

School Profile

Created Tuesday, September 18, 2012

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School Information

School Information District Name:	Bartow County School System
School Information School or Center Name:	Pine Log Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Nancy Summey
Principal Position:	Principal
Principal Phone:	770-606-5864
Principal Email:	nancy.summey@bartow.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Nancy Summey
School contact information Position:	Princpal
School contact information Phone:	770-606-5864
School contact information Email:	nancy.summey@bartow.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre -K - 5

Number of Teachers in School

38

FTE Enrollment

413

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: Elizabeth Williams

Position/Title of Fiscal Agent's Contact Person: AnneMarie Wiseman

Address: 65 Gilreath Rd

City: Cartersville Zip: 30121

Telephone: (770) 606-5800 Fax: (770) 606 5166

E-mail: Buffy.williams@bartow.k12.ga.us

John F. Harper
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

John F. Harper
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

Elizabeth Williams
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

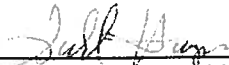
ii. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Todd Harper CFO

Typed Name of Fiscal Agency Head and Position Title

10/10/2012

Date



Signature of Applicant's Authorized Agency Head (required)

John F. Harper Superintendent

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

10/10/12

Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, October 09, 2012

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

[General Application Information](#)

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

-
- Yes
-

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

[SRCL Rubric](#)

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

-
- Yes
-

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

[Assessment Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

Grant Assurances

Created Thursday, October 11, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• 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

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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
-

Page 3

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
-

Experience of Applicant

Single Audit Report Information – Five Year Timeline					
Year		Project Title	Funded Amount	Is there an Audit?	Audit Results
2006	LEA Grants	Title IA	\$2,005,305	yes	*Procurement and suspension and debarment – not considered to be a material weakness *Schoolwide program not fully implemented (non-material – non-compliance)
		Title IIA	\$421,327	Yes	None
		Title III	\$54,238	No	N/A
		Special Ed. Cluster		Yes	none
		SPL	\$306,828	no	N/A
2007		Title IA	\$1,985,399	Yes	None
		Title IIA	\$414,594	No	N/A
		Title III	\$80,073	No	N/A
		Special Ed. Cluster	\$2,648,330	No	N/A
		SPL	\$324,690	no	N/A
2008		Title IA	\$1,931,307	No	N/A
		Title IIA	\$411,351	No	N/A
		Title III	\$110,089	No	N/A
		Special Ed. Cluster	\$2,830,364	yes	none
		SPL	\$333,938		N/A
2009		Title IA	\$2,538,166	No	N/A
		Title IIA	\$466,043	Yes	Semi-annual Time and Effort Sheets
		Title III	\$110,840	No	N/A
		Special Ed. Cluster	\$2,868,141	Yes	none
		SPL	\$342,944	no	N/A
2010		Title IA	\$2,564,690	Yes	none
		Title IIA	\$432,464	no	N/A
		Title III	\$110,074	no	N/A
		Special Ed. Cluster	\$2,862,075	yes	Semi-annual Time and Effort Sheets
		McKinney Vento SPL	\$31,214 \$345,478	No no	N/A N/A
2011		Title IA	\$2,788,789	Yes	None
		Title IIA	\$449,844	no	N/A
		Title III	\$96,712	no	N/A
		Special Ed. Cluster	\$2,811,108	Yes	Semi-annual Time and Effort Sheets
		McKinney Vento SPL	\$51,400 \$303,785	no no	N/A N/A

System History

Bartow County School System (BCSS) is located in the Northwest Georgia Area in the foothills of Georgia's Appalachian Mountains. It is home to Allatoona Lake, Etowah Indians Mounds, Red Top Mountain State Park, Booth Western Art Museum, Tellus Museum and Barnsley Gardens. Shaw Carpets, Toyo Tire, Anheuser Busch, Ameri-Steel, Cartersville Medical Center, Georgia Power Plant, Atlanta Sod and several other smaller industries make up our workforce. Local industries are supportive of a STEM program in our district.

BCSS continues to update its vision, mission, belief, and goals as part of Strategic Planning and SACS accreditation every four years. We have a strong commitment statement, *Graduation and Beyond...Creating Lifelong Learners*. Bartow County historically has had a cycle of literacy poverty. Nine schools in our System and Cartersville City received the SRG in 2012, allowing our community to have a focus on literacy. Involvement of our remaining schools, local daycares, and private schools will build literacy community-wide.

System demographics

Bartow County's population is 97,098 based on Census estimates; by 2013, Bartow County's population will be 112,137 with a projected 2.92% growth per year.

Current Priorities

Literacy begins at birth and our plan is focusing on breaking the cycle of generational poverty in literacy. Root-cause analysis indicates that birth to 4 remains one of our weakest areas. Bartow County currently serves 396 Pre-K students with a waiting list of 100.

Part of our schools received Striving Reader Grants (SRG) last year. The literacy team conducted a needs assessment of non-striving reader schools; analysis of this assessment and

disaggregated data resulted in our application for a second grant, needed in order to build continuity and sustainability system and community wide. Forty-one percent of teachers do not use data to evaluate/adjust instruction to meet student needs. Forty percent of teachers do not use intervention programs to support struggling students or allow extra time/tutoring for them. Reading is being interrupted and we do not have a sufficient amount of time for reading as indicated by 48% of staff. Professional development is needed as indicated by 47% of the staff to support assessment/instruction for reading priorities, and to identify reading interventions shown to be effective through documented research. Sixty-three percent of staff needs training on measurement administration, scoring and data interpretation. Teachers (51%) indicate need for time to analyze, plan, and refine instruction to meet student needs.

We are trying to complete a cycle between community and school so that each student has a personal laptop to use at home and school. Equal access to technology is urgently needed for all students to be successful. Receiving this grant will result in every school being part of a birth to high school community wide literacy initiative.

Large achievement gaps are evident with our Students With Disabilities (SWD) compared to students without disabilities, and students who are Economically Deprived (ED) compared to students who are not. The following tables show these patterns:

Table 1: Gap Analysis for All Students and Subgroups

Grade Level	% DNM Economically Disadvantaged (ED)	% DNM Not ED	Gap	% DNM Students with Disabilities (SWD)	% DNM SWD	Gap
3	8%	3%	-5	16%	4%	-12
4	13%	7%	-6	32%	7%	-25
5	5%	3%	-2	18%	2%	-16
6	9%	6%	-3	36%	4%	-32
7	13%	6%	-7	38%	6%	-32

Bartow County School System

8	3%	2%	-1	17%	1%	-16
	% DNM ED	% DNM Not ED	Gap	% DNM SWD	% DNM not SWD	Gap
ECOCT Literature	28%	14%	-14	58%	15%	-43
GHS GT ELA	17%	8%	-11	40%	9%	-31

Table 2: Percent of Students in Grades 3, 5, and 8 not meeting standards on current CRCT

3 rd Grade	Reading	ELA	Math	Science	Social Studies
	6.3%	6.1%	15.1%	18%	20.3%
5 th Grade	Reading	ELA	Math	Science	Social Studies
	5%	4%	9.7%	19%	25.2%
8 th Grade	Reading	ELA	Math	Science	Social Studies
	5.7%	5.7%	31.4%	24.7%	23.8%

This analysis showed weaknesses in disciplinary literacy at all grades. Increasing numbers of students do not meet standards in science and social studies. As we transfer from the CRCT to PARRC Assessment this existing gap may widen.

Table 3: Percent Not Meeting on Georgia Writing Test GAPS 5-8

School	5				8			
	All	SWD	Not SWE	ED	All	SWD	Not SWD	ED
Elementary Schools								
Third Grade								
Fifth Grade	1020	56%	13%					
Middle Schools								
Adairsville Middle					24%	69%	17%	31%
Cass Middle					21%	59%	16%	26%
South Central Middle					24%	61%	19%	25%
Woodland Middle					18%	58%	13%	21%

Table 4: Percent Not Meeting: High School Writing Test

School	All	SWD	S Without D	Gap	ED
Adairsville High	9%	30%	5%	25%	15%
Cass High	7%	31%	5%	24%	11%
Woodland High	6%	28%	4%	24%	8%

Table 5: District Graduation Data

	2008	2009	2010	2011
Adairsville High	70.1%	76.9%	83.2%	68.9%
Woodland High	71.5%	75.4%	85.5%	68.0%

Principals of 10 target schools met with district leaders to discuss grant requirements related to needs assessment, identification of gaps in school literacy practices, and proposal writing.

Schools literacy teams examined data and revised their literacy plans.

System Priorities:

1. Expand a comprehensive literacy plan for birth to 4 year olds.
2. Improve learning outcomes for all students through Universal Design for Learning.
3. Improve student achievement in writing across all contents and grades
4. Integrate literacy with science and technology, engineering, and mathematics (L-STEM)
5. Develop an infrastructure to support new literacies through technology use and application in *every* classroom.
6. Summer Intervention Convention will include families with children ages birth to 4.

Strategic Plan

The goals and objectives of our plan reflect our priorities:

Student Achievement: Improve curriculum mastery (Rigor, Relevance, Relationships); completion rates; reduce student achievement gaps

School and Community Relationships: Increase parental, community, student, and staff engagement.

Organizational Growth and Improvement: Develop competent, accountable work force; effective organizational communications/culture

Operational Support: Provide safe/secure facilities, efficient/effective student support services; ensure effective administrative processes; sustain positive fund balance.

Professional learning (PL) is the key structure that supports literacy plan for BCSS in the area of the core reading program, writing, the four tiered literacy intervention continuum, RtI, depths of knowledge, thinking maps, and vocabulary development. Assessment PL supports screening, progress monitoring, and diagnostics. Teaching units have been developed to support the common core and benchmarks. System approved reading and gifted endorsements support disciplinary literacy.

Table 6: Past/present district initiatives

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011	2012
Georgia Reading First	←→									
America's Choice; Literacy Coaches				←→						
Coaches position discontinued						X				
Adopted Scott Foresman Reading Program				←→						
System literacy survey							↔			
Elementary program alignment							←→			
Project Focus							←→			
Literacy Specialist hired							←→			
Scientifically evidence-based programs purchased								←→		
CCGPS Math Units developed										
K-5 Science Units developed									↔	
DIBELS Next									→	
Social Studies Units developed										→
SRG (SRG) Cohort 1										→
SIM-CERT										→
Scholastic Reading Inventory										→

Literacy Curriculum

- BCSS has a standards based literacy curriculum aligned to Common Core Standards. During the past 7 years the curriculum has been standardized throughout the system to address the frequent moves of many students between schools. A core program is used in grades PreK-5. Unit plans to support the implementation of the CCGPS are being developed K-12.
- Reading taught as a separate class in middle school. Some intervention programs are available to support middle school/high school struggling students.
- System-wide literacy assessments to screen and to progress monitor such as: PALS, Peabody Picture Vocabulary Test, DIBELS Next Benchmark/Progress Monitoring, Informal Phonics Inventory, OAS Benchmark Assessments, Scholastic Reading

Bartow County School System

Inventory for all middle schools and Cass High. We use ACCESS for our ELL learners. Outcome based assessments are the CRCT and End of Course Tests.

