School Profile

Created Thursday, December 04, 2014

Page 1

School Information

System Name:	Gordon County
School or Center Name:	Red Bud Elementary School
System ID	664
School ID	0190

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Katie Vaughan
Position:	Principal
Phone:	706-625-2111
Email:	kvaughan@gcbe.org

School contact information

(the persons with rights to work on the application)

Name:	Lindsay Baxter
Position:	Literacy Specialist
Phone:	706-625-2111
Email:	lbaxter@gcbe.org

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

45

FTE Enrollment

641

Grant Assurances

Created Friday, December 05, 2014

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

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

Preliminary Application Requirements

Created Friday, December 05, 2014

Page 1

Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 4

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

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 4

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

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

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.

Beth L. Herod
Signature of Fiscal Agency Head (official sub-grant recipient)

Beth L. Herod
Typed Name of Fiscal Agency Head and Position Title

12.5.14
Date

Susan Remillard
Signature of Applicant's Authorized Agency Head (required)

Susan Remillard - Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-14
Date

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

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

12/4/14
Date (if applicable)

PBES

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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: Dr. Susan Remillard

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

Address: 205 Warrior Path

City: Calhoun   Zip: 30701

Telephone: (706) 629-7366   Fax: (706) 879-5043

E-mail: Sremillard@gcbe.org

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

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

12-5-14
Date (required)

System History

Gordon County School System is located in Northwest Georgia along the natural gateway where the first railroad was located in our region. Gordon County has historically been an area of leadership and southern culture. We are the home of New Echota, the last seat of the Cherokee Nation and the location of key battles fought during the Civil War. The economy is rooted in manufacturing including Mohawk Industries, Shaw Industries, and Mannington Carpets. Farming is also prevalent in Gordon County.

The mission of Gordon County Schools is to provide a relevant, rigorous, results-based education made possible through supportive and nurturing relationships. We have a strong commitment to increase academic achievement for all students and to improve their learning experience by analyzing data and by providing ongoing professional learning. Gordon County's ultimate goal is to increase the percentage of students who complete high school and are college and/or career ready. We have embraced the Common Core Georgia Performance Standards and work diligently to provide the professional learning and resources needed for all students to succeed. Gordon County Schools serves approximately 6, 890 students within ten schools of which are comprised of two high schools, one career academy, two middle schools, and six elementary schools. We are submitting applications for the middle and elementary schools to be rewarded the fourth Striving Readers Comprehensive Leadership Grant in hopes of enhancing and improving the literacy for all students K-8.

Gordon County has made a commitment to professional learning and literacy by using an instructional coach model to provide job-embedded professional development. We have six literacy coaches of which support the elementary and middle schools. Through this model, we have been able to implement best practices in reading and writing, create units, and provide training on the Common Core Georgia Performance Standards. We have a structure in place to effectively use funds awarded with the Striving Reader Comprehensive Literacy Grant to improve literacy instruction.

System Demographics

Gordon County's population is 55,757 of which has a growth of 2.3% since the 2010 Census. The economy has taken a toll on the families of Gordon County with 19.9% living below the poverty level and the current Unemployment Rate is 8.9%. The demographics of Gordon County include:

Race:	Current Percentage in Gordon County:
African American	4.4 %
American Indian	.06%
Asian	1.1%
Hispanic	14.6%

White	78.9%

Current Priorities

The current priorities with literacy include the implementation of rigorous instruction with the Common Core Georgia Performance Standards. The district and school leadership agree that literacy instruction must have a solid foundation K-2 and strategic instruction in place for grades 3-8 to meet the needs of a variety of learners. The literacy coaches provide job-embedded professional learning to implement priorities such as weekly collaboration during common planning time, system-level collaboration days, workshop model, analysis of data to guide instruction, and integrated units to support the implementation of CCGPS.

After an analysis of system and school achievement data, the current priorities are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices across all content areas
- Provide professional learning for all leadership and teachers based on data analysis, TKES, LKES, and CCRPI.
- Provide a rigorous education for all students to prepare them to exceed expectation on the Georgia Milestones Assessment System.
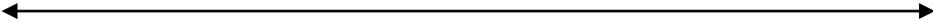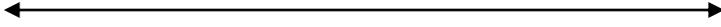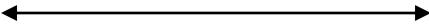- Expand technology usage with students

System Priorities

1. All students will increase academic achievement in their Pre-Kindergarten through 12th gradelearning experience.
2. Student attendance will improve to maximize CCRPI School Attendance Indicator.

3. The percentage of Gordon County students who complete high school, college and/or careerready, will increase.
4. Provide a standardized centralized and consistent level of technology, informing services, and infrastructure will enhance and support teaching and learning.
5. Stakeholders' satisfaction with school environment will improve.

Strategic Planning:

The goals and objectives of our plan reflect the following priorities:

Goal 1: Appropriate tiered interventions will be implemented to will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Goal 2: Technology will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st Century.

Goal 3: All elementary and middle schools will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Goal 4: Students will receive effective interdisciplinary literacy instruction across the curriculum.

To achieve these goals, Gordon County Schools is committed to providing professional learning that is data-driven and targeted toward school improvement. Job-embedded staff development, clearly aligned with the instructional and student achievement goals for the system, is provided through the utilization of literacy coaches.

Management Structure

Gordon County Schools benefits from a management structure that is best described as laser-focused. We have seven board members that are dedicated to school improvement and success for all students. Our Superintendent, Dr. Susan Remillard, was our Curriculum Director for six years prior to becoming our Superintendent in 2013. Her years of experience and consistent high expectations have provided excellent leadership. The district employs eight directors and specialists who share responsibilities for the administration and management of personnel, finances, instructional, and professional learning resources. These people are the Cabinet of the system and meet once a week to collaborate with the Superintendent and monthly with school-level leadership. Communication and collaboration is a priority for Gordon County Schools.

