to those schools, resources and professional learning experiences have begun to bring consistency in practice and a focus on literacy throughout the district spurring an interest at Cohutta Elementary School and North Whitfield Middle School to apply for Cohort 4 Grant. They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities with the Cohort 3 WCS schools that will serve as a model for the district and continue to build capacity for exemplary literacy instruction.

Whitfield County Schools

District Management Plan and Key Personnel

District Support

Due to last minute administrative changes and increase in state programs, a second feeder pattern did not apply for SRCL funding. However, North Whitfield Middle School (NWMS) and Cohutta Elementary School (CES) accepted the challenge.

WCS and the Cohort 3 schools met regularly to support-NWMS and CES grant applications in a number of ways. Planning meetings were held to provide coherence and support for budgets and applications. District Instructional Coaches provided support to *applying* schools and attended all trainings to build their capacity for training our other schools. Our Teaching and Learning Team (TL) will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration. This collegial discourse will both inform and empower leaders as they implement SRCL grant requirements.

Strategic Plan

WCS has reorganized the TL Staff to emphasize a deeper focus on curriculum and enhanced communication among teachers, administrators, and Central Office. The TL positions were rearranged to create grade-banded Directors, who are housed in one office to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

The WCS reorganization resulted in the creation of a Strategic Planning Committee (SPC) and Professional Development Committee (PDC). The SPC surveyed all stakeholders, analyzed K-12 assessment data, and assembled district leaders to create a comprehensive 5-year plan. The PDC reviewed the data and created a comprehensive district professional development plan.

Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent, will provide the district's leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, district leaders will regularly participate in campus walkthroughs to monitor each school's progress. Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant, will record activities, monitoring data usage and budget updates. Principals will submit monthly progress/expenditure reports for review by the district. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools.

RESPONSIBILITY	PERSONNEL	SUPERVISOR
Purchasing	Frieda Talley Administration Assistant	Dr. Judy Gilreath, Superintendent
Finances	Lorijo Calhoun, Federal Program Director	
Professional Learning	Dr. Jonathan Willard, Director of Professional Development	
Technology	Pam Pettyjohn, Instructional Technology Coordinator	Audrey Williams, Chief Officer for Assessment and Accountability
Assessment	Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director	Karey Williams, Assistant Superintendent for Teaching and Learning
Site Level Coordination		

Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

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2013		Title IIA	469,401.00	Y	No findings
		Title III	333,864.00	Y	No findings
		Special Ed Cluster	2,629,301.35	Y	No findings
		Bright from the Start	797,816.74	Y	No findings
2012		Title IIA	443,398.00	Y	No findings
		Title III	340,391.00	Y	No findings
		Special Ed Cluster	2,477,322.00	Y	No findings
		Bright from the Start	808,022.99	Y	No findings
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings

		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248,166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, instructional coaches at each elementary, schools successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation
- Cohort 3 Striving Readers Grant
- Birth to 5 Grant
- Local business grant awards to individual campuses
 - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

School Narrative

School History

Cohutta Elementary School is a Title I Distinguished School located in the northwest corner of Whitfield County. Cohutta, Georgia is a small town formed along the railroad between Cleveland, Tennessee and Dalton, Georgia with mostly residential and open farm land. It was once the capital of the Cherokee Nation from 1832-1838. Cohutta holds a rich tradition steeped in local Native American lore.

According to the 2010 Census, the population of the city of Cohutta was 661 residents. It is a racially homogeneous town with 96% of its residents identifying themselves as Caucasian. Census data indicates that 23% of Cohutta's residents are school aged children or below. The American Community Survey of 2012 indicates families in Cohutta have a mean household income level of \$34,766 compared to the state of Georgia at \$49,604 and the United States at \$53,046. The same survey specifies 20.4% of Cohutta residents live at or below poverty level.

One point of pride for Cohutta is being named a Title I Distinguished School for the tenth year in a row. This achievement validates our belief that we have a responsibility to all of our students, even those that may face struggles outside of home such as their socioeconomic status. In order to qualify as a Title I Distinguished School, a school must have a significant population of students who receive free or reduced-price lunch, and the school must make Adequate Yearly Progress (AYP) at least three years in a row. Cohutta is one of only three schools in the county having made AYP ten years in a row.

Our students' families are involved and valued stakeholders in our school. Our parent and community volunteers log many hours of service in our building. Our Parent Teacher Organization (PTO) is comprised of 80 families. They work hard to raise funds for school improvements and student activities. Our community members and business partners offer their help in many ways by holding positions in our School Council and PTO, teaching Junior Achievement classes, providing Saturday lunches, and donating financial support to extra-curricular programs.

Student Demographics for the 2014-2015 School Year

Total Number of Students – 324

Sub-groups	Percentage
Caucasians	84%
Hispanic	12%
Multi-Racial	2%
Asian	1%
African American	1%
American Indian	0%
Females	48%
Males	52%
Free/Reduced Lunch Program	67%
Gifted	11%
ESOL	3%
SWD	14%
EIP	21%

Administrative and Teacher Leadership Team

The faculty and staff at Cohutta Elementary collaborate on major decisions affecting the school. Our Leadership Team consists of voluntary representatives from every grade level, support teachers, paraprofessionals, and office personnel. This group actively works to set the climate for optimal learning, plans professional development opportunities, determines schedules, discusses the best use of funds, as well as other areas of educational need. This team then informs other staff members and communicates new ideas throughout the school.

Leadership Team Members

Cindy Dobbins, Principal	Kristin Tucker, Kindergarten
Tim Wright, Asst.Principal, EIP, Title I	Jana Cameron, 1st Grade
Allison Franks, Counselor	Kendra Henson, 2nd Grade
Charise Smith, Instructional Coach	Crystal Gladson, 3rd Grade
Cindy Blackmon, Special Ed	Janice Parker, 3rd Grade
Kim Whaley, Office Clerk	Mary Beth Morris, 4th Grade
Emily Scoggins, Media Specialist	Hannah Boruff, 5th Grade
Lezlie Harris, Gifted	

Past Instructional Initiatives

Our school has participated in the following past instructional initiatives:

- Mark Diamond Writing Training
- Working on the Work
- Jack and Jilly
- Scott Foresman/basal reading series
- Established a school literacy team
- Elements of Reading
- Literacy Collaborative strategy trainings
- Sheltered Instruction Observation Protocol (SIOP)
- Technology training
- Reading Recovery
- Saxon Phonics
- Accelerated Reader

Current Instructional Initiatives

In addition to the Common Core Georgia Performance Standards, Cohutta currently uses the Response to Intervention (RTI) process to support instruction. Interventions include Reading Recovery, Early Intervention Program, and a variety of technological applications to support instruction. Kindergarten, first, and second grade teachers are currently in the beginning stages of professional development with our part time instructional coach in the areas of guided reading and writing. We are currently involved in implementing trainings in SIOP, SLANT System for Structured Language, Learning Odyssey, technology and data. Also, we use a set of non-negotiable classroom practices implemented by our district office.

Professional Learning Needs

Our school has been working hard to improve our overall literacy program from K-5th grade. As teachers evaluate data and student performance, we see gaps in our literacy program, particularly in the area of writing and literacy instruction across the content areas. Our fifth grade

students have scored slightly better than state averages on the state writing exam, but there is need for improvement. We want to increase professional development in the area of writing for all grades and have a focused, unified approach to our professional development so all teachers have a common language when it comes to literacy. Our Literacy Team is currently looking at ways to upgrade our resources and our teaching methods. We believe these measures will help improve student achievement in all areas of literacy.

There is a need in all grade levels for high quality texts at a wide range to support the GPS and CCGPS in all content areas. Our Literacy Plan, if funded, will help close achievement gaps and make literacy a vital part of student's daily lives by providing access to complex texts at a range of Lexile levels in a variety of formats and genres as well as professional development across content areas in literacy instruction.

Need for a Striving Readers Project

The improvement of student learning and achievement is the focus at Cohutta Elementary. We have set aside three times per year to test students on Common Core Standards with the Measures of Academic Progress (MAP) Assessment. The MAP Assessment identifies strengths and weaknesses at the beginning, middle and end of the school year. After utilizing this assessment for the past six years, it is obvious there is a need for further interventions and resources to help increase student learning. We want to differentiate for individual student needs for students of all academic levels. Based on a variety of test data, including the Criterion-Referenced Competency Test (CRCT), Georgia Kindergarten Inventory Developing Skills (GKIDS), and state and local writing exams there is a need to increase the number of students meeting and exceeding expectations on required district and state assessments. We also see a need to target specific populations in our school including students with disabilities, gifted, ELL and EIP students. Along with our feeder school, North Whitfield Middle, we feel it is especially important that we receive this grant together to ensure the longevity of the project.

The following evidence from our needs assessment survey illustrates the need for the Striving Readers Grant at Cohutta Elementary:

- There is a need to provide teachers and administration with high quality professional development and resources on tiered instruction, literacy across content areas, and differentiation strategies as it relates to literacy instruction.
- There is a need to adequately provide classroom libraries, book room, and media center with high quality text at a wide range of levels that will support the GPS and CCGPS in all content areas.
- There is a need to develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.
- There is a need to increase the use of 21st Century technology to assist students in becoming literate, productive members of society.
- There is a need to develop, implement, expand and sustain a school-wide reading initiative that incorporates researched-based best practices in literacy instruction.

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment (rubric a, b, d)

In order to generate data, staff completed a survey created by the school district. The survey required teachers to use a Likert-type scale regarding literacy instruction. To obtain more comprehensive information and involve all school staff, personnel were asked to complete an open-ended questionnaire. Participants included:

Department	Staff
Kindergarten	Dycus, Newton, Tucker
1 st	Cameron, Lock
2 nd	Henson, Thomas
3 rd	Brown, Gladson, Parker
4 th	Holcomb, Morris
5 th	Boruff, Cooley
Administration	Dobbins, Wright
Media	Scoggins
Gifted	L. Harris
ESOL	R. Harris
EIP/RR	Hasty, Roberts, Wright
ESS	Blackmon, Culberson, Hall, O'Bannon
P.E.	McCracken
Music	Buckner
Counselor	Franks
Instructional Coach	Smith
Paraprofessionals	Johnson, Owens, Shields, Ralston, Palmer

Areas of Concerns (rubric f)

The Literacy Team analyzed data from surveys, CRCT, MAP data, and “The What” document to determine areas of need and then they were presented to the staff for discussion and to gain consensus.