Plan for Management of the Grant Implementation:

Dr. Buffy Williams, Executive Director of Elementary Curriculum and Literacy, has overall responsibility for managing the grant implementation and supervises the district’s literacy specialist and the administrative assistant. Mr. Mark Bagnell, Director of Technology supervises the nine instructional technology specialists who will coordinate the installation and maintenance of technology and train teachers on the pedagogical uses of mobile technology. Dr. Williams’ staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials. The principals of the Striving Readers’ schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. BCSS’s Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Williams, the administrative assistant for curriculum and instruction and grant management will enter and process purchase orders, and will receive, inventory, and distribute purchased items and services.

List of Individuals Responsible for the Day-to-Day Grant Operations and responsibilities of the People Involved with the Grant Implementation

	Individual Responsible	Supervisor
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

Responsibilities of People Involved with the Grant Implementation:

The following table shows the format for Timeline of Grant Activities and Individuals Responsible

Objective	Strategy	Resources	Person Responsible	Budget Needs	Timeline	Training Dates	Method of Evaluation	Funding Source	Completed

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have read each individual school’s plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school’s plan and will support each school’s roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as the system literacy team meets monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system literacy team will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

The system literacy team is composed of leadership from each school and from the school district. This team is involved in all aspects of budget development, performance plans, and professional learning. Time for the Literacy Team to meet twice monthly is built into the annual calendar, and the team meets at least once monthly. Minutes are maintained of team meetings and shared with the Superintendent and School Board. The System Literacy Team has met on the following dates:

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August 2, 2012; September 25, 2012; October 4 and October 30, 2012; November 9 and 29, 2012;
December 14.

Other initiatives with which the LEA has been involved.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011
Participated in initial Georgia Reading First	←→								
Participated in Georgia's Choice; Literacy Coaches			←→						
Coaches position discontinued (budget constraints)						X			
Adopted Scott Foresman Reading Program			←→						
School surveyed to determine how literacy taught; 27 different programs used for reading							↔		
Elementary literacy program alignment begins							←→		
Project Reading Focus (system funded)							←→		
System Literacy Specialist hired							←→		
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←→	
DIBELS Next (system funded)									>

Table 8 Initiatives the LEA has implemented internally and with no outside funding support.

Action	1996	1998	2000	2003	2004	2006	2008	2010	2011	2012
Adopted Scott Foresman Reading Program			←→							
School surveyed to determine how literacy taught; 27 different programs used for reading							↔			
Elementary program alignment begins							←→			
Project Focus (system funded)							←→			
System Literacy Specialist hired							←→			
Schools begin to purchase scientifically evidence-based core and interventions (system funded)								←→		
System ELA Benchmarks aligned to GPS								←→		
Classic Core Vocabulary Read Aloud Initiative							←→			
DIBELS Next										>
PSC Approved Reading and Gifted Endorsements										→
Develop ELA Unit Plans aligned to CCGPS										→

A description of the LEA's capacity to coordinate resources in the past.

- The initiatives implemented by the Striving Reader Grant will continue to be supported through state and federal monies as a commitment of the district curriculum and leadership teams. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Ms. AnneMarie Wiseman, Director of Title I, Ms. Janice Gordon, Coordinator of Professional Learning (Title II), and Ms. Paula Camp, Coordinator for ESOL (Title VII), and Dr. Scott Smith (Title VI). Dr. Buffy Williams manages Cohort 1 of the Striving Reader Grant and will manage Cohort 2. System personnel routinely coordinate grant budgets with other federal, state, and local fiscal resources.

A description of the sustainability of initiatives implemented by the LEA.

- **Project Focus.** The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007; and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress monitoring showing progress in the RTI process, 3) CRCT Scores – Level I or borderline Level II. This program has been in place since 2008.
- **Core Reading Program** The system phased in a scientifically evidence based core program. When system monies were not available; principals used their monies to put the core in place system wide from Kindergarten through fifth grades. T
- **DIBELS Next.** In 2011 the system made the decision to change the screening and progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next. Accuracy of data is critical. The Literacy Specialist received training leading to certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition training was delivered during the summer and fall of 2011 to teachers responsible for administering and scoring the DIBELS Next in grades K-5.
- **Reading Endorsement.** Bartow County has many teachers with Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. When professional learning funds were cut for budgetary reasons, in 2009-2010 Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 11 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.
- **Classic Core Vocabulary.** In 2010 the system implemented the Classic Core Vocabulary initiative. Two classic books were selected per grade level, tier 2 vocabulary identified, and explicit vocabulary instruction was developed by a team of teachers. The initiative has been expanded each year, and now four complex classic read alouds with accompanying instruction are in place at each grade level.
- **CCGPS Units.** The system is the processing of developing and revising units that align to the Common Core Georgia Performance Standards. This work began in 2010, and is

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continuing. Writing in response to reading and for research purposes is being expanded and aligned to the CCGPS.

Pine Log Elementary is a small rural school nestled in the mountains of Northwest Bartow County, located an hour northwest of Atlanta in Rydal, Georgia. PLES serves 405 students Pre-Kindergarten through fifth grade. PLES is one of 3 feeder schools to Adairsville Middle School and to Adairsville High School. PLES has 40 certified staff members. Of this number 68% have advanced degrees in education with 32% of the staff having a reading or gifted endorsement.

Of the 405 students attending PLES, 88% are Caucasian, 8% Hispanic, and 1% African American. Sixty-four percent of students are economically disadvantaged, and 10% are students with disabilities, which identifies PLES as a Title I school. Title I and Special Education services address the weaknesses and disabilities of these at-risk students.

Administrative and Leadership Team

PLES is led by Mrs. Nancy Summey (principal) and Mrs. Kimberly Harriss (half-time assistant principal). Both administrators hold post-secondary degrees. The Teacher Leadership Team consists of teachers from various grade levels, teachers of various subjects, and both building administrators.

The Teacher Leadership Team consisting of teachers from various grade levels, and both of the building administrators meet each summer to analyze and evaluate student success and strengths as well as school-wide weaknesses based upon the results of the recent assessments. Each new school year, the committee shares their findings, the areas in which improvements are needed, and shares the action plan stating goals and initiatives. Throughout the school year, The Teacher Leadership Team meets on a regular basis to analyze and monitor current student progress, to assess and adjust the plan based upon data and current student needs. The Leadership Team also addresses implementation of new standards required in education. The Leadership Team is a cohesive group that continuously strives to make PLES a better school and allows the students “to be all they can be”. These goals and objectives relate to our motto: PLES is “Committed to Excellence.”

Past Instructional Initiatives

Pine Log has incorporated different types of programs that have been shown to improve the rigor and relevance of material presented to students. These programs, such as intervention programs, a core reading program, and enrichment programs have been proven to help not only the struggling reader, but those students who exceeded grade level expectations while building a cycle of community literacy. By utilizing these programs, teachers were able to provide quality instruction in early literacy and disciplinary literacy that engaged the students and aided in closing the achievement gap

identified through data analysis. Each grade level redesigned their instructional day to include an intervention block, which allotted time for a small-group needs-based differentiated instruction. PLES has a 2nd grade and 4th grade Focus class which is designed to “focus” on literacy for students who need additional immersion in literacy components. These teachers possess Reading Endorsements and are trained to assess, diagnose and remediate literacy components.

In an attempt to continue to build a rapport with stakeholders and parents, PLES annually offers a “Literacy Night”. For instance, we have had “Bingo for Books” in which the students are exposed to numerous new literature works. This allows parents an opportunity to see the programs that PLES offers, to be informed on current trends in literacy, and ask questions and solicit ideas to improve their students’ reading ability. PLES continuously strives to implement programs and activities that help further the bond between parents, teachers, and students while promoting literacy.

Current Instructional Initiatives

PLES has continued many of the past successful initiatives, in addition to adding initiatives in an ever-changing world of education, to build a cycle of community literacy. There has been an increased emphasis placed on the RTI process to identify students who fall in either Tier 2, 3, or 4 and to provide these students with appropriate interventions and instructional support on an as needed basis. In addition to past successful initiatives, the following initiatives have been put into place:

- Focus classes and additional training
- Committees have been formed to help with the development of common core curriculum maps, designing units, and developing assessments to monitor progress in Reading, ELA, and Mathematics
- A 90 minute extended instructional time after school four days a week to focus on struggling students in the areas of Reading and Mathematics
- Daily common planning for teachers
- Vertical team meetings, in the areas of Reading and Mathematics, have been implemented throughout all grades
- Monthly data analysis is used to monitor student performance and identify those students considered “at-risk”
- PTCO meetings throughout the year that emphasize student achievement in Reading and Mathematics
- Researched based training to further the best instructional practices in reading
- Full implementation of the Core Reading Program in all grade levels.

According to the needs assessment survey, teachers need additional intervention based instructional materials to address the literacy and writing weaknesses of at-risk students.

Professional Learning Needs

PLES staff has indicated that additional training is needed to implement the evidence-based core reading program the district has adopted. The staff has also indicated training is needed for all teachers using the reading programs to serve students who are struggling with the core reading program. Teachers need to be trained in strategies to differentiate instruction to reach all students on their current level of instruction as well as provide challenges to students who are able to excel.

Training for teachers in technology implementation is needed. Applying the principles of Universal Design requires training to support the literacy standards. It is necessary to prepare teachers in using the disciplinary literacy strategies and common writing rubrics, to integrate literacy in content and technology areas, to screen and progress monitor students to determine literacy needs and to use data to identify and plan instruction tailored to students.

Need for a Striving Readers Comprehension Literacy Grant

In order to keep up with the continuously changing world, technology is a major need at PLES. While most classes have interactive boards, they are not on the “cutting edge” of technology available in today’s market. Electronic Reading Programs, Writing Programs, and student response systems are needed to prepare students to exceed with the Current Core State Standards and prepare them for the ever changing world.

Two-thirds of our students come from economically disadvantaged backgrounds and have limited access to technology outside of school. This grant would allow students to be engaged in learning in the classroom, as well as at home.

PLES students have limited access to local resources such as museums and other educational experiences. Therefore, technology will provide a variety of educational “trips” that otherwise our students would never experience due to finances and geographic location.

This grant will also allow teachers to have resources to develop and plan instructional activities to support students through the universal design model. Students live in a technology based world and must learn how not to just live in this world, but survive as well. A focus on STEM and universal design would increase students’ ability to think critically as well as prepare them for college and career goals. This grant would enable our students to be successful in an ever-changing world.

Technology Needs

Writing, Science and Social studies programs with imbedded literacy strategies are needed to facilitate student engagement and enhance classroom rigor. These resources will allow teachers to plan and create classroom instruction to address our writing weaknesses and increase disciplinary literacy. Instructional technologies in the classroom and technology labs must be upgraded to keep pace with advancements. Additionally, our school infrastructure has to be expanded to support new technologies.

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Building Block 1. Engaged Leadership

As stated in "The Why" (p. 148), administrative support is needed to ensure that the strategies and suggestions that the literacy coach (team) provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches (teams):

- (1) develop a literacy leadership team and vision which includes the literacy coach;
- (2) provide assistance in building trust with the faculty;
- (3) provide assistance in using time, managing projects, and documenting their work;
- (4) provide access to instructional materials;
- (5) provide access to professional learning; and
- (6) provide feedback to the coach (team).

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches (teams) to meet. Without that support, many of the literacy coach's (team's) efforts are ineffective.