Past Instructional Initiatives:

Gordon County Schools has implemented the coaching model for elementary schools and most recently two of the three middle schools. Professional learning and literacy instruction has been a priority historically, which is evident in the chart below:

	2006-2007	2008-2009	2010-2011	2012-2013	2013-2014	2014-2105
Grade-level Planning during Common Planning Time						
System Grade-Level Collaboration Days						

Writer's Workshop	←————————————————→
Standards-Based Instruction	←—————————————————————→
Explicit Instruction on Reading Comprehension Strategies	←———————————————→
Awareness/Focus Walks by Administration and Coaches	←———————————————→
Integration of Content Areas with Literacy	←——————————→
Academic Coaching Model	←—————————————————————→
Response to Intervention	←———————————→
Analysis of Data to Guide Instruction	←———————————→
The Fabulous Five Components of Reading Instruction	←—————————————————————→
Staff's Book of the Month	←————————→
Increase time for Independent Student Reading across the Curriculum	←————————→
Vertical Planning	←————————→

Read-Write-Talk across the Curriculum	←————————————→
Constructive Response	←————————————→
Integration of Literacy with Content Areas	←————————————→
Reader's Workshop	←————————————————→
Guided Reading	←————————————————→

Literacy Curriculum:

- Gordon County Schools has supported the implementation of Common Core Georgia Performance Standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of literacy.
- The literacy coaches have created detailed units that provide support for extended text that meet the Lexile Range requirements of Common Core and reflect the rigor of the standards.
- Literacy coaches have established model classrooms in strategic places to provide a place for all teachers to observe and learn best practices. Examples of best practices and strategies that have been priorities in the model classrooms:
  - Workshop framework for reading and writing
  - Guided Reading
  - Independent Reading
  - Read-Write-Talk
  - Critical thinking through constructed and extended response prompts
  - Effective read aloud instruction through the use of higher Lexile extended text
  - Long-term studies of literature and nonfiction through the implementation of extended text
  - Research on informational and argumentative topics through the use of both paper and digital text
- As evident in our Strategic Plan, literacy instruction is a priority for Gordon County Schools.

Literacy Assessments Used District Wide:

If Gordon County Schools is awarded the Striving Reader Comprehensive Literacy Grant, we will use the required assessments with fidelity. The following are assessments that are used system-wide now:

Grade Level(s)	Assessment:	Frequency
K-5	AIMS web	Three times a year*
	Secure Benchmarks	Three Times a Year
	Informal Phonics Inventories	Three Times a Year*
6-8	Secure Benchmarks	Three Times a Year

(progress monitoring occurs throughout the year for students at-risk)

Need for a Striving Reader Project:

Despite all of the hard work and achievement, Gordon County Schools are faced with budgetary constraints and our population continues to become more and more economically disadvantaged. The hope for all Gordon County students is to graduate high school, college and/or career ready.

District Access Scores:

ACCESS Scores for EL Students			
Proficiency Level	2012	2013	2014
Entering	12%	10%	10%
Beginning	11%	12%	11%
Developing	22%	21%	23%
Expanding	19%	21%	18%
Bridging	22%	21%	22%
Reaching	14%	15%	15%

Reading CRCT Data for District:

Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	52.40%	94.90%	44.60%	94.70%
All 4th Grade Students	29.30%	92.80%	44.80%	93.00%	51.00%	93.90%
All 5th Grade Students	37.80%	95.10%	35.90%	95.20%	41.80%	96.80%
All 6th Grade Students	26.00%	94.70%	44.30%	97.20%	49.40%	98.80%
All 7th Grade Students	38.50%	93.70%	26.30%	95.80%	37.10%	94.90%
All 8th Grade Students	34.00%	96.20%	43.30%	97.40%	49.90%	98.90%
Black	28.60%	92.90%	22.00%	89.80%	28.00%	96.00%
White	38.00%	94.70%	42.70%	95.90%	47.30%	96.50%
Hispanic	28.80%	93.90%	34.40%	93.50%	33.80%	94.90%
Migrant	33.30%	88.90%	25%	100%	50%	100%
SWD	8.40%	78.10%	9.40%	83.40%	16.40%	87.30%
ELL	10.20%	83.10%	17.20%	82.80%	14.20%	88.50%
ED	31.00%	93.40%	34.60%	94.30%	39.60%	95.30%
Multi-Racial	38.00%	92.90%	32.80%	100.00%	47.10%	98.10%
Gender - Male	33.50%	93.50%	38.00%	95%	43.10%	95.70%
Gender - Female	39.40%	95.50%	44.10%	96.40%	48.30%	97.00%

Language Arts CRCT Data for District:

Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	31.30%	91.20%	31.40%	92.60%
All 4th Grade Students	29.30%	92.80%	35.20%	91.50%	34.20%	91.00%
All 5th Grade Students	37.80%	95.10%	38.10%	96.20%	39.20%	96.50%
All 6th Grade Students	26.00%	94.70%	32.90%	92.70%	30.60%	92.60%
All 7th Grade Students	38.50%	93.70%	37.20%	92.50%	42.10%	94.70%
All 8th Grade Students	34.00%	96.20%	39.10%	95.30%	41.80%	96.00%
Black	25.50%	94.60%	20.70%	84.50%	27.50%	96.10%
White	33.10%	93.80%	36.00%	92.90%	37.40%	93.70%
Hispanic	31.40%	95.60%	34.50%	94.70%	31.50%	93.80%
Migrant	22.20%	100%	0%	100%	50%	100%
SWD	5.30%	73.40%	6.10%	73.60%	6.00%	79.50%
ELL	3.30%	86.60%	11.90%	87.40%	9.80%	86.60%
ED	28.80%	93.60%	29.50%	91.90%	30.80%	92.40%
Multi-Racial	38.90%	91.70%	41.50%	98.40%	37.30%	92.20%
Gender - Male	28.60%	91.40%	31.00%	91.30%	33.20%	91.50%
Gender - Female	37.00%	96.80%	40.60%	95.30%	40.30%	96.20%

Graduation Rate:
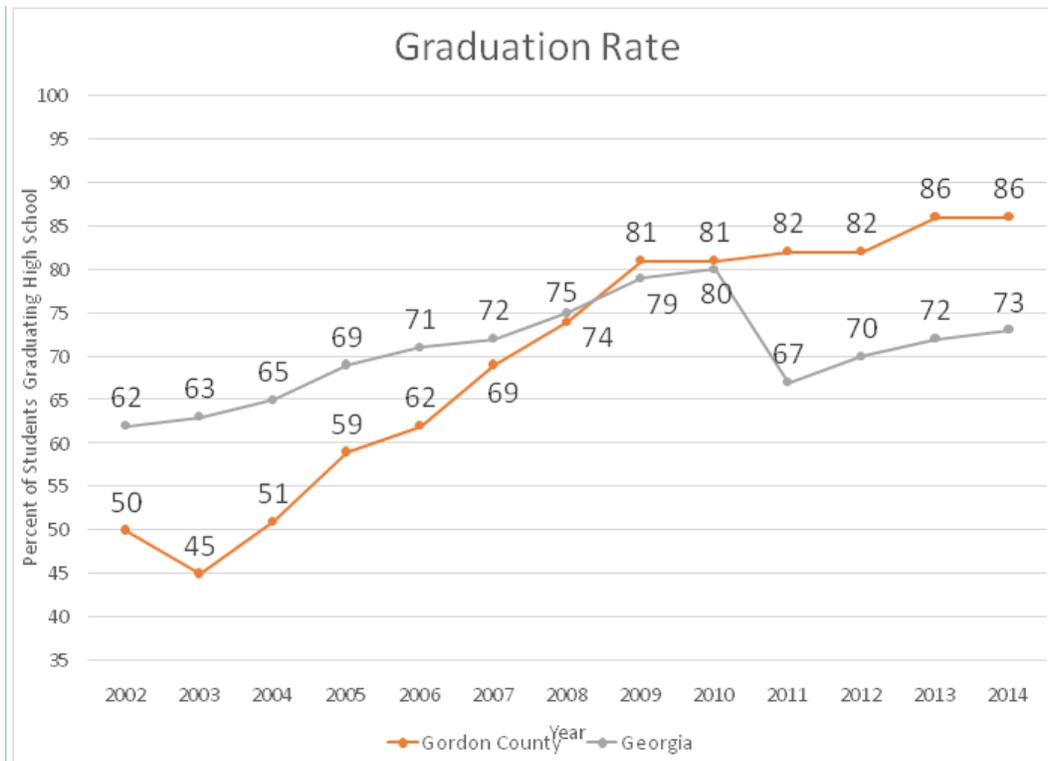
Graduation Rate

It is our belief that a strong foundation in the early years of the student's education experience will impact their success with graduation. As evident in the scores above, we need to continue our work with focused and strategic planning and resources. Ultimately, it is the hope of Gordon County Schools that ALL students are able to exceed expectations on all state assessments. We believe the funds from the Striving Reader Comprehensive Literacy Grant will help us to create students that possess the self-awareness to work hard to become life-long learners.

District Management Plan

The Gordon County Schools management plan and key personnel in supporting, implementing, and overseeing the grant will include both system and school leaders. Beth Herod, System Curriculum Specialist, will collaborate with all grant recipients during the entire process of implementation and management of the grant. She has overall responsibility for managing the grant. The school-level administrators will have regular meetings and planning sessions with Beth Herod to ensure that the literacy needs are being met and that all stakeholders are working to meet the goals outlined in the Literacy Plan. All stakeholders will have voice in decisions made. The following chart provides information on individuals in the system and their role in the Striving Readers Project:

Person Responsible:	Individual Duties:	Duties with School Grant Management Teams
Beth Herod, System Curriculum Specialist	Coordinate grant implementation with district financial department including: • Oversee requests for resources and fund allocations. • Issue purchase orders • Advise on federal programs regulations • Manage grant audits • Maintain financial reports	Meet with school-level key personnel to select appropriate resources aligned with needs • Develop grant budget and plan for sustainability • Ensure federal guidelines compliance • Audit grant
The following individuals are the literacy coaches in Gordon County. Andrea Salmon, Ashworth and Red Bud Middle Schools Mandy Jackson, Belwood Elementary Kimm Smith, Fairmount Elementary Lindsay Baxter, Red Bud Elementary Bobbie Bruton, Sonoraville	• The literacy coaches will be responsible for collaborating with the School Literacy Team. • The literacy coaches will lead professional learning and model best practices for teachers using new professional text or training that is expected of the teachers. • The literacy coaches will work with teachers with	*(The principals are expected to be heavily involved with the project.)* The literacy coaches will work with their school-level administration to follow all guidelines and goals in the Literacy Plan: Scott McClanahan, Principal Chad Moore, Principal Kimm Smith, Principal Katherine Vaughan, Principal Jennifer Hayes, Principal Elizabeth Anderson, Principal KederiaAngland, Principal