Concerns as They Relate to The What	Specific Areas of Need	Steps Taken and Needed
<p>Engaged Leadership – BB1 – D, E</p> <p>Continuity of Instruction – BB2 – B</p> <p>Best Practices in Literacy</p>	<ul style="list-style-type: none"> • Insufficient classroom libraries and media center resources to meet student needs in all content areas • Insufficient leveled 	<p>Steps Taken:</p> <ul style="list-style-type: none"> ✓ School purchased content area book sets for the media center, specifically in content areas ✓ Teachers are building classroom libraries based on

<p>Instruction – BB4 – A,D</p> <ul style="list-style-type: none"> ➤ Increase access to texts that students consider engaging 	<p>books for the bookroom in all content areas (K-5)</p> <ul style="list-style-type: none"> ● Student engagement in our literacy program is low due to a lack of availability of high-interest texts across content areas 	<p>content areas</p> <ul style="list-style-type: none"> ✓ Access to a bookroom with limited resources, including some leveled texts ✓ K-2 teachers received some training in guided reading <p>Steps Needed:</p> <ul style="list-style-type: none"> ○ Research and purchase leveled books in all content areas for use in bookroom and media center ○ Improve classroom libraries by purchasing books ○ Increase the number of informational texts available to all students in the media center and classrooms ○ Gain access to interactive, online book resources
<p>Engaged Leadership – BB 1 – D,E</p> <p>Continuity of Instruction – BB2 – A,B</p> <p>Best Practices in Literacy Instruction – BB4 – B</p> <p>System of Tiered Intervention (RTI) for All Students – BB5 – B</p> <p>Improved Instruction through Professional Learning – BB6 - B</p> <ul style="list-style-type: none"> ➤ Develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. 	<p>Our school needs:</p> <ul style="list-style-type: none"> ● Consistent writing program across grade levels and in content areas ● Release time for literary team planning ● Funds to purchase supplies to teach writing effectively ● Small-group leveled books aligned to CCGPS and GPS in content areas. ● Class libraries aligned to CCGPS and GPS in content areas. ● Keyboarding program to help improve literacy. 	<p>Steps Taken:</p> <ul style="list-style-type: none"> ✓ Literacy collaborative training, Mark Diamond training, and Writing to Win training ✓ Created bookroom ✓ Started using math and reading journals in some classrooms <p>Steps Needed:</p> <ul style="list-style-type: none"> ○ Teachers need training in writing in the content areas ○ Increase SIOP training ○ Use release time for vertical planning of writing instruction ○ Develop school-wide writing plan

<p>Continuity of Instruction – BB2 – B</p> <p>Ongoing Formative and Summative Assessments – BB4 – B.5</p> <p>➤ Support teachers in providing literacy instruction across the curriculum</p>	<ul style="list-style-type: none"> • Technology needed to keep up with 21st century learners • Increase access to engaging reading materials • Keyboarding programs students will find engaging • Technology should be used to produce, publish, and communicate across the curriculum 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ Projectors and active boards in classrooms ✓ Teacher laptops updated ✓ School computer lab ✓ Mobile laptop carts ✓ Mobile iPad cart ✓ Access to electronic media ✓ ActivBoard Training <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ○ Replace/update computers ○ Replace/update hardware ○ Exposure to different types of media ○ Use technology to differentiate learning
<p>Engaged Leadership – BB 1 – E.4</p> <p>Best Practices in Literacy Instruction – BB4 – A.2, A.6</p> <p>Improved Instruction through Professional Learning – BB6 - B</p> <p>➤ Faculty participates in professional learning on best practices in teaching literacy, differentiating instruction, and using data to inform instructional decisions.</p>	<ul style="list-style-type: none"> • Teachers will receive professional development on integrating literacy within content areas. • Obtain and implement consistent writing training. • Ensure that Tiers include proven interventions that address specific needs. 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ Participated in writing training <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ○ Create Data Team ○ Professional development on how to use data ○ More collaboration time with ESS teachers ○ Create “cheat sheets” of the referral process ○ Create checklists ○ Research and purchase interventions
<p>Engaged Leadership – BB 1 – D,E</p> <p>Continuity of Instruction – BB2 – B</p> <p>Best Practices in Literacy</p>	<p>Lack of:</p> <ul style="list-style-type: none"> • Small-group leveled books aligned to CCGPS and GPS in content areas. • Class libraries aligned to CCGPS and GPS in 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ Sent teachers to Literacy Collaborative awareness training ✓ Some teachers have SIOP training ✓ Created small bookroom

<p>Instruction – BB4 – A</p> <p>System of Tiered Intervention (RTI) for All Students – BB5 – B,C,D</p> <p>Improved Instruction through Professional Learning – BB6 – B</p> <p>➤ Develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.</p>	<p>content areas.</p> <ul style="list-style-type: none"> • Release time for professional learning in best practices. • Release time for literary teams planning • Funds to purchase supplies to teach reading 	<ul style="list-style-type: none"> ✓ Some teachers use reading journals <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ○ Need training in reading strategies in content areas. ○ More teachers need SIOP training. ○ Need release time to vertical plan ○ Research and implement a school-wide reading initiative
<p>System of Tiered Intervention (RTI) for All Students – BB5</p> <p>➤ Provide research-based interventions through the use of Response to Intervention</p>	<ul style="list-style-type: none"> • Review RTI process and develop active data team • Not enough RTI materials and resources • Training in RTI resources 	<p><u>Steps Taken:</u></p> <ul style="list-style-type: none"> ✓ RTI process ✓ Data review meetings with staff <p><u>Steps Needed:</u></p> <ul style="list-style-type: none"> ○ Training in RTI process ○ Purchase more RTI interventions and resources ○ Compile all available RTI resources ○ Training on RTI resources and procedures ○ Implement consistent data review meetings

Root Cause Analysis (rubric c, e)

The staff conducted a root cause analysis by dividing into small groups to study the areas of need and analyze the respective causes. Data was reviewed to look for patterns.

Areas of Concern	Identified Root Causes
<p>Teacher Instructional Areas</p> <p>Need for:</p> <ul style="list-style-type: none"> • Unified reading and writing initiative • Keyboarding program 	<p>Lack of:</p> <ul style="list-style-type: none"> • Materials for remediation • Teacher knowledge on remediation • Intervention programs and resources

<ul style="list-style-type: none"> • Interventionist training • Intervention programs • Phonics training 	<ul style="list-style-type: none"> • School-wide reading and writing initiative • Consistent writing instruction and training • Instructional time for keyboarding
<p>Resources</p> <ul style="list-style-type: none"> • Need for a stocked and updated bookroom and training on how to utilize it • Not enough intervention materials • Increase access to engaging reading materials 	<p>Lack of:</p> <ul style="list-style-type: none"> • Funding for intervention materials • An interventionist • Leveled readers
<p>Technology</p> <ul style="list-style-type: none"> • Lack of technology available for students to use simultaneously • Infrastructure is strained to handle current bandwidth needs • Software and online resources are needed to address standards particularly in the RTI process • Students lack keyboarding skills. 	<ul style="list-style-type: none"> • Budget cutbacks have limited technology spending • Infrastructure needs updated to handle increased bandwidth • Technology is always evolving and it is hard to stay current • Many students in the RTI process need a wide range of resources to meet their individualized needs • Georgia Milestones will require students to use the keyboard to type responses
<p>Data Analysis</p> <ul style="list-style-type: none"> • Teachers do not know how to analyze and identify specific problems with students' learning. • No specific data team in place • Need training in data analysis and RTI process 	<p>Lack of:</p> <ul style="list-style-type: none"> • Data disaggregation training • Formal diagnostic assessments • Knowledge to identify the cause of students' misunderstanding and how to address issues
<p>Professional Learning</p> <p>Need PL in:</p> <ul style="list-style-type: none"> • Writing • SIOP strategies • Literacy across content areas • RTI assessments, data, interventions, and process • Phonics, reading, differentiation strategies • Vertical planning and instruction 	<p>Lack of:</p> <ul style="list-style-type: none"> • Time and opportunities for deep professional development in literacy areas • Limited resources and personnel to deliver professional learning • RTI resources and knowledge • Time to vertical plan • Training on administering and using higher level assessments and data • Differentiation training

Data Disaggregated (rubric e)

% of Students Meet/Exc. Standards	Student CRCT		
	2012	2013	2014
Language	87.2	89.7	93.0
Mathematics	73.9	82.6	82.5
Reading	89.2	90.3	95.8
Science	72.6	85.3	90.9
Social Studies	79.0	89.5	93.0

- Bolded percentages represent scores that were higher than state averages.
- Shaded cells represent scores that were higher than local district averages.

% of Students Meet/Exc. Standards	CRCT Data								
	3rd			4th			5th		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Language	86.7	89.3	93.5	89.7	83.0	91.3	85.1	96.2	91.3
Mathematics	76.5	75.0	73.9	81.0	88.9	88.2	62.5	92.3	84.8
Reading	88.2	91.1	97.2	93.1	87.2	92.3	85.4	92.3	97.8
Science	69.2	86.4	89.1	79.8	83.3	90.2	68.1	92.3	93.5
Social Studies	72.4	83.9	95.7	79.3	87.5	94.1	80.4	94.3	89.1

5th Grade Writing Exam

Status	2013-2014	2012-2013	2011-2012
Does Not Meet	16%(20%)	15%(21%)	31%(20%)
Meets	73%(67%)	79%(66%)	61%(70%)
Exceeds	11%(13%)	6%(13%)	8%(11%)

- Georgia state scores are in parentheses.

GKIDS

% of Students Meeting/Exceeding	2012	2013	2014
ELA	90.0	74.6	85.6
Math	89.8	78.9	89.2
Approaches to Learning	88.2	86.9	82.4
Personal/Social Development	87.5	91.1	93.1

Literacy Plan

Building Block 1. Engaged Leadership

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

Needs Assessment

According to the Needs Assessment survey, 100% of our staff indicated the administration's commitment to learning is fully operational.

The Why

According to the Why document, leadership by administrators is mentioned no less than thirty times as being a key piece in any aspect of literacy reform. It is not only an important component but the key component in order to improve education (Why, p. 157).

In Current Practice

Administration demonstrates commitment by doing the following:

- participates in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS (What, p. 5).
- studies research-based guidelines, strategies and resources for literacy instruction set forth in "The Why" document (What, p. 5).
- participates in literacy instruction with faculty (What, p. 5).
- schedules protected time for literacy and teacher collaboration (What, p. 5).
- schedules and conducts regular walk-throughs to monitor use of literacy strategies, student engagement and learning, and/or consistent use of effective instructional practice (How, p. 20)
- serves as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators (How, p. 20).

To Move Forward

Administration will:

- ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly (How, p. 20).
- ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies (How, p. 20)

B. Action: Organize a Literacy Leadership Team

Needs Assessment Survey

According to the Needs Assessment Survey, 100% of our staff indicated the literacy leadership team was operational.

The Why

According to the Why document, establishing a literacy leadership group with the responsibility to

read and discuss both research and research-into-practice articles on leadership in order to acquire local expertise. (Why, p. 156)

In Current Practice

- The literacy team consists of the following stakeholders and partners, at a minimum:
 - Faculty (What, p. 5)
- Multiple forms of student, school, and teacher data have been analyzed to develop a list of prioritized recommendations and goals for improvement (What, p. 5)
- Scheduled time for Literacy Leadership Team to meet and plan (How, p. 22)
- Visited other schools that have successfully improved student achievement to gain valuable insights and innovative ideas (How, p. 21)

To Move Forward

- Create a shared literacy vision for the school and community (How, p. 21)
- Determine what additional data is needed in order to make informed decisions about the path forward (How, p. 21)
- Define priorities and allocate needed resources to sustain them over time (How, p. 21)

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

Needs Assessment Survey

According to the Needs Assessment survey, 25% of the staff indicated we were operational and 75% indicated we were fully operational.

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. This 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, p. 58)

Also, teacher teams, which are interdisciplinary teams, should meet regularly to discuss students and align instruction. (Biancorosa & Snow, 2006) (Why, p. 67)

In Current Practice

- A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-3 for all students. (What, p. 5)
- In grades 4-5 students receive two to four hours of literacy instruction across language arts and in content area classes. (What, p. 6)
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule. (What, p. 6)
- Scheduled time for collaborative planning teams within and across the curriculum (How, p. 23)

To Move Forward

- Use technology to provide professional learning to new and continuing teachers (How, p. 22)
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time (How, p. 23)
- Encourage teachers to share stories of success in the community, both online and through traditional outlets (How, p. 23)

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

Needs Assessment Survey

According to the Needs Assessment Survey, 30% of our staff indicated we were operational or above, 70% indicated we were emergent or below.

The Why

The integration of literacy skills into the content areas has been made more explicit in the Common Core Georgia Performance Standards. (Why, p. 48)

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.

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To ensure success in adolescent literacy, we should:

- provide instruction in literacy strategies, such as comprehension, vocabulary, text structures, and discourse analysis increases academic skills.
- provide literacy rich content-rich reading and writing strategies enable the students to access information and complex text.
- provide continuous support for adolescents by providing them with highly qualified teachers, media specialists, and reading/literacy specialists who understand and are able to meet the needs and interests of adolescent learners.

Adolescent Literacy, a policy brief from the National Council for Teachers of English (NCTE, 2007), states that teachers meet the needs of students by recognizing the multiple social and cultural literacies in our society. In conclusion, adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff. (Why, p. 68)

Reading Next states:

- Teacher teams, which are interdisciplinary teams, should meet regularly to discuss students and align instruction.
- A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental, may even coordinate with out-of-school organizations and the local community. (Why, p. 67)

In Current Practice

- Faculty and staff participate in targeted professional learning on literacy strategies within the content area (Science & Math training and Common Core Webinars) (What, p. 6).
- Evaluating the school culture and current practices by surveying strengths and needs for improvement (How, p. 24).
- Planning for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge (How, p. 24).
- Studying current research on disciplinary literacy in the content areas (How, p. 25).
- Use of a walk-through and/or observation form to ensure consistency of effective instructional practices (How, p. 25).
- Monitoring instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas (How, p. 25).
- Utilizing staff to support literacy instruction (How, p. 25).