While our school does not employ a literacy coach, we have a reading specialist available within the system. According to the Georgia Literacy Plan Needs Assessment, PLES's leadership team needs improvement in the area of accepting responsibility for literacy instruction across the content areas; 27% of those surveyed responded that PLES was "Emergent".

Enlisting the community at large also surfaced as an area of need, with only 63% responding that PLES is operational.

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

Based on the Georgia Literacy Plan Needs Assessment, 90% of Pine Log Elementary teachers believe administrators demonstrate commitment by the following:

1. participating in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS (The What, p. 1)
2. studying research-based guidelines strategies and resources for literacy instruction (The What, p. 1)
3. regularly monitors literacy instruction within his/her school (The What, p. 1)
4. schedules protected time for literacy and teacher collaboration (The What, p. 1)
5. Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning as well as to ensure consistent use of effective instructional practices. (The How, p. 20)

B. Action: Organize a Literacy Leadership Team

Based on the Georgia Literacy Plan Needs Assessment, 84% of teachers believe we are in the operational phase in executing a literacy leadership team.

1. The following members make up the literacy leadership team:
 - a. Administrators
 - b. Lead teachers from each grade level
 - c. Media Specialist
 - d. Title 1 teacher

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- e. To become fully operational, it is necessary to include representatives from the stakeholders for our school such as the middle and high school from our feeder plan. (NSDC 2001, para. 2)
2. Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results (The How, p. 21)
3. Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning (The How, p. 21)

To continue and expand upon the actions of the literacy leadership team, the administrator will continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS.

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

Based on the Georgia Literacy Plan Needs Assessment, 46% of teachers believe time and school personnel are fully operational and used effectively while 51% feel we are at the operational level by the following:

1. Research-based guidelines, strategies and resources for literacy instruction have been incorporated into all practices and instruction (The What, p. 1; The Why, p. 43, 68)
2. In grades K-3 students receive 90-120 minutes of literacy instruction across language arts and in content area classes. (The How, p.23, The Why, p. 68)
3. Protected time for collaborative planning teams within and across content areas are part of the school-wide calendar (The What, p.1)
4. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule (The How, p.23; The Why, p. 148)

To become fully operational, it will be necessary to include:

5. In grades 4-5 students receive two to four hours of literacy instruction across language arts and in content area classes. (The How, p.23, The Why, p. 68)
6. Time for intervention built into the school schedule for each day (The How, p. 23)
7. Instructional time for literacy leveraged by scheduling disciplinary literacy in all content areas (The 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

Based on the Georgia Literacy Plan Needs Assessment, 27% believe we are in the emergent phase in executing a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards.

To be fully operational, it will be necessary to:

1. Designing and implementing infrastructure to provide guidance and support for students and families (“The How,” p. 24)
2. Have faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area (“The How,” p. 24: “The Why,” p. 46-49, 154-155))
3. Use a walk-through and/or observation form is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas (“The How,” p.24; “The Why,” p.156-157))

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4. Utilize social media to promote the goals of literacy across the curriculum (The How, p. 24)

E. Action: Optimize literacy instruction across all content areas

Based on the Georgia Literacy Plan Needs Assessment, 65% of the teachers believe literacy instruction is optimized in all content areas by:

1. Create a plan to integrate literacy in all subjects as articulated within the CCGPS (The How, p. 26)
2. Ensure the use of researched based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks. (The Why, p. 48; The How, p 26)
3. Teachers identify exemplary samples of student work to model features of quality writing

To become fully operational, it will be necessary that:

1. Teachers adopt a common, systematic procedure for teaching academic vocabulary in all subjects (The How, p. 26; The Why, p. 131)
2. Writing becomes an integral part of every class every day (The How p. 26; The Why, p.87)
3. Teachers will participate in professional learning on the following (The How, p. 26; The Why, p.65-67; The What, p 6)
 - a. Incorporating the use of literary texts in content area (What, p.6)
 - b. Using informational text in English language arts classes (What, p.6)
 - c. Incorporating writing instruction (narrative, argument, and informational) in all subject areas (What, p.6)
 - d. Selecting text complexity that is appropriate to grade levels as required by CCGPS (What, p.6)
 - e. Selecting text complexity that is adjusted to the needs of individual students (What, p.6)
 - f. Instructing students in the following: (What, p. 6)
 - i. Conducting short research projects that use several sources
 - ii. Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
 - iii. Supporting opinions with reasons and information
 - iv. Determining author bias or point of view
4. Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, blogs, creating and drama) (The How, p 26) (What, p.6)

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.

Based on the Georgia Literacy Plan Needs Assessment, 63% of the teachers believe the community supports school and teacher through:

1. Academic successes are publically celebrated through traditional and online media. (The Why, p.51)

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To become fully operational, it will be necessary to develop:

2. Expand on the current role of the school council to emphasize literacy (The How, p. 28)
3. A community advisory board who will actively participate in developing and achieving literacy goals. Members will include governmental, civic, and business leaders, as well as parents, making the vision tangible and visible (The How, p.9)
4. A network of learning supports within the community that targets student improvement will be active (e.g., tutoring, mentoring, afterschool programming). (The How, p.
5. Social media will be utilized to communicate and promote the goals of literacy throughout the community at large. The Why, p. 57; The What, p 7)

Building Block 2: Continuity of Instruction

According to "The Why" (p. 41), Dole, Duffy, Roehler, and Pearson (1991) reported that reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers. However, it is important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002).

According to the GLP Needs Assessment, only 65% of those surveyed feel that PLES is fully operational in this area. Science and Social Studies data reflects these findings, as well.

Though motivation is listed as one of nine recommendations for improving instruction for adolescents, the Georgia Literacy Team has taken the stance that this is an area that requires unique focus. One recommendation is to take deliberate steps promote to relevancy in what students read and learn. To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school. (Biancarosa & Snow, 2004, pp. 16 & 22) (The Why, p. 51).

As in Building Block 1, the community component of this Block shows the area of greatest need. 49% of our staff feel that we do not address or are emergent in this area.

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

Based on the Georgia Literacy Plan Needs Assessment, 65% of teachers believe we are currently in the operational phase of using collaborative teams to ensure a consistent focus across the curriculum. Guidelines for team meetings: (The What, p. 7)

1. Cross- disciplinary teams for literacy instruction.
2. Protocols for team meetings
3. Team roles, protocols and expectations are clearly articulated.
4. Collaborative teams are assembled to address student achievement data to identify essential knowledge and skills based on the CCGPS

However, 37% of teachers believe we are at the emergent level of a consistent literary focus across the curriculum therefore, it is necessary to continue the following: (The What, p. 7)

5. Reading teachers in grades K-5 use core program that provide continuity and carefully articulated

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scope and sequence of skills that is integrated into a rich curriculum of literary informational texts (The How, p. 21)

6. Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects (The How, p. 11)
7. Design infrastructure for shared responsibility for development of literacy across the curriculum. (The Why, p. 46-49)
8. Schedule time for teams to meet for regular collaboration and examination of student data/work.
9. Ensure continued growth through professional learning by providing opportunities for staff to receive necessary support in becoming aquatinted with programs, materials strategies (The How, p. 20)

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

Based on the Georgia Literacy Plan Needs Assessment, 86% of teachers believe literacy instruction is provided across the curriculum. PLES offers a core program in K-3 and utilizes the self contained classroom model which provides literacy instruction across the curriculum. However, PLES should expand on the following across all grade levels:

1. Providing awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects. (The How, p. 11)
2. Identifying the literacy concepts and skills students need to meet expectations in CCGPS across grade levels (The How, p. 11)
3. Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.
4. Use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (The Why, p. 157)
5. All types of literacy will be infused into all content areas throughout the day (e.g., print, non- print, online, blogs). (The Why, p. 57, The What, p. 7)

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

Because only 50% of teaches believe agencies and organizations support literacy (Georgia Literacy Plan Needs Assessment), it is necessary to expand upon the following:

1. Avenues of communication (both virtual and face-to-face) active with key personnel in out-of-school organizations and governmental agencies that support students and families (The How, p. 13)
2. Although we utilize print in decimating information to our stakeholders, PLES needs to expand by using technologies to more creatively and effectively support stakeholder engagement, i.e., blogs, electronic newsletters. The Why, p.57) (The How, p. 13)
3. Expand upon our local capacity to support students and families in need (The How, p. 13)
4. Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance) (the How, p. 13)
5. Continue to foster relationships/networks among feeder school patterns (The How, p. 33)

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Building Block 3. Ongoing formative and summative assessments

(The Why, p. 120-121) 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:

1. Make data part of an ongoing cycle of instructional improvement (The What, p. 9)
2. Teach students to examine their own data and set learning goals (The What, p. 9)

Administrative recommendations:

3. Establish a clear vision for school-wide data use (The What, p. 9)
4. Provide supports that foster a data-driven culture within the school (The What, p. 9)
5. Develop and maintain a district-wide data system (The What, p. 9)

While several universal assessments are in place within the district and school, only 76% of PLES's surveyed staff felt that we are operational in this area. Therefore, it is identified as an area of need.

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

Based on the Georgia Literacy Plan Needs Assessment, 98% of teachers believe there is an established infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

Currently PLES has the following in place:

1. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling (The What, p. 8)
2. Common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay) (The What, p. 8)
3. Assessment and intervention materials aligned with students' needs are available and personnel trained (The What, p. 8)
4. A data collection plan for storing, analyzing, and disseminating assessment results is in place (The Why, p. 96)
5. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed (The Why, p. 96)

Expansion is needed in the following area:

1. Upgrade technology to support assessment administration and dissemination of results (The How, p. 34)
2. Continue to purchase assessment intervention materials to align with students needs (The How, p. 34)

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

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Based on the Georgia Literacy Plan Needs Assessment, 76% of the teachers believe there is an operational system on ongoing assessments because of the following: The Why, p. 94-122

The following are currently in place:

1. The instructional levels of all students are screened and progress monitored with evidence-based tools (The What, p. 8)
2. Commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, essay), are used across classrooms to identify classrooms needing support (The What, p. 8)
3. Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
4. A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible (The How, p. 36)
5. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework (The How, p. 36)

To become fully operational, it is necessary to incorporate:

6. Technology infrastructure adequate to support administration and storage of assessments as well as the dissemination of results (The How, p. 36)
7. Intervention materials aligned with students' needs and professional development for teachers. (The How, p. 36) Supplemental materials with core reading program are needed.

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

Based on the Georgia Literacy Plan Needs Assessment, 42% (fully operational) and 57% (operational) of teachers believe problems found in screenings are further analyzed with diagnostic assessment. (The Why, p. 39) The following are currently in place however, expansion in this area is needed to become fully operational.

1. Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. (The What, p. 9)
2. Establish or set protocols for team meetings. (the How, p. 39)
3. Train teachers to use the decision making protocol to identify students' instructional needs. (the How, p. 39)
4. Recognize and celebrate individual student's improvements toward reaching literacy goals. (The How, p.37)
5. Use technology to differentiate learning within content areas (e.g., Use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading). (The How, p. 37)

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

Based on the Georgia Literacy Plan Needs Assessment, 60% (fully operational) and 29% (operational) of teachers believe that summative data is used to make programming decisions as well as monitor individual student progress. Although the data shows 89%, PLES believes it is necessary to

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implement and expand upon the following:

1. 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. Those assessments are (The How, p. 38):
 - a. Criterion Reference Competency Test (CRCT) in grades 3, 4 and 5
 - b. Criterion Reference Competency Test-Modified (CRCT-M) for students with disabilities
 - c. Georgia Alternate Assessment (GAA) for students with disabilities
2. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments (The How, p. 38)
3. During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students (The How, p. 38)
4. Data is disaggregated to ensure the progress of subgroups (The How, p. 38)
5. Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses (The How, p. 38)

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

Based on the Georgia Literacy Plan Needs Assessment, 81% of teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed at the operational level. It is necessary to continue and expand upon the following:

1. Develop protocol for making decisions to identify the instructional needs of students (The How, p. 39)
2. An adequate storage and retrieval system that is used and understood by all appropriate staff members. (The How, p. 39)
3. Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers. (The How, p. 39)
4. Using online options provide teachers with the training and time to analyze data to determine the need for intervention. (The How, p. 39)

Building Block 4. Best Practices in Literacy Instruction

This block was rated highly overall by PLES staff. *However, 30% did not feel we were operational in the area of writing instruction across the curriculum.* 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. (The Why, p. 45).

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

Based on the Georgia Literacy Plan Needs Assessment, 96% of teachers believe that all students receive direct, explicit instruction in reading because: (The Why, p. 41-59)

1. A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts ("The How," p. 40)
2. Student data is examined regularly to identify areas of instruction with greatest needs (e.g.

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phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement) (“The How,” p. 40)

3. Administration conducts classroom observations to gauge current practice in literacy instruction (“The How,” p. 40)
4. Daily literacy block in K-3 includes the following for ALL student
 - Whole group which includes explicit instruction in word identification, vocabulary, and comprehension
 - Small groups for differentiation

To reach a fully operational level, this should be provided:

5. Professional learning on the tenets of explicit instruction (“The How,” p. 40)
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Guided and independent practice with feedback
 - Differentiated instruction

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

Based on the Georgia Literacy Plan Needs Assessment, 70% of teachers believe that all students receive effective writing instruction across the curriculum. Despite that 70% of teachers believe we are operational in the teaching of writing, the following should be incorporated to meet the new requirements of the CCGPS:

1. A coordinated plan developed for writing instruction across all subject areas that includes (The Why, p. 151; The What, p. 10)
 - a. Explicit instruction
 - b. Guided practice
 - c. Independent practice
2. All subject area teachers participate in professional learning on best practices in writing instruction in all content areas (The Why, p. 151; The What, p. 10)
3. A plan that describes how technology will be used for production, publishing and communication across the curriculum. (The How, p. 42)
4. Develop or identify programs, protocol, and/or materials necessary to implement the plan at each level (The How, p. 42)

C. Extended time for literacy instruction.

Based on the Georgia Literacy Plan Needs Assessment, 65% of teachers believe that extended time is provided for literacy at an operational level.

1. A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-5 for all students in self contained classrooms. (The Why, p. 52; The What, p. 10)
2. Students in grades 4-5 receive 90 minutes of literacy instruction in language arts and in content area on a daily basis. (The Why, p. 52)
3. Teacher teams, which are interdisciplinary teams, meet regularly to discuss students and align

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instruction. (The Why, p. 67)

To reach a fully operational level, this should be provided:

1. Students in grades 4-5 receive two to four hours of literacy instruction in language arts and in content area on a daily basis. (The Why, p. 52)
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area. (The Why, p. 66)
3. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics. (The Why, p. 66)
4. Intensive writing, including instruction connected to the kinds of writing tasks students will have to meet standards on the CCGPS. (The Why, p. 67)
5. A technology component, which includes technology as a tool for and a topic of literacy instruction.
6. Professional learning that is both long term and ongoing. (The Why, p. 67)

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

Based on the Georgia Literacy Plan Needs Assessment, 89% of teachers believe that teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school at an operational level.

1. Provide student with opportunities to self-select reading material and topics for research (What, p. 11)
2. Increase access to texts that students consider engaging (the What, p. 11)
3. Students are provided increasing opportunities for collaborating with peers in the learning process. (The How, p. 41; The Why, p.54)
4. The creative use of technology within the learning process to promote engagement and relevance. (The How, p. 41; The Why, p. 53,54)

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

“Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students resulting in an effective learning environment” (Why p. 123). Even with the best of learning opportunities, learning gaps occur resulting in the need for additional help or interventions. “Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum” (Why p. 123). Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback.

Based on the GLPNA, PLES staff rated the school mostly operational within this building block. However, 30% felt that Tier 2 needs-based interventions being provided for targeted students were only at the emergent level. “The Why”(p. 126) states that Tier 2 Interventions 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. 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. Teachers implementing best practices support the RTI pyramid tiers 1 and 2 because the focus is on all students accessing the Georgia Performance Standard and the Common Core Georgia Performance Standards by 2014. The standards are essential to Georgia’s literacy initiatives and support the state’s definition of literacy (“The Why”, p.131).

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

Based on the Georgia Literacy Plans Needs Assessment, 59% of teachers believe that a clearly articulated strategy for using data to improve teaching and learning is followed at an operational level. In addition, 39% of teachers feel that information developed from the school-based data teams is used to inform the RTI process.

1. Develop protocols for identifying students and matching them to appropriate interventions (The How, p. 43)
2. Develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to interventions (The How, p. 43).
3. Schedule grade-level data-analysis team meetings (The How, p. 43).
4. Monitor results of formative assessment to ensure students are progressing. (The How, p.43)

We note the following areas of concern in using information from school-based data teams to inform the RTI process:

1. Although we currently have protocols for identifying students and matching them with appropriate interventions, we see the need for additional literacy interventions in content areas. (The How, p.43)
2. Analyze data for individuals to identify students in need of interventions according to

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established protocols. Access to additional technology would enable us to do this more effectively. (The 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)

Based on the Georgia Literacy Plan Needs Assessment, 93% of teachers at Pine Log Elementary feel that Tier 1 instruction based upon the CCGPS in grades K-5 is provided to all students in all classrooms at a minimum of an operational level.

In providing T1 instruction based upon the CCGPS, we currently:

1. Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading and writing). (“The How,” p. 43)
2. Provide professional learning on GaDOE, Aimsweb, CCGPS, etc. (“The How,” p. 44)

Although we do the following to some degree, we see the need to improve the implementation and fidelity as we:

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. (The How, p. 43) Although common planning time occurs daily, we need to increase the focus on literacy instruction in social studies, science and math.
2. Support teachers’ effective use of time through use of technology during each stage of the process. (The How, p. 44)

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

Based on the Georgia Literacy Plan Needs Assessment, 36% of teachers feel that Tier 2 needs-based interventions are provided for target students. PLES ensures that Tier 2 needs are met in the following ways:

Currently doing with need to expand.

1. Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
 - Differentiating instruction (The How, p. 45)
2. Monitor effectiveness of standard intervention protocols in place for students based on universal screening, progress monitoring, and benchmark data. (The How, p. 45).

Based on the Georgia Literacy Plan needs assessment, 27% of teachers feel there are significant concerns in the area of Tier 2 needs-base interventions:

1. Provide sufficient resources (time, training, cost, materials and implementation of interventions). (The How, p 45)
2. Ensure that teaches consistently provide research-validated interventions designed to meet individual student’s needs. (The How, p. 45)

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3. Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions. (The How, p. 45)
4. Ensure effectiveness of interventions by
 - Building sufficient blocks of time into the daily schedule
 - Providing space conducive to learning

Ensuring that they are provided by competent, well trained teachers (The How, p. 46)

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

Based on the Georgia Literacy Plans Needs Assessment, 81% of teachers feel that we ensure that SST and data teams monitor progress jointly. The remaining 19% see this as an emerging practice. Our SST and data teams monitor Tier 3 students progress in the following ways:

Currently doing need to expand.

1. T3 SST/ data teams meet to discuss students progress based on intervention (The What, p.12)
2. SST data team meets to discuss students that fail to make progress (The What, p. 12)
3. Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with 4 data points are required prior to referral for special education if a specific learning disability is suspected.) (The How, p. 46)

We see the following areas of concern in ensuring that the SST and data teams work together to monitor student progress:

1. Interventions are delivered 1:1 – 1:3 (The How, p. 46)
2. Ensure that T3 includes proven interventions that address behavior. (The How, p.46)
3. Tier 3 SST/data teams meet at least once a month to discuss student progress based on daily interventions. (The How, p. 46)

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

Based on the Georgia Literacy Plans Needs Assessment, 94% of teachers perceive that we implement specially-designed learning through specialized programs, methodologies, or strategies based upon student's inability to access the CCGPS at the operational level.

Currently our school provides special instruction for Tier 4 students in the following ways:

1. Least restrictive environment (The What, p. 12)
2. Building and system administrators are familiar with funding formulas (The What, p. 13)
3. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (The What, p. 13)

We see the following as areas of concern in implementing specially-designed learning for T4 students:

1. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with the delivery of CCGPS even in separate settings. (The How, p. 47)

Building Block 6. Improved Instruction through Professional Learning

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning.

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Effective professional learning is linked to higher student achievement. In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, *Adolescent Literacy Reform*, 2006, p. 7) stated:

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every \$500 directed toward various schools improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996). (The Why, p. 141)

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

Based on the Georgia Literacy Plans Needs Assessment, 93% of teachers perceive that pre-service education prepares new teachers for all the challenges of the classroom.

1. Prepare and train teachers to include disciplinary literacy within the content areas (The How, p. 48)
2. Monitor and support the integrations of disciplinary literacy (The How, p. 48)
3. Ensure mentoring teachers are fully trained in providing instruction in disciplinary literacy (The How, p. 48)

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

Based on the Georgia Literacy Plans Needs Assessment, 72%% of teachers perceive that in-service personnel participate in ongoing professional learning at an operational level.

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (The What, p. 13; The Why, p. 141, 156)
2. Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning (The What, p. 13; The Why, p. 149)

To increase the number of teachers believing professional development is operational, the following are necessary:

1. 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 (The How, p. 18; The Why, p. 149)
2. Teachers participate in ongoing professional learning on the use of the core program (The How, p. 18; The Why, p. 143)
3. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation (The How, p. 18; The Why, p. 144).
4. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy (The How, p. 18; The Why, p. 122-123).
5. Some or all of the following personnel participate in all professional learning opportunities (The What, p. 13; The Why, p. 140-154):
 - a. Paraprofessionals
 - b. Support staff

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- c. Interventionists
- d. Substitute teachers
- e. Pre-service teachers working at the school
- f. Administrators
- g. All faculty

Needs Assessment, Concerns, and Root Cause Analysis

Two needs assessments were used: GLPNA for Literacy K-12 and BCSS PET-R survey. These tools identify elements and concerns in BCSS's literacy program. There are seven categories: goals and objectives, assessment, instructional practices, instructional time, differentiated instruction, administration, and professional development. Fifty staff members completed the survey.

Needs assessments were distributed to all staff. All staff completed and returned them to the Literacy Team within the designated time frame. The needs assessment results were analyzed by the Literacy Team and discussed at the concurrent staff meeting. Areas of agreement and disagreement were evident. The PET-R was completed using Survey Monkey and results analyzed by the Rollins Center data evaluation specialist.

98% of classroom teachers and 100% of special education teachers, special area teachers, media specialist and support personnel participated in both surveys.