Elementary Rebecca Richardson, Tolbert Elementary Christy Bundy, W.L. Swain Elementary	implementing DIBELS Next and Scholastic Reading Inventories and will lead meetings to analyze data.	Eppie Snider, Principal
Bryan Nicholson, Technology Director	Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in the system technology plan.	Work with teachers on professional learning and implementation of technology into daily instruction.
Ann Cross, Director of Exceptional Students	Mrs. Cross will support the Striving Readers Project and provide guidance and leadership as to how best serve students with Individual Education Plans.	Mrs. Cross works closely with all school personnel to ensure that all individual student needs as well as state and federal guidelines are met and followed.
Mendy Goble, Director of Finance	Submit completion reports and SRCL state-required reports	
Diane Richardson, Purchasing Agent	Sign off on all purchase orders	
Tammi Werner, Administrative Assistant	Creates all purchase orders to be signed off by Purchasing Agent	

Plan for Implementation and Management:

Upon successfully being awarded the SRCL grant, Beth Herod will include information and directions for all school administration during the monthly Leadership Meetings. Leadership Meetings are held the second Tuesday of each month. All directors including technology and finance attend the Leadership Meetings. Additionally, Beth Herod will meet will all literacy coaches once a month. The meetings are held at the individual schools. The implementation of the Literacy Plan and the use of all resources will be observed and all schools will receive feedback and next steps. The District Leadership meets every Monday. This team is called the Cabinet and all issues and questions concerning the grant will be discussed with all district leaders including the Superintendent, Dr. Susan Remillard. All stakeholders will have a voice in the decisions that are made.

Proposed Steps for Managing and Planning the Implementation of the SRCL Grant:
Step One:

Initially, the system-level and school-level individuals will meet to research and decide on any resources, technology, practice and training that will need to be purchased or organized. Training all grant recipients on the new assessments will be a priority. The schools' Literacy Plans, current data, and needs expressed will be taken into consideration. All participants will have voice in the decisions that are made.

Step Two:

The system-level and school-level individuals will create a plan for training grant recipients. Gordon County has the staff and structure in place to train teachers using both system-level and job-embedded professional learning methods. The teachers will receive the training needed to implement any new resources or instructional practices.

Step Three:

The principals will monitor the implementation of all practice and resources and lead the school Literacy Team in making school-level instructional decisions. Ongoing formative assessment will be conducted throughout all steps of the process. Data and conversation between school-level and district-level individuals will be conducted regularly.

Step Four:

After reviewing progress and data, the grant recipients will reflect and make any needed adjustments, revisions, or additions to the plan.*(At this time, the grant recipients may choose to purchase additional training and/or resources and steps will be followed again.)*

Experience of Applicant

Audit Report Information- Five Year Timeline					
Year		**Project Title**	**Funded Amount**	**Is there an Audit?**	**Audit Results**
2008		Title IA	1,297,970.00	No	N/A
		Title IIA	265,360.00	No	N/A
		Title III	62,384.00	No	N/A
2009		Title IA	1,318,124.00	No	N/A
		Title IIA	273,693.00	No	N/A
		Title III	77,783.00	Yes	Coding Correction
2010		Title IA	1,824,096.00	Yes	Parent Involvement Notification Correction
		Title IIA	310,222	Yes	Periodic Certification Form Correction
		Title III	71,137.00	No	N/A
2011		Title IA	1,658,618.00	No	N/A
		Title IIA	282,044.00	No	N/A
		Title III	72,786.00	No	N/A
2012		Title IA	1,802,769.00	No	N/A
		Title IIA	231,289.00	No	N/A
		Title III	58,987.00	No	N/A
		REAP Grant	156,062.00	No	N/A
2013		Title IA	1,851,265.00	Yes	Correction in school allocation funding totals
		Title IIA	224,515.00	Yes	Correction in approved budget expenditures
		Title III	52,821.00	No	N/A
2014		Title I A	1,469,499.00	No	N/A
		Title II A	203,776.00	No	N/A
		Title III	50,376.00	No	N/A
		REAP Grant	129,476.00	No	N/A

Description of LEA Capacity

Gordon County Schools has been a good steward of state and federal dollars and has utilized Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that the schools have experienced. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Dr. Tracy Wilson, School Improvement Director, Dr. Jeffery Clance, Human Resources Director, and Mr. Mike Evelti, Director of Student Services. System personnel routinely coordinate grant budgets and other federal, state and local fiscal resources.

LEA Use of Title I Resources

For a number of years, Gordon County Schools' Title I program has been heavily invested in literacy skills and working with students K-8 who have deficiencies in English Language Arts. There are currently six literacy coaches employed. The coaching model has made a positive impact on literacy in Gordon County. The system has also purchased all of the extended texts needed to implement CCGPS units that have been created by literacy coaches and teacher leaders.

An example of the impact that the coaching model has in Gordon County, is their relationship and commitment to the Special Education students in our system. In 2009, the Special Education and Curriculum Directors began utilizing the academic coaches to support front-load planning, professional development, more training and monitoring was provided for the co-teaching model to build relationships among the departments. From 2009 to present day, the relationships remain strong and professional development is an expectation for all faculty and staff members. This was made possible due to Title I Funds and resources. When Gordon County receives funding, the needs of the students and training for teachers is a priority. This occurs through precise and strategic planning by the School Improvement Director and Curriculum Specialists based on data and financial reports provided by the Finance Director.