To Move Forward

- Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations) (How, p. 24).
- Develop strategies for maintaining momentum and progress of a learning support system (How, p. 24).
- Provide family-focused services and outreach that engages parents and family members in literacy programs and services (How, p. 24).
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives (How, p. 24).

- Provide parents and caregivers with links to websites that provide resources to strengthen literacy (How, p. 24).
- Utilize social media to communicate and promote the goals of literacy across the curriculum (How, p. 24)

E. Action: Optimize literacy instruction across all content areas

Needs Assessment

According to our Needs Assessment Survey, 60% of our staff indicated we were operational or above. The remaining 40% indicated emergent in this area.

The Why

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 grades 6-12 the standards are divided into those for English Language Arts (ELA) and a separate section containing standards for reading in history/social studies, science, and technical subjects. While supporting the same anchor standards as those for narrative reading, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. The standards become even more specific in grades 6-12 in recognition that the technical nature of reading in science presents a different set of challenges from those in social studies, e.g., following multistep procedure in an experiment vs. analyzing primary and secondary sources, such as the Constitution. The CCGPS provide guidance as well for writing arguments and informative/explanatory texts and in the content areas. (See Section 4.D.2.) in this document.) Such writing is not only necessary for the work place but has been shown to significantly support comprehension and retention of subject matter when used to support content area instruction. (Writing to Read, 2010)

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, p. 48)

To ensure the success of adolescent literacy, we should:

- provide instruction in literacy strategies, such as comprehension, vocabulary, text structures, and discourse analysis increases academic skills.
- provide literacy rich content-area reading and writing strategies enable the students to access information and complex text.
- provide continuous support for adolescents by providing them with highly qualified teachers, media specialists, and reading/literacy specialists who understand and are able to meet the needs and interests of adolescent learners.

Adolescent Literacy, a policy brief from the National Council for Teachers of English (NCTE, 2007), states that teachers meet the needs of students by recognizing the multiple social and cultural literacies in our society. In conclusion, adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff. (Why, p. 68)

In Current Practice

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (How, p. 26).
- Identify appropriate strategies to help ELs meet English language proficiency standards (How, p. 26).
- Use of research-based strategies and appropriate resources to support student learning of the CCGPS (How, p. 26)
- Supporting teachers in their use of appropriate strategies to help ELs meet English language proficiency standards (How, p. 26)
- Supporting teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS (How, p. 26)
- Ensure teachers provide meaningful opportunities for students to write, speak, and listen (How, p. 27)

To Move Forward

- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency and above (How, p. 26)
- Monitor literacy instruction across the curriculum through:
 - formal and informal observations
 - lesson plans
 - walkthroughs
 - student work samples (How, p. 26)
- Ask teachers to identify exemplary samples of student work to model features of quality writing (How, p. 26)
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards (How, p. 26)
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas (How, p. 26)
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics (How, p. 27)
- Expand meaningful opportunities for students to write, speak, and listen (How, p. 26)
- Expand the types of writing across the subject areas (How, p. 26)
- Celebrate and publish good student writing products in a variety of formats (How, p. 26)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy (How, p. 26) Providing professional learning on:
- Incorporating the use of literature in content areas

- use of informational text in English language arts classes
- writing instruction (narrative, opinion, and informational) in all subject areas
- text complexity that is adjusted to the needs of individual students
- guiding students to conduct short research projects that use several sources
- teaching students to identify and navigate the text structures most common to a particular content area (How, p. 26-27)
- Create a plan to integrate literacy in all subjects as articulated within CCGPS (How, p. 26).
- Identify a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (How, p. 27).
- Require writing as an integral part of every class every day (How, p. 26)

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

Needs Assessment Survey

According to the Needs Assessment, 100% of our staff indicated this area was not addressed.

The Why

Community involvement is crucial in assisting schools with creating productive citizens. Members of the community assist teachers through mentoring, after school programs, and volunteer teacher assistants. "All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy," (The Why, 31). "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, p. 26)

In Current Practice

- Academic successes are publically celebrated through traditional and online media (What, p. 7)
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board

To Move Forward

- Utilize social media to communicate and promote the goals of literacy throughout the community at large. (What, p. 7)
- Actively support teachers in their efforts in schools (How, p. 28)
- Pursue additional funding sources for specialized literacy staff and materials (How, p. 28)
- Enlist communities members to provide leadership and serve as mentors
- Invite community to speak with groups of students
- Visit classrooms to support teachers and students
- Investigate similar efforts in other communities
- Evaluate the effectiveness of after-school programs and partner with community groups to improve program
- Pursue additional funding sources for specialized literacy staff and materials

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Needs Assessment

According to the Needs Assessment Survey, 10% of our staff indicated we are operational, 90% of our staff indicated we are emergent or below.

The Why

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. (Why, p. 31)

GaDOE will provide a comprehensive, statewide program of targeted professional learning and support strategies in the area of literacy based on requirements of the Common Core Georgia Performance Standards by 2014 and the identified needs of the state and district. To accomplish this goal, the GaDOE will:

- Promotes professional collaboration among primary, secondary, and postsecondary educators in order to develop an increased understanding of literacy instruction--with an emphasis on reading and writing--which may have significant impact on student growth in all content areas. (Why, p. 36-37)

In Current Practice

- Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects (What, p. 7)
- Administration establishes an expectation of shared responsibility for literacy across the curriculum (How, p. 29)
- Plan and implement lessons addressing the literacy needs of students (How, p. 29)
- Study formative student assessment results and use the results to continue to adjust instruction (How, p. 29)

To Move Forward

- Create cross-disciplinary teams for literacy instruction (What, p. 7)
- Schedule time for teams to meet for regular collaboration and examination of student data/work (What, p. 7)
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction (How, p. 29)
- Utilize online options to provide ongoing professional learning to new and continuing teachers (How, p. 29)
- Share professional learning online and at team and staff meetings (How, p. 29)
- Study formative student assessment results and use the results to continue to adjust instruction

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

- Encourage teachers to share stories of success (How, p. 29)

Needs Assessment

According to our Needs Assessment survey, 40% of the staff indicated we were operational or above, the remaining 60% indicated emergent or below.

The Why

Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers. (Why, p. 26-27)

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. (Why, p. 48)

In Current Practice

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects (How, p. 30)
- Identify concepts and skills students need to meet expectations in CCGPS (How, p. 30)
- Study research-based strategies and resources, particularly those found in “The Why” document of Georgia Literacy Plan (How, p. 30)
- Discuss ways to infuse literacy throughout the day including the use of technology (How, p. 31)
- Use research-based strategies and appropriate resources to support student learning of the CCGPS (How, p. 30)
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS (How, p. 30)
- Teach and have students practice writing as a process (How, p. 31)
- All types of literacy are infused into all content areas throughout the day (How, p. 31)

To Move Forward

- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding (How, p. 30)
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards) (How, p. 30)
- Guide students to focus on their own improvement (How, p. 30)

- Share creative ideas to infuse literacy throughout the day (How, p. 31)
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency (How, p. 31)
- Plan a literacy celebration for the entire school (How, p. 31)
- Make writing a required part of every class, every day, using technology when possible (How, p. 31)

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

Needs Assessment Survey

According to the Needs Assessment Survey, 60% of the staff indicated we were operational, 40% indicated emergent or below.

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, p. 26)

In Current Practice

- Technologies are utilized to more creatively and effectively support stakeholder engagement (What, p. 8)
- Continue to focus proactively on broad issues that may prevent students from learning (How, p. 32)

To Move Forward

- Continue to foster relationships/networks among schools, families, and communities (How, p. 33)

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

Needs Assessment Survey

According to our Needs Assessment, 100% of our staff indicated we were operational or above.

The Why

Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing.

According to the Center on Instruction 2009, three crucial timing categorizations exist:

Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.

Throughout the year: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.

End of the year: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the GHS GT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16) (Why, p. 96-97)

The assessments themselves indicate an area in which additional instruction is needed, not how to instruct.

Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback.” (Torgesen & Miller, 2009, p. 24) 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). The focus is to ensure the following:

High quality formative assessment practices that focus on a sound understanding of grade level academic standards.

This can help alleviate some ‘information’ consequences of ‘high stakes’ test.

A good formative assessment program that has ‘unpacked’ the state standards and identified the specific learning goals they contain can help focus classroom activities on real learning rather than on test preparation. (Abrams, 2007) (Why, p. 98)

Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all

students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program. (Why, p. 133)

In Current Practice

- A data collection plan for storing and disseminating assessment results is in place, (What, p. 8)
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed (What, p. 8)
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms (How, p. 34)
- Use available screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for RTI (What, p. 34)
- Beginning to analyze student data in teacher teams to develop and adjust instructional plans (How, p. 34)

To Move Forward

- Assessment and intervention materials aligned with students' needs should be available and personnel trained (What, p. 8)
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (How, p. 34)
- Create a plan for analyzing assessments
- Administer DIBELS Next and SRI Assessments as universal screeners (What, p. 8)

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

Needs Assessment Survey

According to the Needs Assessment survey, our staff felt we were 50% fully operational, 40% operational, and 10% emergent in this area.

The Why

A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screening will not identify why students are underperforming; that is, it will not identify specific skill weaknesses. Rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. (Why, p. 99)

In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:

- Data collected frequently, often weekly, but at least once a month
- Scores are plotted on a graph with a trend line drawn to show rate of improvement
- Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum
- May be used as a supplement to screening to determine the efficacy of an intervention.

- The role of progress monitoring in RTI is to:
- Determine whether primary prevention (i.e., the core instructional program) is working for a given student.
- Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities.
- Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible. (Fuchs, Retrieved Jan, 2011) (Why, p. 104-105)

In Current Practice

- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for RTI (What, p. 8)
- A formative assessment calendar based on local and state guidelines include times for administering and the persons responsible (What, p. 8)
- Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework (What, p. 8)
- Analyze student data in teacher teams to develop and adjust instructional plans (How, p. 36)
- Make data-driven budget decisions aligned with literacy priority (How, p. 36)

To Move Forward

- Intervention materials aligned with students' needs are in use and staff trained (What, p. 8)
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction (How, p. 36)
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (How, p. 36)
- Administer DIBELS Next and SRI Assessments as universal screeners (What, p. 8)

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

Needs Assessment Survey

According to the Needs Assessment Survey, our staff indicated we were 30% fully operational, 60% operational, and 10% emergent.

The Why

6.A. RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level. (Why, p. 125 & 126)

- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in

each school or school district who serve as the driving force for instructional decision making in the building

- *Purposeful allocation of instructional resources based on student assessment data

In Current Practice

- A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessments (What, p. 9)
- Available interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (What, p. 9)
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (How, p. 37)

To Move Forward

- Increase capacity to help teachers select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (How, p. 37)
- Use technology to differentiate learning within content areas (How, p. 37)
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals (How, p. 37)

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

Needs Assessment Survey

According to the Needs Assessment survey, our staff indicated we were 60% operational and above and 40% indicated this area was not addressed.

The Why

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (Why, p. 94)

In Current Practice

- Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement
 - State assessment in grades 3-5
 - Georgia Alternate Assessment (GAA) for students with disabilities (What, p. 9)
- Time is devoted in teacher team meetings to review and analyze assessment results as well as identify needed program and instructional adjustments (What, p. 9)
- Data is disaggregated by administration to ensure the progress of subgroups (What, p. 9)

To Move Forward

- During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students (What, p. 9)

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results (How, p. 37)
- Individual teachers will disaggregate data to ensure the progress of subgroups (What, p. 9)
- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - adjust curriculum alignment to eliminate gaps (How, p. 37-38)

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

Needs Assessment Survey

According to the Needs Assessment Survey, 60% of our staff indicated we were operational or above and 40% indicated emergent in this area.

The Why

In a 2009 practice guide prepared for the National Center on Educational Excellence titled Using Student Achievement Data to Support Instructional Decision Making, Hamilton, et al, posited five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take; the other three concern developing the infrastructure necessary to make the first two possible.