Concerns & Root Cause Analysis

The following table identifies areas of concern as it relates to research-based practices found in the "What" document. Each is aligned to root causes and what we have/have not done to address the concerns.

Data for the past three years on the GA CRCT indicates areas for improvement are within science and social studies across all grade levels and student subgroups. A higher percentage of students with disabilities and our economically disadvantaged students fail to meet standards in all content areas.

Historical data for the past three years indicate our students with disabilities continue to struggle in the area of writing. Focus in this area is needed. Of course we still need to increase our students writing test success and move all students into the "exceeds" category.

According to DIBELS, a significant number of students exit grade levels below benchmark. With the exception of Kindergarten, all grades have a failing score and a significant need is shown by this data.

Research is aligned to concerns related to researched based practices in what we have not done.

Area of Concern	Root Causes	What We Have Done	What We Have Not Done
Engaged leadership	Redelivery of PL (currently only available for 1-2 teachers)	<ul style="list-style-type: none"> • Shared literacy vision and goal with staff. • Monthly literacy/leadership meetings. • School Council meetings quarterly. • 40 minute intervention sessions. • Protected literacy schedule (K-3) 	<ul style="list-style-type: none"> • Include representatives from the stakeholders such as the middle and high school pod (NSDC 2001, para.2) • Rewrite/refocus SIP goals, objectives (The How, p.21) • Use achievement data to meet individual teacher needs through follow-up assistance and PL (The How, p.21) • In grades 4-5 students receive 2-4 hours of literacy instruction across in content area classes. (The How, p.23, The Why, p.68) • Intervention time built into the schedule daily (The How, p.23) • Instructional time for literacy leveraged by scheduling disciplinary literacy (The How, p.23) • Designing and implementing infrastructure to provide guidance and support for students and families (The How, p.24) • Staff participate in targeted, sustained PL on disciplinary literacy strategies (The How, p.24; The Why, p.46-49,154-155)) • A walk-through and/or observation form is used to ensure consistency of disciplinary literacy (The How, p.24; The Why, p.156-157)) • Utilize social media to promote the goals of literacy (The How, p.24) • Teachers adopt a common, systematic procedure for teaching academic vocabulary in all subjects (The How, p.26; The Why, p.131)

			<ul style="list-style-type: none"> • Writing becomes an integral part of every class every day (The How p.26; The Why, p.87) • Teachers will participate in professional learning in needed areas (The How, p.26; The Why, p.65-67; The What, p.6) • Expand meaningful opportunities for students to write, speak, and listen (The How, p.26)
<p>Continuity of Instruction</p>	<p>PLES achieved a 96% in reading in 2012 in grades 3-5. However, literacy needs to be shared within the content subjects e.g. Social Studies and Science classes.</p> <p>Insufficient technology, hardware, and software to access materials, instructional support, etc. and to expand communication with all stakeholders.</p>	<ul style="list-style-type: none"> • Common planning time among grade levels. • Vertical team meetings (K-2), (3-5) • Shared vision and goals for literacy with staff. • Team roles, protocols, and expectations clearly articulated • Support student and families in need. • Focus on social issues that prevent students from learning 	<ul style="list-style-type: none"> • Reading teachers in grades K-5 use core program that provide continuity and carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary informational texts. • Specific, measurable student goals aligned with grade-level expectations are shared by teachers in all subjects • Design infrastructure for shared responsibility for development of literacy across the curriculum. (The Why,p.46-49) • Providing awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects. • All types of literacy will be infused into all content areas throughout the day (e.g., print, non- print, online, blogs, wikis, and social media). (The Why, p.57, The What, p.7) • Coach, model, co-teach, observe, and give feedback to teachers using videos and social media where possible on the use of literacy strategies. • Expand upon local capacity to support students and families in need

<p>Ongoing Formative and Summative Assessments</p>	<p>Various assessments are administered; however, data is not utilized to the fullest extent by teachers.</p> <p>Alternative interventions are needed when initial interventions do not work.</p> <p>Teachers view interventions as a solution rather than part of the problem solving process</p>	<ul style="list-style-type: none"> • Effective screening, progress monitoring, and diagnostic tools have been selected to assess student achievement levels. • Instructional levels are screened and progress monitored with evidence-based tools. • Student data and levels are utilized to plan classroom instruction and interventions. 	<ul style="list-style-type: none"> • Upgrade technology to support assessment administration and dissemination of results (The How, p.34) • Continue to purchase assessment intervention materials to align with needs (The How, p.34) • Intervention materials aligned with students' needs and professional development for teachers. (The How, p.36) Supplemental materials with core reading program are needed. • Use technology to differentiate learning within content areas (e.g., Use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading). (The How, p.37)
<p>Best Practices in Literacy</p>	<p>All teachers K-5 haven't had access to a complete core reading program.</p>	<ul style="list-style-type: none"> • Using some technology lessons but expand technology lessons to all areas. • Data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement) • Daily literacy block K-3 includes the following 	<ul style="list-style-type: none"> • Technology is used for instructional purposes but needs to be expanded to application for all students. • Daily literacy block in 4-5 includes the following for ALL students: Whole group including explicit instruction in word identification, vocabulary, and comprehension; Small groups for differentiation • PL on the tenets of explicit instruction (The How, p.40) • All teachers participate in PL on best practices in writing instruction in all content areas (The Why, p.151; The What, p.10) • A technology plan that describes

		<p>for ALL students: Whole group including explicit instruction in word identification, vocabulary, and comprehension; Small groups for differentiation</p>	<p>production, publishing and communication across the curriculum. (The How, p.42)</p> <ul style="list-style-type: none"> • Develop or identify programs, protocol, and/or materials necessary to implement the plan at each level (The How, p.42)
<p>System of Tiered Intervention (RTI) for All Students</p>	<p>Supplemental materials and training for interventions has not been fully developed.</p> <p>Insufficient training in literacy skills for content area teachers</p> <p>Insufficient funds for professional development and redelivery</p>	<ul style="list-style-type: none"> • Collect and analyze data • During grade level meetings, tiered students' progress is discussed and intervention plans are designed. • Review progress monitoring data for at-risk students • Provide least restrictive environment. • Student goal setting for improvement and achievement 	<ul style="list-style-type: none"> • Provide sufficient resources (time, training, cost, materials and implementation of interventions). (The How, p.45) • Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs. (The How, p.45) • Use technology to track and ensure the movement of students between T1 and T2 based on RTI. (The How, p.45) • Ensure effectiveness of interventions by building sufficient schedule with daily blocks of time • Interventions are delivered 1:1-1:3 (The How, p.46) • Ensure that T3 includes proven behavior interventions. (The How, p.46) • Tier 3 SST/data teams meet at least monthly to discuss student progress based on daily interventions. (The How, p.46)

<p>Improved Instruction through Professional Learning</p>	<p>Insufficient time and funds for PL and redelivery</p> <p>Insufficient training in literacy skills for content area teachers</p>	<ul style="list-style-type: none"> • Redelivery to staff of PL pertaining to literacy strategies to improve instruction. • Grade level discussion of strategies and activities from PL that improve student achievement. • Teachers' instruction is monitored through classroom observations and walkthroughs 	<ul style="list-style-type: none"> • Teachers participate in PL in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations (The How, p.18; The Why, p.149) • Teachers participate in ongoing PL on the use of the core program (The How, p.18; The Why, p.143) • Interventionists receive program-specific training before the beginning of the year to prepare teachers and staff for implementation (The How, p.18; The Why, p.144). • Administrators, faculty, and staff have received training in administering, analyzing and interpreting assessment results in terms of literacy (The How, p.18; The Why, p.122-123).
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Analysis and Identification of Student and Teacher Data

The following tables reflect data for the past three years on the GA CRCT. The data indicates areas that need improvement are within science and social studies literacy.

2012 CRCT

3rd -5th Grade	(DNM) ELA	(DNM) Reading	(DNM) Science	(DNM) Social Studies
All Students	6.5%	4.5%	21%	27%
Black	0%	0%	0%	0%
Two or more races	0%	0%	0%	66.7%
Hispanic	0%	0%	11.1%	11.1%
White	6.9%	4.2%	21.5%	27.6%
SWD	19.2%	11.5%	50%	50%
ELL	0%	0%	33.3%	33.3%
ED (3 rd -5 th)	8.9%	4.8%	25%	35.9%

The table above indicates the achievement gap lies in the area of science and social studies for all students while students with disabilities struggle across all subject areas.

2011 CRCT

3rd -5th Grade	(DNM) ELA	(DNM) Reading	(DNM) Science	(DNM) Social Studies
All Students	7.5%	11.8%	24%	28.4%
Black	0%	33.3%	33.3%	33.3%
Two or more races	0%	0%	0%	50%
Hispanic	0%	0%	33.3%	16.7%
White	8%	7.8%	24.1%	28.6%
SWD	23.8%	33.3%	48%	50%
ELL	0%	25%	50%	25%
ED (3 rd -5 th)	8.4%	12%	28.9%	32%

The table above indicates the achievement gap lies in the areas of reading, science and social studies. A higher percentage of students with disabilities and our economically disadvantaged students fail to meet standards in all content areas.

2010 CRCT

3 rd -5 th Grade	(DNM) ELA	(DNM) Reading	(DNM) Science	(DNM) Social Studies
All Students	10.6%	8%	16%	24%
Black	0%	0%	0%	0%
Two or more races	0%	0%	0%	33.3%
Hispanic	7.7%	0%	14.3%	14.3%
White	12.7%	8.9%	16.6%	27.6%
SWD	36.8%	26.2%	30%	47.5%
ELL	20%	0%	100%	100%
ED (3 rd -5 th)	15.6%	11.1%	22%	28.3%

The table above indicates many needs for improvement. All students as well as subgroups failed to meet the standards for content areas by the reflected percentages.

GA Writing Test 2012-2010

	2012	2012	2012
	DNM	M	EX
All Students	13%	84%	3%
Black	0%	0%	0%
Hispanic	0%	1%	1%
White	13%	85%	2%
SWD	25%	75%	0%

	2011	2011	2011
	DNM	M	EX
All Students	30%	65%	5%
Black	0%	0%	0%
Hispanic	0%	0%	0%
White	31%	65%	4%
SWD	73%	27%	0%

Bartow County School System: Pine Log Elementary School

	2010 DNM	2010 M	2010 EX
All Students	22%	73%	5%
Black	0%	0%	0%
Hispanic	0%	1%	1%
White	24%	71%	6%
SWD	54%	46%	0%

The tables above show historical data for the past three years and indicate our students with disabilities continue to struggle in this area. Focus in the area of writing is greatly needed. Of course we still need to increase our students writing test success and move all students into the exceeds category.

CRCT Lexile Measures vs. SRI Lexile Measures

5 th Grade Students	Below Basic (BR-600)	Basic (601-850)	Proficient (851-1000)	Advanced (1001-1700+)
CRCT	2%	20%	41%	37%
SRI	4%	43%	35%	18%

The CRCT is not vertically equated; separate linking equations are derived for each grade level.