Statements Regarding Audit Findings:

The audit findings for Title IA and Title III were issues with how the Gordon County coordinator either signed the forms or with the format of the forms. After the findings, the coordinator submitted a corrective action plan to address the findings of which involved creating and implementing new forms and procedures. After the new forms and procedures were submitted, the findings were cleared.

The audit findings for Title IA in 2013 were due to how the instructional coaches were assigned to schools. The Title I coordinator distributed the funding equally to each of the six elementary schools so that each of the locations could have instructional coaches for both the mathematics and the literacy position. After the 2013 audit, Gordon County had to remove a coaching position because the smallest school, Fairmount Elementary, does not earn two instructional coach positions. The Title I coordinator removed the coach and submitted a plan of action to resolve the finding. After the plan was submitted and the coach was removed, there were no more findings for allocation of funds. The Title IIA finding for

approved budget expenditures was resolved by rewriting a job description. After the job description was rewritten, there were no more findings for budget expenditures.The directors and coordinators that manage federal funding in Gordon County are transparent and have historically followed all guidelines and requests for revisions.

Gordon County Finance Department Audit Information:

Fiscal Year	Finding Control Number	Description
FY2013	Audit not Completed	N/A
FY2012	No Findings	N/A
FY2011	FS-6641-11-01	Restatement of Beginning Private Purpose Trust Fund
FY2010	FA-6641-10-01	Failure to Meet MOE
FY2009	No Findings	N/A

Initiatives implemented internally with no outside funding:

- Monthly Leadership Meetings to train and discuss professional development including FIP Modules and TKES.
- G6 Gifted Center for elementary and the Robotics Program for middle school
- Graduation Coaches for both high schools
- Promethean Scholars for advanced studies for high schools

The charts below are evidence of our work in Gordon County. The instructional coaching model for professional learning has worked. The leaders in the system use data to plan for instruction and to make instructional decisions. The success of all students in Gordon County is first priority. The system would greatly benefit from this grant so new initiatives with technology and resources can be purchased to support 21st Century Classrooms and to continue to support the growth of students that are prepared for today's workforce and college.

Percent of Grade 3 Students Meet or Exceed CRCT Reading

Does not include retest results
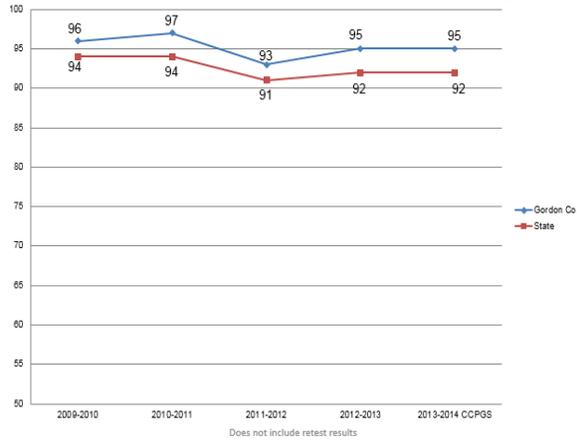
Percent of Grade 4 Students Meet or Exceed CRCT Reading

Does not include retest results
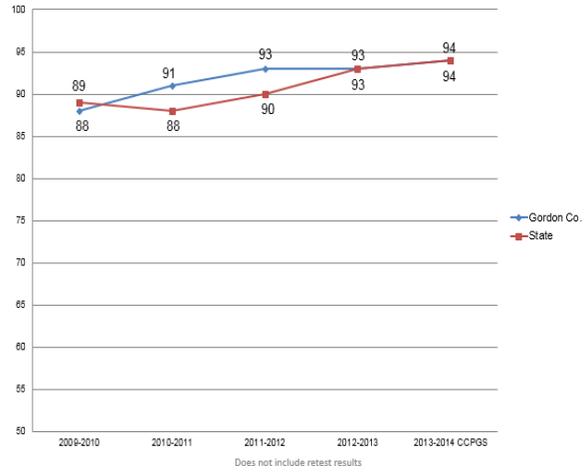
Percent of Grade 5 Students Meet or Exceed CRCT Reading

Does not include retest results
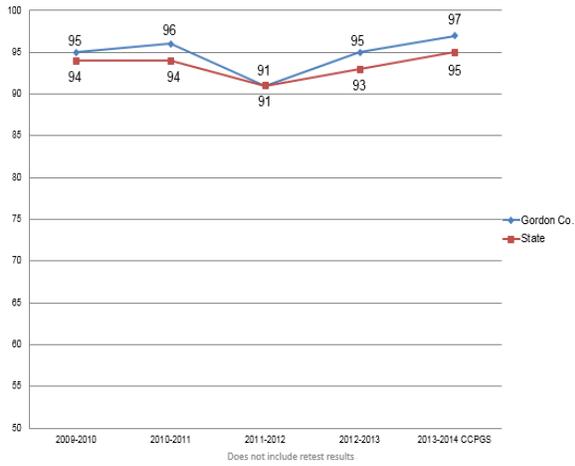
Percent of 6th Grade Students Pass CRCT - Reading
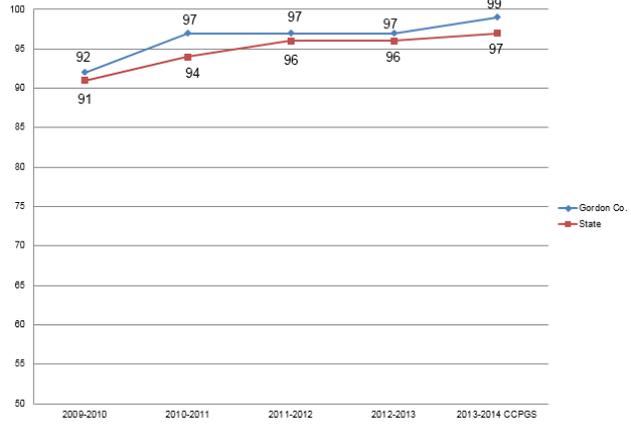
Percent of 7th Grade Students Pass CRCT - Reading
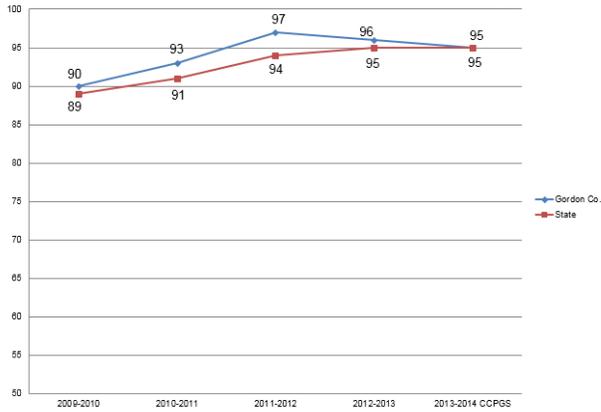
Percent of 8th Grade Students Pass CRCT - Reading