Classroom-level recommendations:

- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals

Administrative recommendations:

- Establish a clear vision for school-wide data use
- Provide supports that foster a data-driven culture within the school
- Develop and maintain a district-wide data system

This practice guide 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 within 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, p. 120-121)

In Current Practice

- A protocol has been developed and is followed for making decisions to identify the instructional needs of students (How, p. 9)
- Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place (How, p. 9)

To Move Forward

- Continue to build whole faculty data meetings into the monthly calendar (How, p. 38-39)
- Schedule collaborative data meetings at a minimum of once a grading period for each level (How, p. 39)
- Leadership/Design Team will more closely review data to set school wide goals
- Establish a clear focus for school-wide data collect and use

Building Block 4. Best Practices in Literacy Instruction

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

Needs Assessment Survey

According to our Needs Assessment, 50% of our staff indicated operational or above. 50% of our staff indicated we were either emergent or that this area had not been addressed.

The Why

Effective adolescent instruction and intervention practices include explicit vocabulary instruction, implementation of strategies that develop independent vocabulary learners, opportunities for extended discussion of text meaning and interpretation, students' motivation and engagement in literacy learning, and intensive individualized interventions for struggling readers. Thus, highly qualified specialists are recommended for struggling readers (Kamil et al., 2008). (Why, p. 131)

The goal of reading is to comprehend text, in whatever format it is being read. For many students, explicit instruction in how to comprehend is necessary. (Why, p. 54)

Therefore we know that successful readers think and ask questions about the text as they read, and they employ different strategies for different types of texts. Good readers apply effective habits for reading: visualizing, making connections with the text, asking questions, making predictions, inferring, determining the purpose of parts of the text, and synthesizing content. Unfortunately, these habits do not come naturally to many students, especially to struggling readers and should be explicitly taught to struggling students via actual reading. (Why, p. 55)

In Current Practice

- Student data is examined to identify areas with greatest needs (What, p. 9)
- Faculty participates in professional learning on the following:
 - using of data to inform instructional decisions and explicit teaching
 - selecting of appropriate text and strategy for instruction
 - differentiating instruction (What, p. 10)
- Review teacher and student data to improve instruction (How, p. 40)

To Move Forward

- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways (How, p. 40)
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities (How, p. 40)

- Allocate which aspects of literacy instruction students are to receive in each subject area (How, p. 40)
- Increase the reviewing of teacher and student data to improve instruction (How, p. 40)

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

Needs Assessment Survey

According to our Needs Assessment, 50% of our staff indicated we were operational and 50% of the staff indicated we were either emergent or that this area had not been addressed.

The Why

Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers. (Why, p. 26)

The Common Core Georgia Performance Standards (CCGPS) require that students become proficient in three types of texts, argument, informative/explanatory, and narrative, beginning as early as kindergarten.

Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative. (Why, p. 43-45)

In Current Practice

- Technology is used for production, publishing, and communication across the curriculum (What, p. 10)

To Move Forward

- Design a plan for instruction in writing that is consistent with CCGPS that is articulated vertically and horizontally (What, p. 10)
- All subject area teachers will participate in professional learning on best practices in writing instruction in all content areas (What, p. 10)
- Teachers should be made to understand the need for:
 - Providing students with opportunities to self-select reading material and topics for research
 - Increasing opportunities for collaborating with peers
 - Increasing access to texts that students consider interesting (How, p. 41)

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

Needs Assessment

This area was not evaluated on the Needs Assessment survey.

The Why

In the 2008 Center on Instruction Practice Brief titled Effective Instruction for Adolescent Struggling Readers, the recommendations are derived from a summary of the research by Guthrie and Humenick on improving students' motivation to read. Those recommendations are:

1. providing content goals for reading
2. supporting student autonomy
3. providing interesting texts
4. increasing social interactions among students related to reading. (Boardman et al., 2008) (Why, p. 51)

An analysis of the research suggests the following to encourage engagement:

1. Help students discover the purpose and benefits of reading
2. Create opportunities for students to see themselves as successful readers
3. Give students reading choices
4. Give students the opportunity to learn by collaborating with their peers. (pp. 37-34.) (Why, p. 54)

In Current Practice

- A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-5 for all students in self-contained classrooms. (What, p. 10)
- In any grade in which instruction is departmentalized students received two to four hours of literacy instruction across language arts and in content area classes. (What, p. 10)
- Provide professional learning on best practices in writing instruction in all subject areas (How, p. 42)

To Move Forward

- Increase professional learning on best practices in writing instruction in all subject areas (How, p. 42)
- Design a vertically and horizontally articulated writing plan consistent with CCGPS (How, p. 42)
- Instructional time for literacy has been leveraged by instruction in disciplinary literacy in all content areas (What, p. 10)

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

Needs Assessment

According to our Needs Assessment, 90% of our staff indicated we were operational or above in this area, while 10% of our staff indicated we were emergent.

The Why

Data from formative assessments should guide immediate decision making on instructional next steps. (Why, p. 133)

During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, a data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support. (Why, p. 133-134)

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level.

Georgia's RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data (Why, p. 125)

In Current Practice

- The percentage of students currently served by grade levels K-12 in each tier is monitored regularly to determine efficacy of instruction in each tier (What, p. 11)

- The results of available formative assessment are analyzed to ensure students are progressing or instruction is adjusted to match learning needs. (What, p. 11)
- Building and system-level support of the RTI process is provided (How, p. 43)

To Move Forward

- Budget for recurring costs of data collection, intervention materials, and technology used for implementation (How, p. 43)
- Develop protocols for identifying students and matching them to the appropriate intervention (How, p. 43)
- Purchase, schedule, train providers, and implement intervention, (How, p. 43)

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Needs Assessment Survey

According to our Needs Assessment, 70% of our staff indicated we were fully operational and 30% of our staff indicated we were emergent.

The Why

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards in a standards-based classroom
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
- Progress monitoring of learning through multiple formative assessments
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data (Why, p. 132)

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success. For more information:

<http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole> (Why, p. 126)

In Current Practice

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs (How, p. 43-44)
- Monitor the planning, delivery, and assessment for students with special learning needs (How, p. 44)
- Use data from the available universal screening process to identify general weaknesses in Tier 1 instruction as well as struggling students (How, p. 44)
- Ensure that communication between teachers and administrators is ongoing and effective (How, p. 44)
- Provide professional learning to support literacy, either face-to-face or online (How, p. 44-45)

To Move Forward

- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness (How, p. 44)
- Continue to ensure that teachers consistently provide instruction that includes explicit interventions instruction designed to meet the individual students' needs (How, p. 43)
- Encourage the use of technology to support proactive communication between students and teachers, parents, and teachers (How, p. 42-43)
- Increase monitoring of the planning, delivery, and assessment for students with special learning needs (How, p. 44)

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

Needs Assessment Survey

According to our Needs Assessment, 10% of our staff indicated we were fully operational, 10% indicated we were emergent; however, 80% felt that this had not been addressed.

The Why

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. For example, at Georgia Middle School, students who are identified as needing additional reading support will go to a reading intervention during Connections. 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.

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. (Why, p. 126)

In Current Practice

- Some Teachers participate in professional learning on the following:
 - Using appropriate supplemental and intervention materials
 - Diagnosing reading difficulties
 - charting data
 - graphing progress
 - differentiating instruction (What, p. 12)
- Monitor student movement between T1 and T2 (How, p. 45)
- Document data points Tier 1 and Tier 2 to monitor student response to intervention (How, p. 45)

To Move Forward

- Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar (What, p. 12)
- Ensure effectiveness of interventions by providing competent, well-trained teachers and interventionists (What, p. 12)
- Provide sufficient resources (time, training cost, materials, and implementation of interventions) (How, p. 45)
- Study schools successful in closing the achievement gap (How, p. 45-46)
- Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.(What, p. 12)

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

Needs Assessment Survey

According to our Needs Assessment, 20% of our staff indicated we were fully operational, 70% indicated emergent, and 10% indicated this area had not been addressed.

The Why

Interventions at Tier 3 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, p. 127)

The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.

Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.

After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required. (Why, p. 134)

In Current Practice

- In addition to everything that occurs at T1 and T2, data teams meet to discuss students who fail to respond to intervention and verify implementation of proven interventions (What, p. 12)
- Reading Recovery intervention is delivered 1:1 during a protected time daily by trained interventionist (What, p. 12)
- Teachers consistently provide research-validated interventions currently available designed to meet individual student's needs (How, p. 46)
- Data points are documented to monitor student response to daily intervention (How, p. 46)

To Move Forward

- Ensure that T3 includes proven interventions that address area of need (How, p. 46)
- Continue to ensure that:
 - students move into and out of T2 and T3
 - data is used to support response to intervention
 - referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
 - schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions (How, p. 46-47)

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

Needs Assessment Survey

According to our Needs Assessment, 90% of our staff indicated we were either fully operational or operational while 10% indicated emergent in this area.

The Why

Interventions at Tier 4 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, p. 127)

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education.

With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a

comprehensive evaluation to determine eligibility of additional disability areas. (Why, p. 134)

In Current Practice

- School schedules are developed ensuring least restrictive environment (LRE) (What, p. 12)
- Building and system administrators are familiar with funding formulas affecting students in special programming (What, p. 13)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings (What, p. 13)
- Case managers regularly participate in open houses and parent conferences (How, p. 47)
- Student data supports the exit of students from T4 (How, p. 47)

To Move Forward

- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (What, p. 13)
- Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers (How, p. 47)
- Continue to monitor and support the integration of disciplinary literacy (How, p. 48)

Building Block 6. Improved Instruction through Professional Learning

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

Needs Assessment Survey

According to our Needs Assessment, 10% of our staff indicated we were operational while 90% indicated we were either emergent or this had not been addressed.

The Why

The NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. (Why, p. 150)

In Current Practice

- Provide opportunities for pre-service teachers to serve in school for hands-on classroom experiences

To Move Forward

- Continue to monitor and support the integration of disciplinary literacy (How, p. 48)

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

Needs Assessment Survey

According to our Needs Assessment, 30% of our staff felt we were operational, 70% felt that we were emergent and 10% felt that this had not been addressed.

The Why

The Georgia Literacy Task Force, 2010-2011, recommends on-going purposeful, differentiated professional learning for teachers by:

- Identifying instructional opportunities from evolving technologies
- Providing professional learning in the area of assessment:
 - How to interpret the data
 - How to respond to data through instruction
 - How to interpret data from assessments given in the grade or setting from which the student has come
- Providing support to content area teachers in the area of literacy instruction within their discipline

Finally, the 2010-11 Task Force acknowledges that meaningful professional development requires a commitment of funding, energy and patience. Changing teacher behaviors and attitudes is time-intensive (see Section 7.A of this document). Schools/districts should commit to dedicating sufficient professional learning days in the school calendar. (Why, p. 154-156)

In Current Practice

- The school calendar includes protected time for teachers to collaboratively share expertise, study the standards, plan lessons, examine student work, and reflect on practice. (What, p. 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, p. 13)
- Teachers' instruction is monitored through classroom observations or walkthroughs (What, p. 13)
- A part-time instructional coach provides site-based support for administrators, faculty, and staff, where possible (What, p. 13)
- Administrators, faculty, and staff have received some training in administering, analyzing and interpreting results of assessments in terms of literacy (What, p. 14)
- Some or all of the following personnel participate in all professional learning opportunities:
 - paraprofessionals
 - support staff
 - administrators
 - all faculty (What, p. 14)
- Experienced teachers are partnered with pre-service and beginning teachers (How, p. 48)