Bartow County School System: Pine Log Elementary School

Feeder school pattern Lexile level upon entering 6th Grade. (Data from Adairsville Middle School SRI test)

Grade Level/# of Students	Below Basic Lexile Level-# of Students/% of Students	Basic Lexile Level-# of Students/% of Students	Proficient Lexile Level-# of Students/% of Students	Advanced Lexile Level-# of Students/% of Students
6 th Grade-218	(BR-600) 33/15%	(601-850) 85/39%	(851-1000)62/28%	(1001-1700+) 38/17%
7 th Grade-283	(BR-700) 46/16%	(701-950) 100/35%	(951-1100)61/22%	(1101 -1700+) 76/27%
8 th Grade-254	(BR-800) 39/15%	(801-1050) 87/34%	(1051-1200) 62/24%	(1201 -1700+) 66/26%
Total-755	118/16%	272/36%	185/25%	180/24%

Summary of Effectiveness by School - DIBELS Next

School: Pine Log Elementary

Date: 2011-2012

Step: End

	Intensive	Strategic	Core
	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Kindergarten	8.2%	14.8%	77%
1st Grade	36.2%	19%	44.8%
2nd Grade	21.6%	21.6%	56.9%
3rd Grade	17.6%	17.6%	64.9%
4th Grade	15.8%	21.1%	63.2%
5th Grade	14.8%	37%	48.1%

A significant number of students exit grade levels below benchmark. With the exception of Kindergarten, all grades have a failing score and a significant need is shown by this data.

Teacher Retention 2009-2012

	2012	2011	2010	2009
Pine Log Elementary	98%	100%	100%	100%

Goals and Objectives

Goals	Objectives
Goal 1: Integrate literacy comprehension strategies and skill instruction in content areas.	<ul style="list-style-type: none"> • Provide 2-4 hours of literacy instruction across in content area classes for grades 4-5 and continue to provide tiered instruction in grades K-3. • Provide instructional time for literacy by scheduling disciplinary literacy(The What, p.23) • Provide reading teachers in grades K-5 a complete core integrated curriculum of literary and informational texts. • PL on the tenets of explicit instruction and UDL(The What, p. 40) • Provide sessions for faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects. • Provide 21st Century technology resources across all grade levels • Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards(The What, p.42)
Develop a writing plan consistent with the CCGPS.	<ul style="list-style-type: none"> • Provide meaningful opportunities for students to write, speak, and listen(The What, p 26) • Writing becomes an integral part of every class (The What p. 26; The Why, p.87) • Provide a writing plan consistent with the CCGPS • Plan and provide PL on direct,

	<p>explicit strategies to build students' vocabulary, comprehension, and writing skills within each subject area(The How, p.40)</p>
<p>Increase teacher understanding of how to select and implement RTI interventions aligned to student needs.</p>	<ul style="list-style-type: none"> • Provide sufficient resources (time, training, cost, materials and implementation of RTI)(The What, p 45) • Ensure effectiveness of RTI (Tier 2 interventions by building blocks of time into the daily schedule • Develop protocols for identifying students and matching them to appropriate interventions.(The What, p. 43)
<p>Develop a plan to utilize assessments more effectively to achieve instructional goals.</p>	<ul style="list-style-type: none"> • Use system-developed classroom based formative assessments to gauge students' progress toward mastery of CCGPS. (The What, p.43-44) • Establish protocols for team meetings and schedule grade level data analysis teams to examine student data(The How, p.40) • Use benchmark assessments in science and social studies. (The What, p.8)

<p>Increase student and teacher access to multiple modes of text via technological sources.</p>	<ul style="list-style-type: none"> • Provide technology to differentiate learning within content areas.(The What, p.37) • Provide hardware and software to access materials, instructional support, etc. and to expand communication with all stakeholders. • Expand hardware, software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21st century.(The How, p. 42)
<p>Increase rigor across the curriculum and improve students' ability to think independently and critically</p>	<ul style="list-style-type: none"> • Provide a plan that describes how technology will be used for production, publishing and communication across the curriculum. (The What, p. 42) • Provide and expand technology lessons to incorporate disciplinary literacy to increase rigor and students ability to think independently and critically.

Bartow County School System: Pine Log Elementary School

Professional Learning Program 2011-2012	Hours	% of staff Attended
Collaborative Planning and Assessment development	10 hours ongoing	100%
Traits of Writing	8 hours	1%
Vertical Teaming training with Georgia Evans	72 hours	24%
Math Workshop Training	40 hours	32%
Depth of Knowledge Training	40 hours	16%
CCGPS Standards Training	8 hours on going	6%
Webinars were viewed to learn about the CCGPS in English Language Arts and Math	3 hours as available	85%
Thinking Maps training	40 hours	1%
Math Workshop Model Training	40 hours	32%
OWL Training	8 hours	1%
Curriculum Planning in Math, Language Arts, Reading, Social Studies and Science	320 hours on going	12%
Power Writing	40 hours	16%
DIBELS Next	16 hours on going	5%
AIMSWeb Training	1 hour as needed	32%
ESOL Training	1 hour	90%

PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES AND SUPPORT

Goal 1: Integrate literacy comprehension strategies and skill instruction in content areas.

Need: Continuity of Instruction

Extended time for literacy, anywhere from two to four hours, should occur within a comprehensive and coordinated program which is interdisciplinary and interdepartmental (4th and 5th grade). (Why, p.67) Students 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) This will require extensive teacher training and additional nonfiction texts at different Lexile levels that support the content standards in science and social studies.

Objectives:

- Provide 2-4 hours of literacy instruction across language arts and in content area classes for grades 4-5 and continue to provide 90 minutes of tiered instruction in grades K-3.(Why, p.67)

Kindergarten Schedule:

8:00-10:20 – Reading
10:20-10:40 – Calendar Math
10:40-11:26 – Lunch
11:26-1:10 – Math
1:10-1:30 - Recess
1:30-2:10- Special Areas
2:10-2:25- Read Alouds

First Grade Schedule:

8:00-8:45- Intervention
8:45-10:45-Reading
10:45-11:00- Calendar Math
11:00-11:46- Lunch
11:46-12:20- Math
12:20-12:40 -Recess
12:45-1:30- Special Areas
1:30-2:10- Math
2:10-2:25-Read Alouds

Second Grade Schedule:

8:00-8:45 – Intervention
8:45-9:30 – Math
9:30-10:15 – Special Areas
10:15-11:00 – Math

11:00-11:20 – Recess
11:20- 12:02 – Lunch
12:05 – 2:10 – Reading
2:10 – 2:25 – Read Alouds

Third Grade Schedule:

8:00-8:45- Intervention
8:45- 9:30 – Special Areas
9:30-11:30 – Reading
11:40-12:30 – Lunch
12:30—2:00 - Math
2:00 –2:15 - Recess
2:15-2:25 - Read Alouds

Fourth Grade Schedule:

8:00-8:45- Intervention
8:45-9:55 – BLOCK 1
9:55-11:05 – BLOCK 2
11:10-11:55–Special Areas
12:00-12:42 - Lunch
12:45-1:55- BLOCK 3
2:00-2:20- Recess
2:20-2:38- Read Alouds

Fifth Grade Schedule:

8:00-8:45- Intervention
8:45-9:55 – BLOCK 1
9:55-10:25 – BLOCK 2
10:25–11:10 Special Areas
11:10-12:00- Continue BLOCK 2
12:10-12:50 - Lunch
12:50-2:00- BLOCK 3
2:00-2:20- Recess
2:20-2:38- Read Alouds

Objectives:

- Provide instructional time for literacy by scheduling disciplinary literacy in all content areas. (Why, p.67)
- Provide reading teachers in grades K-5 workshop kits to supplement the current core program (Why, p.86)

- Provide professional learning on the tenets of explicit instruction, UDL and (Why, p.40)
 - all teachers, media specialists, and administrators to become competent advocates of promoting literacy (Why, p.31)
- Provide PL for entire faculty to learn about CCGPS for literacy in social studies, science, and technical subjects. (What, p.6)
- Provide 21st Century technology resources in all grades. (What, p.10)
- Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards.(What, p.10; Why, p.86)

Goal 2: Develop a writing plan consistent with the CCGPS

Need: Writing across the curriculum

According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing in the workplace, are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease. (Why, p.27) With the fast pace of today's electronic communications one may think that the value of fundamental writing skills has diminished. Actually, the need to communicate clearly has never been more important than in today's technology driven global economy.

Objectives:

- Provide meaningful opportunities for students to write, speak, and listen (Why, p 53)
- Writing becomes an integral part of every class every day. (Why, p.87)
- Provide a writing plan consistent with the CCGPS. (What, p.87)
- Plan and provide PL on strategies to build students' vocabulary, comprehension, and writing skills within each subject area.(What, p.6)

Goal 3: Increase teacher understanding of how to select and implement RTI interventions aligned to student needs.

Need: Ensure that teachers consistently provide research-validated interventions designed to meet students' individual needs (How, p.45)

Intervention refers to strategic techniques that are based on student needs and usually supplements the general curriculum. Intervention strategies are systematic compilations or well researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007).

Objectives:

- Provide sufficient resources (time, training, cost, materials and implementation of RTI interventions). (What, p.11, Why, p. 132)
- Ensure effectiveness of RTI (Tier 2) interventions by building sufficient blocks of time into the schedule. (What, p.11)
- Develop protocols for identifying students and matching them to appropriate interventions.(Why, p.130)
- Ensure that Tier 3 includes proven interventions that address behavior. (Why, p.126)
- Provide intervention/supplemental materials aligned with student needs. (Why, p. 124)

Goal 4: Develop a plan to utilize assessments more effectively to achieve instructional goals.

Need: Ongoing Formative and Summative Assessments to drive instruction

The “how to instruct” must be embedded in sound professional learning 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 (CCGPS by 2014). (Why, p.98)

Objectives:

- Use system-developed classroom based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS. (What, p.10)
- Establish protocols for team meetings and schedule grade level data analysis teams to examine student data to identify areas of instruction.(What, p.11)
- Use shared benchmark assessments in science and social studies. (What, p.8)

Goal 5: Increase student and teacher access to multiple modes of text via technological sources.