Does not include retest results
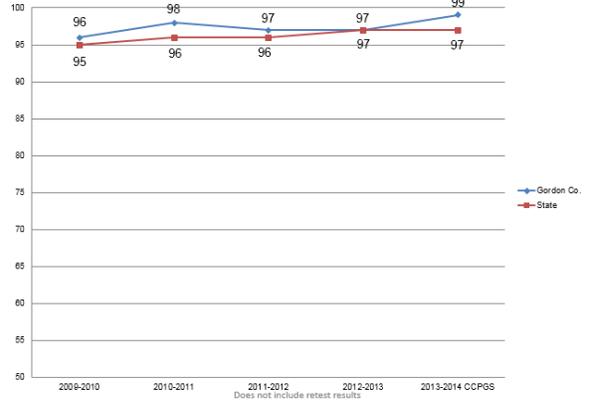
School Narrative

School History

Red Bud Elementary School (RBE) was established in 1991 and is one of six elementary schools in the Gordon County School System. The campus includes two buildings housing 27 classrooms, a media center, an office area, a cafeteria, and a separate gymnasium. The school has experienced many successes and challenges in its 22 year history, including recognition as a former Title I Distinguished School. This school year, Red Bud Elementary was awarded the Title I Reward School – Highest Progress School Award.Our student population is quite diverse, both economically and culturally, making it a challenge to provide programs to meet all students' needs.We have 71.05% of students who qualify for free and reduced lunch, and the demographics of Red Bud have shown a steady increase in Hispanic, low income, and transient students. Red Bud Elementary employs 45 highly qualified certified staff, of which over 80% hold advanced degrees. There are also 9 classified staff that assist in meeting the learning needs of our school population.

Currently there are 641 students enrolled at Red Bud Elementary, serving students from Pre-K through the fifth grade. Along with general academic classes, all students are provided enrichment classes through music, computer technology, media classes, and physical education. Red Bud recognizes outstanding students in 5th grade for their high academic achievements, positive character traits, strong attendance, and excellent citizenship by inducting them into the Red Bud Reliables Team to foster their leadership skills and encourage service involvement within the school. All students receive special education services in areas in which they are eligible. There are 68English Language Learner (ELL) students served by one ELL teacher, and gifted education is available to any student who qualifies. Currently, we serve 41 students in the

gifted program at Red Bud Elementary. We also have 56 students who are receiving Tier 3

interventions and 44 ESS students.

Administrative and Teacher Leadership Team

Red Bud Elementary's administrative staff consists of one principal and one assistant

principal. Our leader of leaders, or LOL team, includes the principal, one literacy coach, one

math coach, one teacher representative from each grade level, the counselor, the family

engagement specialist, and a representative from special education. The creation of this team

allows for a shared decision making process for curricular and instructional decisions and

strategic planning.

Past Instructional Initiatives
- Grade-level Planning during Common Planning Time
- System Grade Level Collaboration Days
- Writer's Workshop
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas within Literacy
- Awareness/Focus Walks by Administration and Coaches
- Academic Coaching Model
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Fabulous Five Components of Reading Instruction
- Principal's Book of the Month
- Reading First Strategies (Obtained through collaboration with the three system Reading First Schools)
- Schlechty School Reform Initiative (Working on the Work)
- Learning Focused School Strategies

Current Instructional Initiatives
- Grade-level Planning during Common Planning Time
- System and School Grade Level Collaboration Days
- Writer's Workshop and Reader's Workshop
- Guided Reading
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas within Literacy

Gordon County School System: Red Bud Elementary

- Integration of Literacy within Content Areas
- Awareness/Focus Walks by Administration and Coaches
- Teacher Observations of Peers
- Academic Coaching Model
- Vertical Planning
- Increased time for Independent Student Reading across the Curriculum
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Fabulous Five Components of Reading Instruction
- Teacher Keys Effectiveness System (TKES)
- Read-Write-Talk across the Curriculum
- Principal's Book of the Month
- Student Constructed Responses
- Interactive Notebooks
- Grade Level Content Meetings

Professional Learning Needs
- Common Core Georgia Performance Standards
- 21st Century Learning Framework
- Guided Reading Instruction
- Content Area Literacy
- Differentiated Instruction
- Reading Comprehension Instruction
- Lexile Reading Levels
- Reader's Workshop
- Expository & Argument Writing
- Response to Intervention for Grades K-5
- Student Constructed Responses
- The Fabulous Five Components of Reading Instruction
- Writing Across the Curriculum

Professional Learning Needs

The consensus at Red Bud Elementary is that additional training is needed in the areas of

writing instruction, interdisciplinary literacy across the curriculum, deficit-specific interventions,

21st century learning, and the five big ideas of reading especially in regards to the K-2

curriculum.