To Move Forward

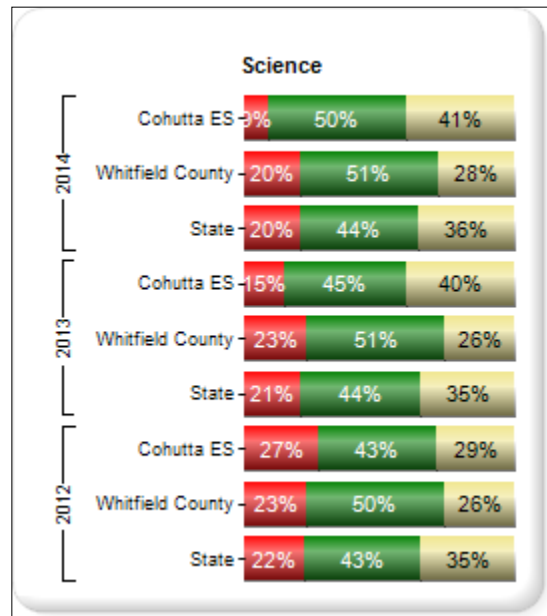
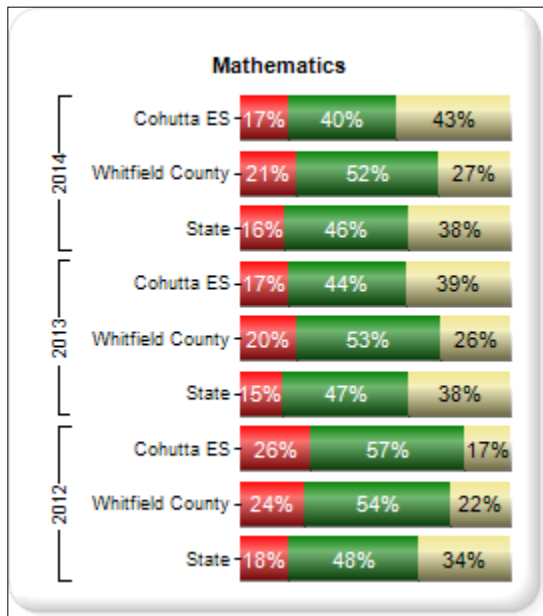
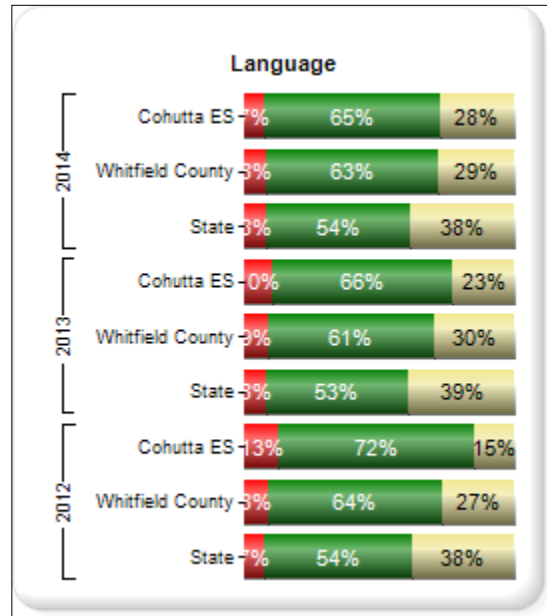
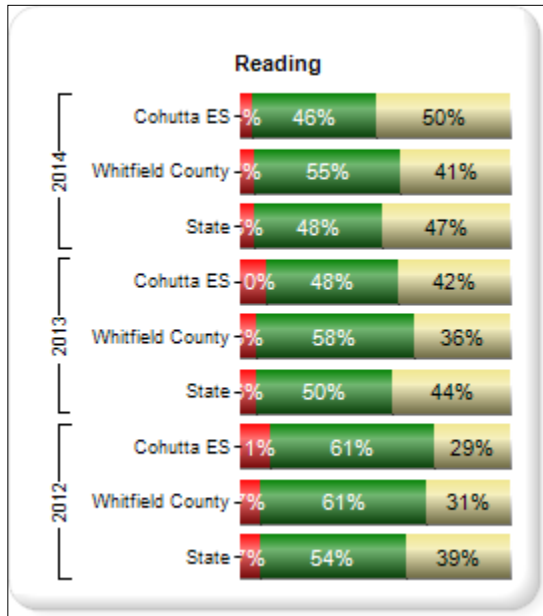
- Continue program-specific professional learning each year for new and experienced teachers (How, p. 49)
- Encourage all teachers to share information learned at professional learning sessions (How, p. 49)
- Encourage “professional talk” among staff and provide time for discussions (How, p. 49)
- Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy (What, p. 14)

Analysis and Identification of Student and Teacher Data

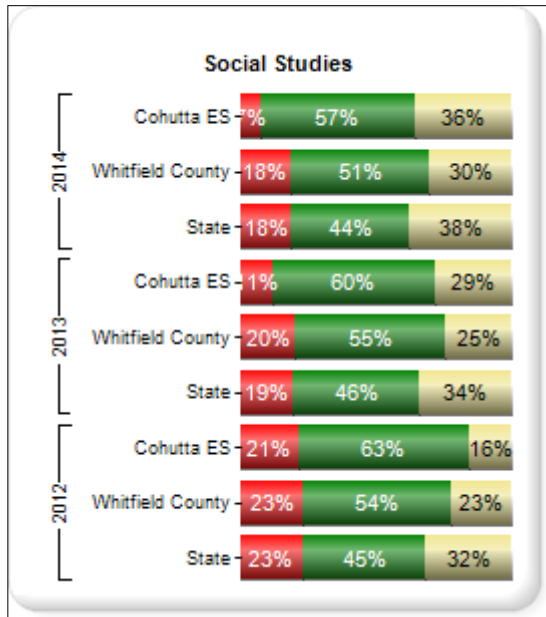
The Literacy Team at Cohutta Elementary analyzed the following disaggregated state and local testing data to determine strengths and weaknesses:

State Testing Data (rubric a, b, d)

CRCT Test Data



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% Meet/Exc. Standards									
	3rd Grade			4th Grade			5th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Language	86.7	89.3	93.5	89.7	83.0	91.3	85.1	96.2	91.3
Mathematics	76.5	75.0	73.9	81.0	88.9	88.2	62.5	92.3	84.8
Reading	88.2	91.1	97.2	93.1	87.2	92.3	85.4	92.3	97.8
Science	69.2	86.4	89.1	79.8	83.3	90.2	68.1	92.3	93.5
Social Studies	72.4	83.9	95.7	79.3	87.5	94.1	80.4	94.3	89.1

% of Students Meet/Exc. Standards	CRCT Reading							
	Grade Level			Sub-Groups			Gender	
	Grade 3	Grade 4	Grade 5	SWD	ED	ELL	Female	Male
2012	88.2	93.1	85.4	58.8	86.5	66.7	93.4	85.4
2013	91.1	87.2	92.3	50	85.6	83.7	88.2	92.4
2014	97.2	92.3	97.8	85	93.9	80	93.8	97.5
CRCT English/Language Arts								
2012	86.7	89.7	85.1	64.7	84.7	66.7	91.9	83
2013	89.3	83	96.2	40	85.6	83.3	90.8	88.6
2014	93.5	91.3	91.3	70	90.1	60	93.8	92.4

Cohutta Elementary 5th Grade Writing Data

Status	2013-2014	2012-2013	2011-2012
Does Not Meet Standard	16%(20%)	15%(21%)	31%(20%)
Meets Standard	73 %(67%)	79%66%)	61%(70%)
Exceeds Standard	11%(13%)	6%(13%)	8%(11%)

- Percentage in parentheses is overall Georgia percentage

Additional Student Testing Data (rubric g)

Measures of Academic Progress (MAP) Scores

Fall 2013-Spring 2014				
		Mean Growth	Projected Growth	% Meeting Projection
Reading	K	18.2	15.0	63.8
	1 st	13.8	17.0	35.9
	2 nd	9.0	13.0	35.3
	3 rd	6.2	9.5	40.0
	4 th	7.4	7.1	59.3
ELA	5 th	7.3	5.5	55.3
	3 rd	6.3	9.4	31.1
	4 th	4.7	6.2	46.0
	5 th	5.4	5.2	55.6

Fall 2012-Spring 2013				
		Mean Growth	Projected Growth	% Meeting Projection
Reading	K	16.9	15.1	66.7
	1 st	18.5	16.8	68.1
	2 nd	11.6	13.2	48.8
	3 rd	8.5	9.5	48.1
	4 th	6.0	6.9	50.0
ELA	5 th	7.5	5.1	64.0
	3 rd	8.4	9.4	50.0
	4 th	5.0	6.2	43.5
	5 th	4.7	4.7	52.0

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

% of Students Meeting/Exceeding Standards	2012	2013	2014
ELA	90.0	74.6	85.6
Math	89.8	78.9	89.2
Approaches to Learning	88.2	86.9	82.4
Personal/Social Development	87.5	91.1	93.1

Analysis of Test Data (rubric c)

Strengths:

- CRCT
 - Students passed the CRCT at a rate higher than state averages in four out of five content areas 2014.
 - All five content areas have shown gains over the past three years.
 - Each grade has shown gains in all areas over the past three years except for third grade math.
 - Economically Disadvantaged students meet or exceed the CRCT Reading and ELA tests at nearly the same levels as their counterparts.
 - Students with Disabilities (SWD) have improved their passing rate over the past 3 years.
- 5th Grade Writing Test
 - The percentage of students meeting/exceeding standards has improved by 15% since 2012, including slight increase in the percentage of students who have exceeded standards.
 - The percentage of students meeting/exceeding standards exceeds state percentages.
- MAP Test
 - Kindergarten and 5th grade have had 50% or more of their students meet growth expectations in Reading over the last three years.
 - 4th grade students made gains in Reading over the last three years.
 - End of year mean RIT scores in K-2 Reading have been above or just below nationally normed scores over the past three years.
- GKIDS
 - Nearly all students are meeting or exceeding standards in all four tested areas.

Weaknesses:

- CRCT
 - Math scores, while improving, are still behind state averages.
 - A low rate of students is exceeding standards on the ELA assessment.
 - The SWD category is meeting or exceeding standards at a much lower percentage than our overall student population.
 - English Language Learners have scored inconsistently in Reading and ELA over the past three years. (ELL Population<10)

- 5th Grade Writing Test
 - The percentage of students exceeding the standard has been behind the state percentage the last three years.
- MAP Test
 - The percentage of students meeting growth projections has been inconsistent over the last three years.
 - ELA scores have shown a decrease in all grades from 2011-2014.
- GKIDS
 - Three of four areas have shown decreases since 2012.

Goals and Objectives (rubric f)

Based on analysis of formative and summative assessments data, the following goals were created:

Goal 1: Students in grades 3-5 will improve performance to meet or exceed on the Georgia Milestone goals in Writing.

Goal 2: Students in grades 3-5 will improve performance to meet or exceed the Georgia Milestone goals in Reading/English/LA.

Goal 3: Increase the percentage of grade K-5 SWD students meeting or exceeding the standards in Reading and English/Language Arts on the Georgia Milestones Assessment.

Goal 4: Increase the percentage of K-5 grade students meeting their growth projection goals on the MAP assessment.

The following objectives were created to support our goals:

- **Objective 1:** To provide teachers and administration with high quality professional development and resources on tiered instruction, literacy in the content areas, and differentiation strategies as it relates to literacy instruction.
- **Objective 2:** To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.
- **Objective 3:** To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.
- **Objective 4:** To adequately provide classroom libraries, book room, and media center with high quality text at a wide range of levels that will support the GPS and CCGPS in all content areas.

- **Objective 5:** To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.

Teacher Data (rubric d, e)

The following information summarizes positions held by our teaching staff and includes all staff members including CTAE (none), special education, and media.

Attrition Rate of Teachers		
School Year	Number	Percent of Teacher Population
2013–2014	3	12%
2012–2013	1	4%
2011–2012	7	30%

Our faculty members would be considered experienced with 83% falling in the mid to high levels of experience as designated by the state. In addition to being very experienced, 69% of our faculty has advanced degrees: 35% with master's degrees, 31% with a specialist's degree, and 4% with a doctorate of education as compared to 31% with a bachelor's degree.

Professional Learning Communities (rubric h)

Teachers participate in professional development in a variety of ways: grade level meetings, book studies, peer observations, small group trainings, whole faculty training sessions, and district-level trainings. All professional learning is based on the goals in our School Improvement Plan and the district professional learning plan. Teachers are also surveyed each year to determine needs for professional learning.