Need: Technology plan that describes production, publishing, and communication across the curriculum (What, p.11)

To prepare all students for increased academic achievement in a technological society, our plan must include 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity. (Why, p.51)

Objectives:

- Provide technology to differentiate learning within content areas (support students whose disabilities may preclude them from acquiring information through reading). (What, p.11)
- Provide hardware and software to access materials, instructional support, etc. and to expand communication with all stakeholders. (Why, p. 32)
- Expand hardware, software, and professional learning to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21st century.(Why, p.67)

Goal 6: Increase rigor across the curriculum and improve students’ ability to think independently and critically:

Need: Use technology to differentiate learning within content areas (Why, p.56-57)

Because students today demonstrate an expertise in navigating routine school literacy tasks, there is a need to involve them in higher level thinking about what they read and write. Effective strategies include participatory approaches that actively engage students in their own learning and treat texts as tools for learning rather than as repositories of information to be memorized. (Why, p.52)

Objectives:

- Provide a plan that describes how technology will be used for production, publishing and communication across the curriculum. (What, p.42)
- Provide and expand technology to incorporate disciplinary literacy to increase rigor and students’ ability to think independently and critically. (Why, p. 57)

Goal	Measurement		SRCL	Title I	Additional Funding*
Integrate literacy comprehension in all content areas	Formative- (Benchmarks in all subjects, CRCT) Summative- GA Writing Tests, Writing Prompts (3x annually), CCGPS performance based rubrics,	Resources to implement Literacy Plan including student engagement	21 st Century Technology Flip cameras Leveled texts Non-fiction texts aligned to science and social studies (CCGPS) Workshop kits to support core	Interactive projectors Classroom computers Site Licenses Print Material (consumables to support core programs)	Guest authors (Media/Local Funds/Book Fair) PTCO/Fund Raising)

	classroom projects		reading program		
Writing Plan, RTI intervention, utilize assessments, technology modes and sources, increase rigor through 21 st century technology	Formative- AIMS Web monitoring of RTI students, DIBELS progress monitoring Summative- GA Writing Tests, Writing Prompts (3x annually), CCGPS performance based writing rubric <i>Administrative</i> walk-throughs, lesson plans, grade level meetings, leadership team meetings (data digs)	Shared resources	3 Mobile 21 st Century Writing Program K-5 And training for teachers Software	Core reading program (K-5) Social Studies and Science supplemental materials Study Island	Intervention programs (Local Funds, Title I)
Integrate literacy comprehension in all content areas	Formative- (Benchmarks in all subjects, CRCT) Summative- CCGPS performance based writing rubrics Reports from library circulation	Library resources	E-books and E-texts Additional common core reading titles	Computers Common Core Titles	New Books (Media/Local Funds) (PTCO/Fund Raising, Title I) Materials for engagement activities (PTCO/Fund Raising, Title I) Non-Fiction titles

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	software				(Media/Local Funds)
Utilize assessments	Summative-Administrative walk-throughs, lesson plans, grade level meetings, leadership team meetings	Additional strategies needed to support student success	Universal Design training Strategic Instruction model and training for content enhancement strategies in content areas	Technology training Data Digs	Professional Learning (Title II)
Integrate literacy comprehension in all content areas	Formative-DIBELS, CRCT, core reading program assessments, Benchmarks in all areas Summative-standards based rubrics	Current classroom resources	NA	Core reading program Intervention programs Phonological/Phonemic Awareness Kindergarten Program	Core math program (Local Funds) Core science program (Local Funds) Core social studies program (Local Funds) ESOL program (Title III)

Assessment/Data Analysis Plan

A detailed listing of the school's current assessment protocol

Assessment	Purpose	Skills	Frequency
DIBELS Next K-5	Screening and Progress Monitoring	Phonemic Awareness, Alphabetics, Fluency	Screening 3 times a year/ PM as needed
Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year
CRCT	Outcome	ELA, Reading	Once annually
Access for ELL	Screening	Language	Once annually
Georgia Writing Test (third and fifth grade)	Outcome	Writing	Once annually

Once a year, students take the CRCT to gauge achievement in mastering the state standards – either GPS or CCGPS. Students are also screened using the DIBELS Next three times a year with additional progress monitoring as needed. Benchmarks (Georgia Online Assessment) in Reading, Math, ELA and Science are given three times a year. These scores guide teachers in making instructional decisions for the next school year. For those students who are English Language Learners, there is annual screening and additional instruction provided as needed. The Georgia Writing Assessment is administered to 3rd and 5th grades once a year.

Comparison of the current protocol with the Striving Readers Comprehensive Literacy Grant assessment plan

The assessment program aligns strongly to what is recommended by research. Teachers clearly identify students with needs; however, gaps exist in teachers' ability to analyze the data and use it to plan differentiated instruction. This was documented by our Needs Assessment surveys.

A need exists to identify and implement an informal phonics screener. Training will be needed in effective administration, scoring, and analysis. DIBELS Next is the screening and progress monitoring measure used by the system. All kindergarten, first, second, third, fourth, and fifth grade reading teachers have been trained in DIBELS Next. Because we are concerned with content literacy, all content teachers will be trained in DIBELS Next in order to screen and progress monitor their own classes.

The Common Core Standards promote that students should be ready for college and career after high school. The most important factor for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile® Framework provides

valuable insights into student readiness by measuring both the complexity of college and career texts and a student's ability to comprehend these texts. Currently, a need exists to provide a computer-based program to measure students' reading comprehension and vocabulary. Screening would be done three times a year to assess growth. It could be given more often as needed. Teachers would use this program to assist in targeting students who need additional instruction in comprehension strategies and to match students to appropriate texts. We presently have Tumble Readables available to all students which denote lexile levels.

The Informal Phonics Screener will be administered during the DIBELS Next Benchmark periods. It will be used to progress monitor students at risk as needed, but at least monthly.

As our assessment protocol aligns to that of Striving Readers, no assessments will be discontinued.

A listing of training teachers will need to implement any new assessments.

The Needs Assessment survey identified analyzing student data to determine appropriate needs as the number one priority of teachers.

Training will be needed in effective administration, scoring, and analysis of the Informal Phonics Inventory.

Part of the literacy initiative is to provide educators and parents with a reading indicator that permits parents and educators to have a direct link to reading material that is matched to the student's reading ability. Training in a reading computer driven reading inventory is needed.

How data is presented to parents and stakeholders.

Data is presented to parents at parent conferences that occur throughout the year but at least twice annually. Data from previous years and goals for the current year is posted on a bulletin board in the "War Room". CRCT outcome assessment data is posted and shared with parents through a "Did You Know Fact Sheet" letter. This data is also shared at School Council Meetings. Data is reviewed with teachers on a weekly basis during grade level meetings. Data is reviewed annually at our "Data Dig" which takes place in June.

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

To ensure student literacy and close the achievement gaps among our population and subgroups, it is essential to utilize data from formative and summative assessments. Our summative, high stakes test is given to third-fifth grades annually with other assessments given multiple times per year. “Data Digs” are essential and begin within grade level teams. Teachers analyze data and plan instruction, and note where interventions are necessary. Intervention groups are established based on this data. The leadership team reviews data and makes decisions and revisions to the school improvement plan as needed. The school leadership team makes recommendations on purchases to supplement materials based on the evidence from student achievement data and district universal screenings.

Georgia also assesses students’ writing ability with the GA performance based writing assessment in grades three, five, eight and eleven. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teacher, students, and parents about individual performance. Grade 3 is a teacher based evaluation of student writing using state provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level.

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

Assessment	Purpose	Examiner	Frequency
DIBELS Next K-5	Screening and Progress Monitoring	Classroom teacher and support personnel	Screening 3 times a year/ PM as needed
Benchmark Assessment	Progress Monitoring	Classroom teacher	3-4 times a year
CRCT	Outcome	Certified staff	Once annually
Access for ELL	Screening	ELL teachers	Once annually
Georgia Writing Test	Outcome	Third and Fifth Grade certified staff	Once annually

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

1. A list of resources needed to implement the literacy plan including student engagement:

- 3 mobile computer labs, each containing 30 laptops for grades 1-3
- 5 additional desktop computers for the Media Center
- Research-based writing program K-5
- Updated classroom libraries and media collection, including nonfiction texts aligned to science and social studies Common Core and Georgia Performance standards
- Classroom sets of leveled texts (science and social studies) to support the research-based core reading program
- Workshop Kits to support the research-based core reading program
- Software: Universal Reading Inventory
- 2 recently published gold standard research-based intervention materials to support the intervention block

2. A list of activities that support literacy intervention programs:

- Title I
- Afterschool tutoring
- Intervention blocks
- Peer tutoring
- Individualized computer programs
- Small skill based literacy groups

3. A list of shared resources:

- Two computer labs with 30 desktop computers (one lab is used for special areas).
- 1 instructional scanner
- 3 flip video cameras
- Classic core vocabulary read aloud books by grade level

4. A general list of library resources or a description of the library as equipped:

- Current library resources
- Approximately 10,000 books available for student and teacher check-out
- 8 computers available for student's use
- Closed circuit television system
- Interactive board for instruction
- Daily subscription to local newspaper

5. A list of existing activities that support classroom practices:

- Daily collaborative planning time
- Pacing guide and curriculum map aligned with GPS and CCGPS
- Intervention programs
- Differentiated instruction
- Access to OAS and LDS

- Common benchmark assessments
- Ongoing formative and summative assessments
- Learning-focused strategies
- Standards-based classroom instruction
- After school tutoring program for students identified as at-risk, grades 3-5

6. A list of additional strategies needed to support student success:

- Have more teachers obtain reading endorsements to better diagnose reading difficulties and address deficiencies
- Establish protected 120 minute uninterrupted literacy blocks in grades K-3
- Establish 2-4 hours of disciplinary literacy instruction
- Professional Learning in implementation of core program with fidelity
- Professional Learning in implementation of interventions with fidelity
- Strategic instruction model and training for content enhancement strategies in content areas
- Multiple means of accessing diverse media to obtain and present informational text
- Utilize social media for community members to invest in literacy for our schools and community

7. A general list of current classroom resources for each classroom in the school:

- At least three desktop computers and printers per classroom.
- Mounted projectors in all homeroom classrooms.
- Interactive Boards in approximately 60% of classrooms

A clear alignment plan for SRCL and all other funding:

Title I funds will be used for:

- Salaries of school wide teachers
- Supplies
- Purchase of site licenses
- Consumable books to support core programs

SRCL funds will be used for:

- 3 mobile 21st Century technology laptop labs for grades 1-3
- Research-based writing program K-5
- Updated classroom libraries and media collection, including nonfiction texts aligned to science and social studies Common Core and Georgia Performance standards
- Classroom sets of leveled texts (science and social studies) to support the research-based core reading program
- Workshop Kits to support the research-based core reading program
- Software
- 2 recently published gold standard research-based intervention materials to support the intervention block Professional Learning in implementation of core program with fidelity

- Professional Learning in implementation of interventions with fidelity
- Strategic instruction model and training for content enhancement strategies in content areas

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

As stated in “The Why”, p. 56-57, to be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy. Some implications for instruction have been substantiated by research on adolescent literacy; some are so new that there is no research yet, but are intuitively attractive.

1. The efficacy of the use of word processing to improve student writing for all student writers, but most significantly for low-achieving writers.
2. Creative uses of technology to support the use of strategies in reading are being developed and are currently being used with students e.g., Reciprocal Teaching, a well validated comprehension approach, is being used in a digital environment using embedded strategy prompts, coaching avatars and feedback.
3. The use of hyperlinks to provide additional support by providing background knowledge, define unknown words, embedded video and animations, and technology that reads texts aloud also shows great promise for struggling readers. (Council on Advancing Adolescent Literacy, 2010) (Caveat: There is other research indicating that the presence of hyperlinks negatively impacts overall reading comprehension.)

Recently acquired grant funds have been used to provide all Bartow County elementary schools with Tumblebooks, Dreambox, and Blackboard, accessible at school and home, to build and support a cycle of community literacy. Additionally, Edvation has been purchased and is being used to support our county-wide STEM initiative.

“The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally.” (Sturgeon, 2008) Rather than viewing technology as a distraction, educators must learn to rethink instruction in order to leverage their students’ fascination with technology rather than to see it as a distraction only. (The Why, p. 57)

In order to continue to serve the need of our students to remain relevant in a rapidly changing world, we would like to add mobile laptop labs for grades 1-5, as well as 5 desktop computers for the Media Center.