Need for a Striving Readers Project

The goals set forth at Red Bud Elementary have been designed based on the academic

needs of our students and the vision of creating a community of learners who are college and career ready. At Red Bud Elementary, we will establish goals for implementing writing across the curriculum and for designing rigorous interdisciplinary literacy in all content areas. We also have determined some weaknesses in our core reading program in grades K-2. We would like to address this area with a stronger emphasis on phonological awareness and phonics instruction. It is our vision to not only maintain a focus on our current comprehensive literacy program but to enhance it by focusing on the five essential components of the cognitive reading model.

It is our belief at Red Bud Elementary School, that the Striving Reader Comprehensive Literacy Grant will provide the appropriate resources, support, and means for professional learning to sustain and improve the level of literacy instruction that is currently being utilized. It is recognized that the funds from the Striving Reader Comprehensive Literacy Grant will help supplement the entire literacy program and will strengthen the current instructional practices and provide many more opportunities for advancement in new educational experiences. The SRCL grant funding will assist in solidifying assessment protocols and building a community of stronger readers with an ultimate goal of graduating high school and pursuing further educational opportunities. Red Bud Elementary School's mission is to create a community of learners who reach beyond expectations. The Striving Reader Comprehensive Literacy Grant will support Red Bud Elementary in meeting the literacy goals that have been established based on current literacy needs.

Needs Assessment, Concerns, and Root Cause Analysis

Description of the Needs Assessment Process
• The needs assessment process began at the system level when the district literacy team created two literacy surveys to administer at each of the elementary schools. These surveys were taken by a variety of personnel. RBE also completed the Georgia Literacy Plan Needs Assessment in order to identify specific areas of need.
Description of Types or Styles of Surveys Used in the Needs Assessment Process

• Georgia Literacy Plan Needs Assessment for Literacy
    o This needs assessment was completed by members from the RBE literacy team. This data was used to create the Gordon County Schools Online Literacy Survey in order to obtain a more comprehensive view of the opinions of our staff**.**
• Gordon County Schools Online Literacy Survey
    o This survey was utilized by RBE and the results were analyzed by the literacy coach.
• Adapted Level of Technology Implementation Survey (LoTI**)**
    o This survey obtained information regarding classroom technology usage, current instructional practices, and multi-disciplinary units.
• TKES Walk-Throughs Conducted by the Administrative Team

Listing of Individuals Who Participated in the Needs Assessment
Kindergarten: • 5 Certified Teachers
1st: • 2 Certified Teachers
2nd: • 4 Certified Teachers
3rd: • 1 Reading/ELA Teacher and 1 Math/Science/S.S. Teacher
4th: • 1 ELA Teacher, 1 Math Teacher, and 1 Science/S.S. Teacher
5th: • 1 Reading Teacher, 1 ELA Teacher, and 1 Science/S.S. Teacher
Special Areas: • 1 Principal • 1 Assistant Principal • 2 EIP Teachers (Reading and Math) • 4 ESS Teachers • 1 ESOL Teacher • 1 Gifted Teacher • 1 Media Specialist • 1 Music Teacher • 1 Technology Paraprofessional • 1 Physical Education Teacher • 1 Literacy Coach

Main Findings from the "What" Document Research-Based Practice
Engaged Leadership and Continuity of Instruction

Area of Concern 1: Literacy Instruction is Not Optimized in All Content Areas

       The first area of concern is a result of literacy instruction not being a shared responsibility among all teachers. Though numerous professional learning opportunities have been made available to support literacy instruction, it has not been mandated that content area teachers participate in this training. Collaborative teams meet periodically, but these are usually composed of either math or reading teachers. It is our goal to establish cross-disciplinary teams through the use of common planning time.

Root or Underlying Causes of the Area of Concern
- o Limited Professional Learning
  - ▪ Literacy-based professional learning opportunities were not consistently made available to all content area teachers.
- o Informal Literacy Leadership Team

Steps to Address the Problem:
- **Steps Taken:**
  - o The literacy coach is working to collaborate with content area teachers to incorporate literacy practices within their classrooms.
  - o An informal literacy leadership team has been established, but other stakeholders need to be represented on the team.
- **Steps to Take:**
  - o In-depth professional learning will be instituted to develop the understanding that a comprehensive system of learning based on disciplinary literacy skills can be implemented across content areas.
  - o Cross-disciplinary teams will be established to examine student work and to collaborate on shared literacy goals.
  - o A formal literacy leadership team will be established with a variety of representatives to assist in developing and maintaining goals, including those that involved interdisciplinary literacy across content areas.

Disaggregated Data

- The concern originates in all grade levels; however, it is of greater concern in 3rd-5th.
- 41.9% of teachers surveyed stated that literacy instruction does not occur in all content areas.