Our master schedule allows for common planning time and collaboration time in grade level teams. This collaboration time is currently utilized for creation of instructional units based on the CCGPS and frameworks, creation and/or monitoring of formative and summative assessments, the design of performance tasks used to allow students to demonstrate mastery, and analysis of student work.

Professional Learning During the Last Three Years	% of Staff Attended
ESOL Staff Development	100%
SIOP Training	77%
Gifted Endorsement	5%
Book Study	69%
Project Based Learning	25%
Brenda Erwin Math Training	54%
Writing Behind the Glass	26%
Advanced Degrees	29%

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TKES Professional Learning	94%
Literacy Collaborative	46%
Mark Diamond Writing	20%
On-Going Professional Learning	% of Staff Attended
Common Core Georgia Performance Training	100%
Technology Training	100%
MAP/Compass Learning	100%
WIDA/ELL Standards	100%
Literacy Collaborative	46%

Project Plan, Procedures, Goals, Objectives, and Support

Project Plan, Goals, Objectives (rubric a, b, f, g, j)

All teachers and students at Cohutta Elementary are included in the plan. The goals and objectives were created based on needs identified by our needs assessment, current practices, current student data, the Building Blocks, and the “Why,” “How,” and “What” documents as summarized below:

<p>Goal 1: Students in grades 3-5 will demonstrate improved performance to meet or exceed the State Assessment goals on the Georgia Milestone in Writing.</p>	<p>Goal 2: Students in grades 3-5 will demonstrate improved performance to meet or exceed the State Assessment goals on the Georgia Milestone in Reading and English/LA.</p>	<p>Goal 3: Increase the percentage of grade K-5 SWD students meeting/exceeding the standards in reading and English/language arts on the Georgia Milestones Assessment.</p>	<p>Goal 4: Increase the percentage of K-5 grade students meeting their growth projection goals on the MAP (Measures of Academic Progress) Assessment.</p>
<p>Objective 1: To provide teachers and administration with high quality professional development and resources on tiered instruction, literacy in the content areas, and differentiation strategies as it relates to literacy instruction. (BB 1A,D,E; BB 2A; BB 3A,B,E; BB 4A,B; BB 5A,B,C,D,E; BB 6B; What p. 13; Why 7A, 7B2, 7B3)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Provide professional learning based on student data in all areas of literacy to deepen educators’ content knowledge and to provide them with research based instructional strategies to assist students in meeting rigorous academic standards • Administration will make adequate time for all staff to participate in professional learning and implementation 			
<p>Objective 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. (BB 1D,E; BB 2A,B; BB 4B; BB 5B; BB 6B; What p. 6, 11; Why 2C, 7B)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Research and implement a school-wide writing initiative • Incorporate instructional practices in the writing process which are authentic and varied across the genres • Provide professional development to faculty and staff with a targeted, sustained focus on 			

the writing process within content areas
<p>Objective 3: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (BB 2B; BB 4B; BB 5D; What p. 10,11; Why 2F, 2I)</p> <p>Action Steps:</p> <ul style="list-style-type: none">• Leverage the creative use of technology within the learning process to promote engagement and relevance, specifically in reading, writing, and the content areas• Use technology for production, publishing, and communication across the curriculum• Support the RTI process by utilizing new technology providing more intervention resources to meet the needs of struggling students.
<p>Objective 4: To adequately provide classroom libraries, book room, and media center with high quality text at a wide range of levels that will support the GPS and CCGPS in all content areas. (BB 1D,E; BB 2B; BB 4A,D; What p.6; Why 2E2, 2G)</p> <p>Action Steps:</p> <ul style="list-style-type: none">• Provide content-related resources to integrate discipline specific literacy skills into all content areas so that students may be able to flexibly employ a set of skills specific to each discipline• Provide students with a certain amount of autonomy and relevancy in their reading and writing, students will be given opportunities to select for themselves the materials they read and topics they research
<p>Objective 5: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction. (BB 1D,E; BB 2B; BB 4A; BB 5B,C,D; BB 6B; What p. 6, 7, 9; Why 2E2, 2I, 4D2)</p> <p>Action Steps:</p> <ul style="list-style-type: none">• Faculty and staff will provide continuity in literacy instruction for all students• School will have an agreed upon literacy plan with a common vocabulary• Faculty and staff will participate in targeted, sustained professional learning on literacy strategies

Measuring Project Goals and Objectives (rubric c)

Project goals and objectives will be measured by:

- Ensuring that literacy strategies are incorporated by:
 - Documentation in lesson plans
 - Peer observations in classrooms
 - Administrative formal and informal observations
- Providing teachers opportunities to share effective teaching strategies
- Analyzing writing samples in grade level meetings and literacy team meetings

- Providing professional learning to ensure staff is able to implement new learning
- Providing resources so staff is able to implement new learning
- State and district summative test data (Georgia Milestones, MAP, SLOs, etc.)
- District and local formative test data (MAP, AIMSweb, teacher created assessments, etc.)

Other Funding Sources (rubric h)

Goals to be funded with other revenue sources	Additional Funding Source
Goal 1: Students in grades 3-5 will demonstrate improved performance to meet or exceed the State Assessment goals on the Georgia Milestone in Writing over the course of the grant.	Title I Local funding District general fund
Goal 2: Students in grades 3-5 will demonstrate improved performance to meet or exceed the State Assessment goals on the Georgia Milestone in Reading and English/LA over the course of the grant.	Title I Local funding District general fund
Goal 3: Increase the percentage of grade K-5 SWD students meeting/exceeding the standards in reading and English/language arts on the Georgia Milestones Assessment during the course of the grant.	Title I Local funding District general fund
Goal 4: Increase the percentage of K-5 grade students meeting their growth projection goals on the MAP (Measures of Academic Progress) Assessment during the course of the grant.	Title I Local funding District general fund

While we have been using aforementioned funds to work towards our goals, the SRCL grant would accelerate the process of achieving these goals.

Response to Intervention (RTI) Model (rubric d, e, f, i)

Tier I – Regular classroom instruction that all students receive (standards-based instruction).

Tier II – Additional instruction is provided to students through small group and/or one-on-one by the classroom teacher, EIP teacher, or paraprofessional. Strategies implemented are research-based and address comprehension, vocabulary, and fluency. Classroom model used to provide the intervention is either push-in or pull-out. Intervention strategies include pre-teaching, re-teaching, and specific intervention programs (Reading Recover, Power Reading, and Fluency Formula). Students at Tier II are progress monitored every two weeks. Data review meetings are held monthly.

Tier III (SST) – Additional instruction provided to students in small groups and/or one-on-one by the classroom teacher or EIP teacher. The interventions and strategies implemented are research-based and different from the Tier II interventions and strategies. Students in Tier III are progress monitored each week.

Tier IV (IEP, Gifted, 504, ESOL) – Additional instruction that is provided in a supplemental classroom, an inclusion classroom, or in a resource classroom. Students receive instruction based upon their Individualized Education Plan (IEP). Tier IV students also include students that are identified as gifted and enrolled in our APLHA program (Accelerated Learning Program for High Achievers). ALPHA students receive accelerated instruction for five segments per week. ESOL students show a deficit in language acquisition and receive additional support in that area.

Sample Schedule (rubric d, i)

All students receive at least 90 minutes of tiered instruction. Students in Tiers 2-4 receive additional support as indicated in the table below. In addition to the 90 minutes of tiered literacy instruction, all students receive literacy instruction in other content areas.

Grade Level	Tier 1 Personnel	Tier 2 Personnel	Tier 3 Personnel	Tier 4 Personnel
K	Classroom Teacher & Paraprofessional (90 minutes)	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • Paraprofessional • ESOL Teacher (45 minute segment) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • Speech/Language Pathologist • Paraprofessional 	<ul style="list-style-type: none"> • ESS Inclusion Teacher • Speech/Language Pathologist (45 minute segment)
1 st	Classroom Teacher & Paraprofessional (90 minutes)	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • Paraprofessional • EIP Teacher (45 minute segment) • ESOL Teacher (45 minute segment) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • Speech/Language Pathologist • Paraprofessional • EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> • ESS Teacher • Gifted (ALPHA Teacher) • Speech/Language Pathologist • ESOL Teacher (45 minute segment)

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2nd	Classroom Teacher (90 minutes)	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, two days a week) EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, four days a week) EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> ESS Teacher Gifted (ALPHA Teacher) Speech/Language Pathologist
3rd	Classroom Teacher (90 minutes)	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, two days a week) EIP Teacher (50 minute segment) 	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, four days a week) EIP Teacher (50 minute segment) 	<ul style="list-style-type: none"> ESS Teacher Gifted (ALPHA Teacher) Speech/Language Pathologist (45 minute segment)
4th	Classroom Teacher (90 minutes)	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, two days a week) EIP Teacher (50 minute segment) 	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, four days a week) EIP Teacher (50 minute segment) 	<ul style="list-style-type: none"> ESS Teacher Gifted (ALPHA Teacher) Speech/Language Pathologist (45 minute segment)
5th	Classroom Teacher (90 minutes)	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, two days a week) EIP Teacher (50 minute segment) 	<ul style="list-style-type: none"> Classroom Teacher (20 minutes, four days a week) EIP Teacher (50 minute segment) 	<ul style="list-style-type: none"> ESS Teacher Gifted (ALPHA Teacher) Speech/Language Pathologist (45 minute segment)

Assessment/Data Analysis Plan

Current Assessment Protocol (rubric a)

Cohutta Elementary School in coordination with Whitfield County Schools currently uses the following K-5 assessment protocols:

Assessment	Grade Level(s)	Purpose	Skills/Content Areas	Frequency
GKIDS	K	D	AK, PA, CoP, AR, V, RC	Ongoing
AIMS Web	K-5	PM	AK, PA, CoP, AR, V, RC Math	Ongoing
MAP Test	K-5	S, PM, O, D	AK, PA, CoP, AR, V, RC Math	3 times per year
Star Reading	1-5	S, PM, O, D	RC, V	3 times per year
SLO Reading, Music & P.E.	K-5	PM, O, D	AK, NWF, ORF, RC	1 time this year
CRCT	3-5	O	all content areas	1 time per year
CRCT-M	Special Education	O	all content areas	1 time per year
GAA	Special Education	O	all content areas	1 time per year
GA Writing Test	3,5	O	Writing skills	1 time per year
Local Writing Test	4	O	Writing skills	1 time per year
WAP-T	K-1 English learners	S, D	English Language	1 time
ACCESS for ELLs	K-5 English learners	O, D	English Language	1 time per year
WIDA ACCESS for ELs	K English learners	S, D	English Language	1 time per year
Cognitive Abilities Test	K-5	S, D	MA	all 4 th grade 1 time each year & other grades for entry into gifted program
Gifted Rating Scale	K-5	S,D	C	entry into gifted program
Naglieri Non-Verbal Ability Test	K-5	S, D	MA	entry into gifted program

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Iowa Test of Basic Skills	K-5	S, D	A	entry into gifted program
Torrence Test of Creative Thinking	K-5	S, D	C	entry into gifted program
<p style="text-align: center;">AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, AR (Alliteration and Rhyming), NWF (Decoding), ORF (Oral Reading Fluency), V (Vocabulary), RC (Reading Comprehension), MA (Mental Ability), A (Achievement), C (Creativity), M (Motivation). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic</p>				

Comparison of Current Assessment Protocol with the SRCL Assessment Plan (rubric b)

Currently, Cohutta Elementary does not use all of the assessments recommended by the SRCL Grant. We use data from an older version of the *STAR* test and *Lexile* ranges from the *Measures of Academic Progress (MAP)* test to direct all students to texts at an appropriate level. We do not use the *DIBELS Next*. We use the *MAP* assessment to guide instruction and interventions. We also use *AIMSweb* to guide interventions. Standardized tests like the *CRCT* (soon to be the *Georgia Milestones*) for grades 3rd-5th and *ACCESS* for ELLs also help to guide our instruction and interventions. If awarded the grant, we will use the *Scholastic Reading Inventory (SRI)* to guide students to appropriate texts within their *Lexile* ranges. We would also use the *DIBELS Next* as recommended by the SRCL Grant.