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional learning activities

Professional Learning Program 2011-2012	Hours	% of staff Attended
Collaborative Planning and Assessment development	10 hours	100%
Traits of Writing	8 hours	1%
Vertical Teaming training with Georgia Evans	72 hours	24%
Math Workshop Training	40 hours	32%
Depth of Knowledge Training	40 hours	16%
CCGPS Literacy Standards Training	8 hours	6%
Webinars were viewed to learn about the CCGPS in English Language Arts and Math	3 hours	85%
Thinking Maps training	40 hours	1%
Math Workshop Model Training	40 hours	32%
OWL Training	8 hours	1%
Curriculum Planning in Math, Language Arts, Reading, Social Studies and Science	320 hours	12%
Power Writing	40 hours	16%
DIBELS Next	16 hours	5%
AIMSweb Training	1 hour	32%
ESOL Awareness Training	1 hour	90%

Ongoing professional learning

- GA DOE CCGPS Webinar Training
- Vertical Teaming and Planning across grade levels and content areas
- Data Analysis for prescribed instruction

The programmatic professional learning needs identified in the needs assessment.

- Within Building Block 2 of the GLPNA, 13% of surveyed staff scored PLES at the emergent level in disciplinary literacy, indicating a need for professional learning in best practices in literacy learning and disciplinary literacy.
- Within Building Block 3 of the GLPNA, 24% of staff placed PLES was only emergent in following a clearly articulated strategy for using data to improve teaching and learning, indicating a need for professional learning in the use of data, data analysis, and root cause analysis for instructional implications and to develop a universal design for learning.
- Within Building Block 4 of the GLPNA, professional learning in the area of writing instruction across the curriculum surfaced as an area of need. 30% of surveyed staff felt we were emergent in this area, or it was not addressed.
- Within Building Block 5 of the GLPNA, full implementation of RTI with fidelity surfaced as a need for professional learning, with 30% of those surveyed indicating the school is at the emergent level.
- Stipends or substitute teacher funds for teachers to attend system and school-level professional learning.

The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy plan:

Goal/Objectives	Measurement	Professional Development	Research
Develop a writing plan consistent with the CCGPS	Summative- GA Writing Tests, Writing prompts (3x annually), performance based writing rubrics	Writing Across the Curriculum	Expand types of writing across subject areas (How, p. 26). Provide teacher training in explicit literacy strategies that support core and content reading (How, p. 40).
Integrate literacy comprehension strategies and skill instruction in content areas	Formative- Benchmarks in all areas, CRCT, DIBELS, core reading program assessments Summative- Administrative walk throughs, grade level team meetings	Literacy Strategies in the Content Areas	Integrate literacy strategies and skills in all subject areas (How, p.30-31). Infuse all types of literacy throughout the day (How, p. 31). Plan and provide professional learning on direct, explicit instructional strategies to build students'

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			vocabulary, comprehension, and writing skills within each subject area (How, p. 40). Provide teacher training in explicit literacy strategies that support core and content reading (How, p. 40).
Increase student and teacher access to multiple modes of text via technological sources.	Formative-increased number of 21 st century technology	Implementation of 21 st Century Technology in all classrooms	Create a plan that describes how technology will be used for production, publishing and communication across the curriculum (How, p. 42).
Increase rigor across the curriculum and improve students ability to think independently and critically.	Formative-CRCT, Benchmarks Summative-Projects, GA Writing Tests, Writing prompts (3x annually), performance based writing rubrics	Implementation of 21 st Century Technology in all classrooms	Integrate the creative use of technology within the learning process to promote engagement and relevance (How, p. 21-22)
Develop a plan to utilize assessments more effectively to achieve instructional goals.	Summative-Administrative walk throughs, lesson plans, team level meetings, leadership data digs	Implement decision making protocol to identify students instructional needs and group them by instructional commonalities	Train teachers to use decision making protocol to identify students instructional needs and group them by instructional commonalities (How, p. 20) Implement protocol with fidelity (How, p. 20)
Increase teacher understanding of how to select and implement interventions aligned to student needs.	Formative-DIBELS, # of students in RTI tiers	Effectively executing Intervention	Develop protocols for identifying students and matching them to appropriate interventions (How, p. 43).

Professional learning must be developed in “ways that promote critical thinking and higher order performance” with the goal of increasing student achievement (Why, p.140). Whether the professional learning comes from a vendor, our RESA, our district office, or from qualified instructors within our own building, we are accountable for ensuring that it is differentiated based on the experience of the teacher and that there are resultant credible data by which to measure effectiveness. Any new initiatives or measurable expectations are stressors for educators; change itself brings stress. Professional learning at PLES will address the multiple stages of professional development learning.

According to the National Staff Development Council (NSDC) (2012), “For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs”. (Why, p.142) Four prerequisites for professional learning must be in place before effective professional learning can take place. (Why, p.143)

- Educators' commitment to students, *all* students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.

Once these prerequisites are in place, NSDC has identified seven standards that must be addressed when developing professional learning: (a) learning communities, (b) leadership, (c) resources, (d) data, (e) learning designs, (f) implementation, and (g) outcomes.

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

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. (Why, p.141) Effective professional learning is linked to higher student achievement. Therefore, to ensure continued growth through professional learning, PLES teachers attend professional learning opportunities as needed based on student data and teacher needs. Administrators provide time for staff to participate in professional opportunities which include coaching, peer-mentoring, learning community meetings and grade levels where student work is the focus. Professional learning initiatives are monitored through administrative walk-throughs, classroom observations

and collaborations within grade level meetings to monitor and discuss the use of literacy strategies, student engagement and learning and consistent use of effective instructional practices. Standardized testing is used to monitor progress and adjustments to instructional initiatives are made. The school leadership team meets to review and analyze data from standardized testing to determine if further training and initiatives need to be implemented. This process will ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly. (How, p.20)

Sustainability

PLES is dedicated to student literacy and believes that literacy begins at birth. The SRLC grant will provide resources to strengthen our school's focus on literacy by 21st century technology; a core writing program for grades K-5; completing each grade's core reading program materials, and providing resources and training for targeted reading intervention.

Although PLES' resources are limited due to our rural location, community partnerships will be strengthened and expanded with local churches, the Etowah Education Foundation and the Adairsville Chamber of Commerce. PLES is committed to increasing our capacity to operate as the community literacy center.

BCSS has an assessment program with screening, diagnostic, and progress monitoring capability in place at the elementary level. Additionally, BCSS will develop a systemic formative assessment calendar based on local, state, and program guidelines, including administration schedule. (The How, p.35; The What, p.8). Each initiative and program requires professional learning; details of continuous PL for staff is clear in our literacy plan and based on school data (The What, p.8-10; The How p.22,25-26,31,33).

The BCSS Technology director is part of the SRLC System team and is working to insure that requested technology can be maintained by the department.

Infrastructure upgrades (The How, p.34, 36-37) will be supported locally and will be ready to support the technology requests as new materials are implemented; materials will be supported by our local technology team. The interactive projectors and document cameras will be maintained by each school's technology team. Site licenses will be maintained locally after the grant expires. If print materials need to be replaced, local school monies will be used.

Relying on data-driven decision-making, our school will evaluate the initiatives to determine the level of students' achievement and revise or replace interventions as warranted. System funding is in place, providing experienced instructors for professional learning needs in our school and systemwide. Systemic focus on student literacy will bring continued in-school and system-level funding of initiatives across the school district beyond the life of the grant.

The school's literacy plan will be an ongoing, living document that provides the school improvement goals, objectives, and strategies for ensuring our students' literacy needs are met. Our commitment to literacy does not end when grant funds end. We will continue to support our

students with research-based strategies through our continuous school literacy improvement.

If the SRLC grant is awarded, the greatest gain will be an increase of teacher knowledge in what students require to develop literacy, awareness of achievement gaps and skills and strategies to close those gaps. With support of administration, teacher leaders will train new staff members on the use of technologies and literacy initiatives; they will understand the use of data for instructional implications and lead data teams to ensure literacy learning for each student. All teachers will become more inventive in ensuring their students' disciplinary literacy. School and teacher leaders will collaborate with parents and community members to continue the engagement of all stakeholders in support of literacy.

Plan for coordinating funding beyond the life of the grant:

SRG Funded Resources and Materials	Sustained Funding Source
21 st Century Technology	Title I /SPLOST/Local Funding
K-5 Core Writing Program	Title I/Local Funds
Print Materials	Title I/Local Funds
Professional Learning	Title IIA
Stakeholder communication	Title I
Intervention Materials Tier II-IV	Title I/Local Funds

Budget Summary

Pine Log Elementary School plans to allocate money from the Striving Reader's Grant to strengthen instructional practices as related to our needs assessment surveys. If the SRLC grant is awarded, the funds will allow us to purchase technology, programs, and initiatives to assess all students and to support those who struggle in literacy learning. Budget items that need funding include the following:

- Curriculum, Instruction, and Assessment
 - A school-wide writing program
 - Benchmark and mid-term development and implementation for progress monitoring across intervention Tiers
 - 21st Century Technology
 - High-interest, diverse texts with a focus and supporting the CCGPS to be used across the curriculum
 - Textbooks/library books and classroom materials that must have e-text capability
 - E-books that support CCGPS with a focus on literary and, especially, informational and authentic literacy texts
 - Additional materials for core reading program/leveled readers in Science/Social Studies

Instructional initiatives include professional learning for the researched evidenced based core program as well as gold standard interventions. Stipends will be paid to teachers, and certified substitutes will be hired. Also included are updates to present technology and purchase of interactive projectors and mobile computer labs for each grade level. The PLES Literacy Leadership Team will insure these funds are used appropriately.

Professional Learning provided in the following areas:

- Use of data, data analysis, root cause analysis for instructional implications and to develop a universal design for learning
- Full implementation of RTI with fidelity
- Effective use of purchased Internet-based programs or software with ongoing vendor support
- Best practices in literacy learning and disciplinary literacy
- Writing Program training across curriculum
- Stipends and substitute teacher funds for teachers to attend SRCL grant and implementation training and vendor, system and school-level professional learning
- Train-the-trainer professional learning to sustain initiatives and literacy processes beyond the end of the SRLC grant

The SRLC grant can fund these items that PLES could not otherwise afford and make it possible for us to strengthen and enrich our students' abilities "to access, use, and produce

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multiple forms of media information and knowledge in all content areas at all grade levels” (“The Why,” p. 31). Thus, we will equip our students to meet Georgia’s goal for all students to “become self-sustaining, lifelong learners and contributors to their communities” (“The Why,” p. 31).

Budget Items	
<u>Item</u>	<u>Quantity</u>
21 st Century Technology	TBD
RAVO program	4
SRI program	
Writing Program K-5	
e-books library and e-texts	20% of collection
nonfiction books for the media center	TBD
Imagine It! leveled reader for Science/SS	K-5
Imagine It! workshop kits 2, 4-5	TBD
Imagine It! Phonics kits K-1	TBD
parent resource room	TBD

Professional Learning	
SRI/ using Lexiles	TBD by CO
Writing program training	TBD by CO
RTI training (Tiered instruction)	TBD by CO
RAVO training	TBD by CO
Disciplinary literacy strategies (across curriculum)	TBD
Universal Design strategy training	TBD
Use of purchased programs and internet based programs classroom technologies	TBD
How to analyze data and use it to inform instruction	TBD
Vendor support and training with the use of hardware	TBD
Use of data, data analysis, root cause analysis for instructional implications and to develop a universal design for learning	TBD