Implementation of New Assessments (rubric c)	If awarded the SRCL Grant, Cohutta Elementary will utilize the assessments <i>Scholastic Reading Inventory (SRI)</i> and <i>DIBELS Next</i> as required by the SRCL. We will create an assessment schedule for implementing the new assessments. Professional development will be needed on how to implement the new assessments and how to use the data to improve instruction. During the course of this grant, if SRCL recommends additional assessments, Cohutta Elementary will fully comply with the requirements of the grant.
Current Assessments that Might Be Discontinued (rubric d)	Currently, we are using assessments required by the State of Georgia and Whitfield County. If awarded the Striving Readers Literacy Grant, WCS District-wide Assessment Committee will add the Striving Readers Grant assessments requirement to the district assessment plan. Assessments will be reviewed to decide if any may be discontinued.
Professional Learning Needs (rubric e)	Professional development needs related to assessment include: -Conducting the <i>SRI</i> assessment -Conducting the <i>DIBELS Next</i> -Utilizing data reports from each assessment to create focused interventions -Utilizing <i>Lexiles</i> to differentiate and remediate instruction
Data Presented to Stakeholders (rubric f)	All stakeholders are informed about data throughout the school year. Parents receive all <i>CRCT</i> (soon to be the <i>Georgia Milestones</i>), <i>ACCESS</i> , Georgia State Writing Test, and <i>GKIDS</i>

	results. Our school report card is posted annually online for public access. The school improvement plan is updated annually and available for all stakeholders. Our school council receives a report of all <i>CRCT</i> data and Georgia Writing Test data annually.
Use of Data (rubric g)	Data will be used by teachers to direct literacy instruction in all content areas. We will use strategies from the additional professional development provided by the SRCL Grant to make assessment data more beneficial for our students by determining areas of need. Based on the student assessment data, we will purchase materials and resources with SRCL and local funds to improve the literacy instruction related to the identified needs.

Proposed Assessment Plan (rubric c, h)

Assessment	Personnel Responsible for Assessing	Assessment Plan	Frequency
GKIDS (Kindergarten)	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	Ongoing
AIMS Web	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	Ongoing Progress Monitoring (PM) Benchmark 3X per year
DIBELS Next	Classroom Teachers	Teachers conduct 3 Benchmark assessments and continuously progress monitor students at interval prescribed by DIBELS Next	Ongoing PM Benchmark 3X per year
MAP Test	Map Test Coordinator	Students will take this assessment in the computer lab, at a time designated by the school system, except where required by testing accommodations.	3 X per year
Georgia Milestones (3 rd -5 th Grades)	Classroom Teachers	The Ga. Milestone will be given in each 3 rd -5 th Grade classroom by the classroom teacher except where required by testing accommodations.	1 X per year
GAA	Special Education Teachers	Special Education teachers will give this test to students who need this accommodation.	1 X per year
Scholastic Reading Inventory (SRI)	Classroom Teachers	Teachers will conduct this assessment with students in the computer lab or on classroom laptops.	3 X per year
ACCESS for ELL	ESOL Teacher	ACCESS for ELL is given to Kindergarten through 12th graders	1 X per year

		who have been identified as English language learners.	
W-APT	ESOL Teacher	The WAP-T is given to ELs in the ESOL classroom by the ESOL teacher.	1 X per year
WIDA ACCESS for ELs	ESOL Teacher	The Access test is given to ELs in the ESOL classroom by the ESOL teacher.	1 X per year
Cognitive Abilities Test	4 th Grade Teachers	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Gifted Rating Scale	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Naglieri Non-Verbal Ability Test	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Iowa Test of Basic Skills	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Torrence Test of Creative Thinking	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year

Procedures to determine how instruction will be developed based on the assessment data:

Currently, MAP data is used to set individual student goals. DIBELS Next and SRI will allow the staff to set more accurate literacy goals for students. Grade level data teams will be charged with meeting to use student assessment data, formative assessments, and student work to collaboratively create differentiated learning activities. The entire certified staff will meet each grading period to analyze the data and look for trends and gaps. After implementing the new assessments, the data will be used to guide explicit instruction and intervention selection.

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

Resources and materials purchased using SRCL grant funds will be utilized to increase student engagement and enhance the current instructional programs. Areas of need that were determined include RTI support, a core literacy program, and a core writing program.

Needed Resources (rubric a)	Current Shared Resources (rubric c)	Current Library Resources (rubric d)	Current Classroom Resources (rubric g)
<ul style="list-style-type: none"> • Leveled Intervention materials • Differentiated center activities • Leveled content books • Class sets of Expository text related to science and social studies CCGPS • Additional class sets of chapter books • CCGPS reading materials • CCGPS writing materials • Materials to build comprehension skills • Trade books • Big books • Listening centers (audiobooks) • Phonics program • Non-fiction texts (Media Center) • Vocabulary development materials • Sequential Reading Program • Professional texts to guide instruction • Printable books • Consumable writing materials (chart paper, sentence strips, markers, lined paper) 	<ul style="list-style-type: none"> • Computer lab • iPads • iPods • Brainpop • CPS voting systems • Document cameras • Readers' theater • Flip charts for reading • Reading games • Class set of short novels • FCRR activities • Promethean Planet flip charts • Destiny • Compass Learning/Odyssey • Galileo • Literacy Apps 	<ul style="list-style-type: none"> • Library books • Reference materials • Novel sets • Big books • Guided Reading materials • Listening centers • DVDs • Audiobooks • Reading centers • Science kits • Digital cameras • Scanners/printers • Sets of student response systems • I-pads • Laptop computers • Board games 	<ul style="list-style-type: none"> • Card Master • Leveled Libraries • Literacy Collaborative strategies/resources • Reading Recovery strategies/resources • Specific Reading Skills Program (SRA) • Reading skills games • Coach CRCT: Reading/Language • Board games • Reader's Theater Books • Elements of Reading • Slant Reading • 6-Traits Writing • Vocab-u-Theme • Category Cut-Ups • Word Journeys • Card Decks • Guided Reading Sets • Inferencing Cards • Short Stories Social Inferencing Game • Daily Grammar/Rdg Practice • Road to the Code Technology • Activboards • Projectors • Classroom computers • Accelerated Reader • Brain Pop

<ul style="list-style-type: none"> • Materials for a writing program <p>Technology</p> <ul style="list-style-type: none"> • Computers/Laptops • Technology Carts • Tablets and accessories • Additional document cameras • E-books • Ear buds/head phones • Interactive software • Access to online books (BookFlix) • Tablet educational activities • Publishing software • Printers (color/ink) • Listening Centers • Books on CD • Keyboarding software 			<ul style="list-style-type: none"> • Learning Odyssey • Listening Centers • Leap Frog/Leap Pads
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Instructional Activities to Support Classroom Practices (rubric e)

Phonological Awareness	Phonics and Word Study	Fluency	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> • Identifying rhyming words • Creating rhymes • Matching words w/ sounds • Blending sounds • Blending, segmenting, substituting, and manipulating phonemes 	<ul style="list-style-type: none"> • Modeling sound relationships of consonants and vowels • Developmental spelling • Word building • Word families and rhyming patterns • Blending together components of sounded-out words and chunking words together 	<ul style="list-style-type: none"> • Timed reading • Repeated reading • Choral reading • Echo reading • Partner reading • Guided reading • Fluency phrases 	<ul style="list-style-type: none"> • Graphic organizers • Content area vocabulary • Creating background knowledge • Context clues • Graphic representations • Affixes/ roots • Teacher read-alouds • Shared Reading 	<ul style="list-style-type: none"> • Modeling/ think-alouds • Explicit instruction • Sequencing activities • Multiple opportunities for practice • Immediate feedback • Activating prior knowledge • Answering/ generating questions 	<ul style="list-style-type: none"> • Explicit teaching writing process • Frequent practice • Responding to literature • Summarizing text • Writing notes about text • Writing answers about text • Creating/ answering

				<ul style="list-style-type: none"> • Making/ verifying predictions • Using mental imagery/ visualization • Monitoring comprehension • Recognizing story structure 	<ul style="list-style-type: none"> written questions about text • Math/ Reading/ Science journals • Interactive Writing • Constructive Response Journals
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Activities that Support the Intervention Program (rubric b, i)

<p>Instructional Resources</p> <ul style="list-style-type: none"> • SRA Reading • Herman Reading • Compass Learning • Destination Reading • Learning, Building Fluency: Lessons and Strategies for Reading Success by Scholastic • Intervention Central • Choral Reading/Echo Reading • Timed Repeated Readings • Paired Reading, Shared Reading • Florida Center for Reading Research-Student Centered Activities • Scott Foresman Intervention Handbook • Phonics Fluency Toolbox • Embedded Writing, Daily Language Review • SIOP Strategies • Differentiated Instruction • Compass Learning • Aims Web • Fluency Passages • Sight Word Activities • Elements of Reading • Writing to Win 	<p>Assistive Technology</p> <ul style="list-style-type: none"> • Writing with Symbols • Boardmaker • Tracking Aids <ul style="list-style-type: none"> ○ EZC Reader Strips • Contrast Aids <ul style="list-style-type: none"> ○ Color Overlays ○ Smart Start Writing Paper • Positioning Aids <ul style="list-style-type: none"> ○ Slant Boards/ Easels ○ Clipboard <p>Teaching Aids</p> <ul style="list-style-type: none"> ○ Whisper Phones ○ Leap Frog Leap Mat ○ Leap Frog Leap Pad <p>Assessments</p> <ul style="list-style-type: none"> • Word Journeys • STAR test • AIMSweb • MAP • Timed Reading • SLO (Student Learning Objectives)
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Additional Strategies to Support Student Success (rubric f)

<ul style="list-style-type: none"> Utilize rubrics for writing projects
<ul style="list-style-type: none"> Conferencing with students concerning writing projects
<ul style="list-style-type: none"> E-books with audible text
<ul style="list-style-type: none"> Increase instructional technology (tablets, computers, laptops, etc.) to support literacy across content areas

Funding Alignment and Proposed Technology Purposes (rubric h, i)

The following table shows our objectives, actions, and the alignment of funding sources.

Objectives to be funded by SRCL	Action Steps	Funding Sources
<p>Objective 1: To provide teachers and administration with high quality professional learning and resources on tiered instruction, literacy in the content areas, and differentiation strategies as it relates to literacy instruction. (BB 1A,D,E; BB 2A; BB 3A,B,E; BB 4A,B; BB 5A,B,C,D,E; BB 6B; What p. 13; Why 7A, 7B2, 7B3)</p>	<ul style="list-style-type: none"> PL will be based on student data in all areas of literacy to deepen educators’ content knowledge and provide research based instructional strategies to assist students in meeting rigorous academic standards Administration will make adequate time for all staff to participate in PL and implementation 	<p>SLRC</p> <ul style="list-style-type: none"> PL in reading, writing, use of technology, disciplinary content areas, differentiation, RTI <p>Other Funding</p> <ul style="list-style-type: none"> Local school funding District funding Title I funding
<p>Objective 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. (BB 1D,E; BB 2A,B; BB 4B; BB 5B; BB 6B; What p. 6, 11; Why 2C, 7B)</p>	<ul style="list-style-type: none"> Incorporate instructional practices in the writing process which are authentic and varied across the genres PL will be provided to faculty and staff with a targeted, sustained focus on the writing process within content areas 	<p>SLRC</p> <ul style="list-style-type: none"> PL in writing Professional texts to guide instruction Writing materials <p>Other Funding</p> <ul style="list-style-type: none"> Local school funding District funding Title I funding
<p>Objective 3: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (BB 2B; BB 4B; BB</p>	<ul style="list-style-type: none"> Leverage creative use of technology within the learning process to promote engagement and relevance, specifically in reading, 	<p>SLRC</p> <ul style="list-style-type: none"> Keyboarding program Update computers, laptops, iPads; etc. Infrastructure

5D; What p. 10,11; Why 2F, 2I)	<p>writing, and the content areas</p> <ul style="list-style-type: none"> • Technology is used for production, publishing, and communication across the curriculum • New technology will support the RTI process with intervention resources to meet the needs of struggling students. 	<p>improvements</p> <ul style="list-style-type: none"> • Instructional software • Online resources, programs; etc. • Hardware (earbuds, headphones and other accessories) <p>Other Funding</p> <ul style="list-style-type: none"> • Local school funding • District funding • Title I funding
Objective 4: To adequately provide classroom libraries, book room, and media center with high quality text at a wide range of levels that will support the GPS and CCGPS in all content areas. (BB 1D,E; BB 2B; BB 4A,D; What p.6; Why 2E2, 2G)	<ul style="list-style-type: none"> • Provide content-related resources to integrate discipline-specific literacy skills into all content areas so students can flexibly employ a skill-set specific to each discipline • Provide students with autonomy and relevancy in reading and writing; students will self-select reading materials and research topics 	<p>SLRC</p> <ul style="list-style-type: none"> • Leveled readers • Big books • Informational texts in content areas • Books on tape • Class sets of books • Professional development <p>Other Funding</p> <ul style="list-style-type: none"> • Local school funding • District funding • Title I funding
Objective 5: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction. (BB 1D,E; BB 2B; BB 4A; BB 5B,C,D; BB 6B; What p. 6, 7, 9; Why 2E2, 2I, 4D2)	<ul style="list-style-type: none"> • Faculty and staff will provide continuity in literacy instruction for all students • School will have an agreed upon literacy plan with a common vocabulary • Faculty and staff will participate in targeted, sustained PL on literacy strategies 	<p>SLRC</p> <ul style="list-style-type: none"> • Leveled readers • Big books • Informational texts in content areas • Books on tape • Class sets of books • PL in reading • Professional texts to guide instruction <p>Other Funding</p> <ul style="list-style-type: none"> • Local school funding • District funding • Title I funding

Professional Learning Strategies Identified on the Basis of Documented Needs

The staff at Cohutta Elementary participates in a wide variety of professional learning opportunities. The following is a list of professional learning over the past 3 years and on-going professional learning opportunities currently provided to teachers. The percentage of staff attending some training varies due to the differing professional development needs among teachers and allowable number of participants for some training.

Professional learning at Cohutta Elementary was led by outside trainers and by in-staff and in-county teachers and staff members. Methods used to deliver professional learning included webinars, lectures, book studies, workshops, consultants, conferences, and staff redelivery.

Professional Learning During the Last 3 Years (rubric a)	% of Staff Attended (rubric b)
ESOL Staff Development	100%
SIOP Training	77%
Gifted Endorsement	5%
Book Study	69%
Project Based Learning	25%
Brenda Erwin Math Training	54%
Writing Behind the Glass	26%
Advanced Degrees	29%
TKES Professional Learning	94%
Literacy Collaborative	46%
Mark Diamond Writing	20%
On-Going Professional Learning (rubric c)	% of Staff Attended (rubric b)
Common Core Georgia Performance Training	100%
Technology Training	100%
MAP/Compass Learning	100%
WIDA/ELL Standards	100%
Literacy Collaborative	46%

Programmatic Professional Learning Needs Identified in the Needs Assessment (rubric d)
<ul style="list-style-type: none"> • Effective Literacy Instruction • Effective Writing Instruction • Effective Vocabulary Instruction • Effective Phonics Instruction • Strategies to implement writing across the curriculum • Training on the RTI process/interventions • Training on data collection and analysis • Training on differentiated instruction • Effective technology integration

- SIOP training
- Vertical planning
- Training in scope and sequence

Determining the Effectiveness of Professional Development (rubric e)

The effectiveness of professional development is ultimately determined by student achievement. Lesson plans and classroom observations are used to determine the extent that best practices are being incorporated into classroom instructions. In addition, teachers complete a survey at the end of each year to determine their perceptions of the professional learning and how it has been used throughout the year. See the chart below for more information about methods for measuring effectiveness.

Connection to Literacy Plan Goals and Objectives (rubric e, f, and g)		
<p>Goal 1: Students in grades 3-5 will demonstrate improved performance to meet or exceed the State Assessment goals on the Georgia Milestone in Writing.</p> <p>Goal 2: Students in grades 3-5 will demonstrate improved performance to meet or exceed the State Assessment goals on the Georgia Milestone in Reading and English/LA.</p> <p>Goal 3: Increase the percentage of grade K-5 SWD students meeting/exceeding the standards in reading and English/language arts on the Georgia Milestones Assessment.</p> <p>Goal 4: Increase the percentage of K-5 grade students meeting their growth projection goals on the MAP (Measures of Academic Progress) Assessment.</p>		
Literacy Plan Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
<p>1. Objective 1: To provide teachers and administration with high quality professional development and resources on tiered instruction, literacy in the content areas and differentiation strategies as it relates to literacy instruction. (BB 1A,D,E; BB 2A; BB 3A,B,E; BB 4A,B; BB 5A,B,C,D,E; BB 6B; What p. 13; Why 7A, 7B2, 7B3)</p>	<ul style="list-style-type: none"> • Training on the RTI process • Training on differentiated strategies and how to effectively implement them • Training on selecting appropriate interventions to meet needs 	<ul style="list-style-type: none"> • Increased student achievement on Georgia Milestone, MAP, local and State assessments • Lesson plans • Classroom observations • AIMSWEB scores • SST/Tier Meetings
<p>2. Objective 2: To develop, implement, expand and sustain a school-wide writing initiative with</p>	<ul style="list-style-type: none"> • Training on strategies to effectively implement writing across the curriculum 	<ul style="list-style-type: none"> • Increased student achievement on writing assessments • Student work samples

<p>emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. (BB 1D,E; BB 2A,B; BB 4B; BB 5B; BB 6B; What p. 6, 11; Why 2C, 7B)</p>	<ul style="list-style-type: none"> • Training on how to effectively and consistently teach writing across all grade levels 	<ul style="list-style-type: none"> • Exemplars and rubrics posted • Classroom observations • Lesson plans
<p>3. Objective 3: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (BB 2B; BB 4B; BB 5D; What p. 10,11; Why 2F, 2I)</p>	<ul style="list-style-type: none"> • Intensive, hands-on technology training for teachers • Training on effective technology integration to enhance instruction and increase engagement 	<ul style="list-style-type: none"> • Increased student achievement • Classroom observations • Lesson plans • Classroom observations showing both teachers and students using technology • Lesson plans documenting the use of technology
<p>4. Objective 4: To adequately provide classroom libraries, book room, and media center with high quality text at a wide range of levels that will support the GPS and CCGPS in all content areas. (BB 1D,E; BB 2B; BB 4A,D; What p.6; Why 2E2, 2G)</p>	<ul style="list-style-type: none"> • Training for effective literacy instruction • Observations in classroom where effective literacy instruction occurs • Training in guided reading • Training in cross-curriculum literacy 	<ul style="list-style-type: none"> • Increased student achievement on Georgia Milestone, MAP, local and State assessments • Classroom observations • STAR Test • Inventory
<p>5. Objective 5: To develop, implement, expand and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction. (BB 1D,E; BB 2B; BB 4A; BB 5B,C,D; BB 6B; What p. 6, 7, 9; Why 2E2, 2I, 4D2)</p>	<ul style="list-style-type: none"> • Training in effective reading instruction • Training on best practices in literacy • Training in guided reading • Training in cross-curriculum reading strategies 	<ul style="list-style-type: none"> • Increased student achievement on Georgia Milestone, MAP, local and State assessments • Increase in the number of students moving from “meets” to “exceeds” on state tests • Classroom observations • Lesson plans

Sustainability Plan

Sustainability has been a major focus of our Literacy Plan. Cohutta Elementary as a part of Whitfield County Schools (WCS) will sustain programming beyond the grant period from sources including WCS general operating funds, Title I funds, and the local business community. Both CES and District Administration are committed to the successful implementation and subsequent sustainability of this literacy plans.

WCS teachers, administrators, and staff are dedicated to the philosophy that students become successful by learning to read and reading to learn, resulting in college and career ready citizens. Teachers and administrators believe in the importance of ongoing professional development to improve Response to Intervention, disciplinary literacy, effective reading/writing instruction, professional learning communities, and data analysis to improve student achievement. Our sustainability plan supports our priority to provide a comprehensive literacy initiative with a focus on intensive writing detailed in this application.

WCS has been actively involved in planning this grant application with the goal of expanding lessons learned, awarded grant resources, and professional learning to all campuses. The following table summarizes our sustainability plan.

Extending the Assessment Protocol (rubric a)	<ul style="list-style-type: none">• Purchase assessments with a one-time charge• Purchase paper/pencil assessment• Utilize local, state, and federal funds to continue formative and summative assessments
Developing Community Partnerships (rubric b)	<ul style="list-style-type: none">• Continue to cultivate relationships with business and organization as resources to help provide funding.
Sustaining Efforts (rubric c, e, f, g)	<ul style="list-style-type: none">• District and Campus Instructional Coaches (IC) will participate in all trainings to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with fidelity. A train-the-trainer method will be utilized to continue robust fiscal management, and ensure that incoming new personnel are appropriately trained.• Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plan for instruction.• A culture of collaborating will not require funding to continue seeking stakeholder input, and collaborating with other schools in the LEA.• The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget.• Training for new employees will be conducted by the IC and participating grant recipient teachers.

	<ul style="list-style-type: none">• IC will also provide coaching/assistance to all teachers to assist in full implementation of lessons learned.• A plan to replenish technology resources, including site licenses will be developed.• Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed.
Training New Teachers (rubric c, e)	<ul style="list-style-type: none">• New teachers will be assigned a proven teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.• New teachers will be assimilated into effectively working teacher teams to collaborate for instructional improvement• Trainings will be offered throughout the school year ensuring new teachers' benefit.
Replacing Print Materials (rubric d)	<ul style="list-style-type: none">• Print materials will have library binding to ensure durability.• Funds from Title I, community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period.• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interest.• An annual inventory of print materials will be conducted in order to determine areas of need.

Budget Summary

Cohutta Elementary School will allocate money from the Striving Readers Grant to strengthen instructional practices based on areas of need from our needs assessment. This budget was developed as an effort to increase the school's ability to implement the literacy goals and objectives outlined in the literacy plan which is supported by "The Why," "The What," and "The How," documents. As students' needs change, professional learning and resource needs change. The funds from the SRCL will help keep the focus on these needs for the full five years of the grant and beyond.

Professional learning will be required to achieve the goals and objects set forth in the school literacy plan. This expense will include on-site professional learning (not limited to consultant fees, substitutes, and/or stipends), off-site conferences for staff and personnel, and any materials needed as part of effective, on-going professional learning.

Updated technology and formative, diagnostic, and summative assessments will be purchased to move forward with creating a more comprehensive response to intervention model. Data gathered from these assessments will guide the purchasing of appropriate interventions and technology associated with their use. This will be in addition to any training needed for personnel on interventions.

Finally, instructional and classroom purchases will be made to support literacy (reading and writing) across the curriculum to address CCGPS. These expenditures will include purchases made in the area of educational media services. These purchases may include technology equipment, software, and infrastructure upgrades as well as updating media materials and books. In addition to these purchases, leveled book sets will be acquired to build the capacity of the current, very limited, bookroom, as well as enhance classroom libraries to include quality literature in all content areas.

In year one of the grant, the staff will continue to analyze student data and review areas teachers need development and write a comprehensive professional development plan that focuses on all areas of literacy and RTI. We plan to purchase assessments such as DIBELS and SRI, spend time learning to administer the new assessments, and use the data to better gauge the instructional needs of our students. We also plan to purchase books for our book room and our classroom libraries.

In years two and three of the grant, we will use funds to continue and expand our professional development process in the area of literacy, specifically focusing on content area literacy, writing, and RTI. We plan to continue with some of the vital expenditures from year one and will spend funds to enhance the instructional technology at our school.

In years four and five of the grant, we will utilize funds to continue our professional development in the area of literacy and understanding data disaggregation to better meet the needs of our students. We will also use funds to purchase curriculum and assessment materials, and we will continue to update our instructional technology materials as needs arise.

At Cohutta Elementary School, our goal is to provide the most all-inclusive education available to meet our ever-changing student needs. Throughout the five year process, we will monitor the use of funds from this grant to ensure our efforts and decisions result in improvements in literacy achievement. We will continue to provide our students with meaningful and challenging experiences that prepare them for the next level and work to make sure our staff and students are well-equipped to meet the challenges of the 21st century.