Main Findings from the "What" Document Research-Based Practice
Best Practices in Literacy Instruction

Area of Concern 2: Lack of Access to Instructional Materials that Target the Essential Components of the Cognitive Reading Model

All students at RBE receive explicit instruction in reading through the use of a core reading program. CCGPS literacy units serve as the core reading program in kindergarten through fifth grade. The Dr. Cupp Readers and Journal Writers: Jack and Jilly program is also utilized in kindergarten and 1st grade classrooms. Through strategic data analysis, it has been found that significant numbers of students are displaying phonics deficits. Our goal is to provide our K-2 students with a sequential phonics program that is based on a carefully articulated scope and sequence of phonics skills.

       RBE has received resources that target comprehension, fluency and writing skills. We have limited

resources, however, for teaching vocabulary. Increasing the rigor of vocabulary instruction through the use of best practices is a component of RBE's literacy plan.

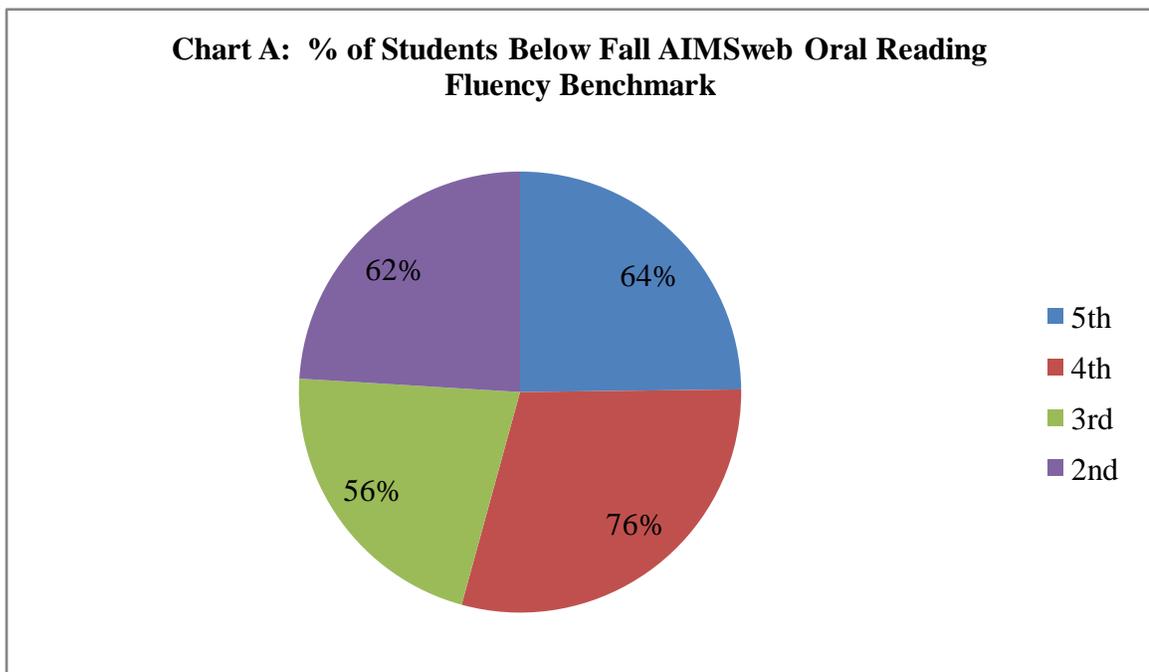**Root or Underlying Causes of the Area of Concern**
- o Reduction in Fiscal Resources
    - ▪ The fiscal resources available have been allotted to certain instructional pieces, but other funds are needed in order to supplement phonics and vocabulary.

Steps to Address the Problem:
- **Steps Taken:**
    - o The literacy coach created a sequential phonics plan based on feedback from teachers and the current resources available.
    - o Vocabulary terms and tasks have been integrated throughout the CCGPS literacy units.
- **Steps to Take:**
    - o Purchase and implement a comprehensive phonics program for K-2.
    - o Purchase resources and materials to support vocabulary instruction.

Disaggregated Data

- The phonics concern has been noted in all grade levels, but it originates in K-2.
- The vocabulary concern originates in all grade levels.
- The chart below shows that a weakness in the area of fluency could be due to a deficit in phonics.

Chart A: % of Students Below Fall AIMSweb Oral Reading Fluency Benchmark

- 5th: 64%
- 4th: 76%
- 3rd: 56%
- 2nd: 62%

Area of Concern 3: Lack of Effective Writing Instruction Across the Curriculum

Writing units are being implemented in K-5 during the writer's workshop block. Writing is only explicitly being taught by the English language arts teachers. A coordinated plan for implementing writing instruction across all subject areas has not been established at this time.

Root or Underlying Causes of the Area of Concern
- o Limited Professional Learning
  - ▪ Content area teachers have not participated in writing professional learning.
- o Lack of a Coordinated Writing Plan Across Content Areas

Steps to Address the Problem:
- **Steps Taken:**
  - o Common core writing units have been implemented in all grade levels in each writer's workshop period.
  - o Professional learning is currently being planned to provide content area teachers with opportunities to learn how to incorporate writing within their specified disciplines.
- **Steps to Take:**
  - o RBE will develop a coordinated plan for writing instruction across all subject areas.
  - o Engaging and comprehensive professional learning on best practices in writing instruction in all subject areas will be provided.

Disaggregated Data

- The lack of writing instruction across the curriculum originates in all grade levels.
- Survey participants were asked to rate the writing instruction across content areas at Red Bud Elementary. 12.1% of teachers surveyed stated that genre-based writing to explore a content-specific topic occurred only once per year in content area classrooms.

Area of Concern 4: Lack of current and effective technology to assist students in gaining skills in order to excel globally in the 21st century

In recent years the technology has become outdated and teachers have not been supported in keeping current with 21st century learning skills. Even with the purchase of some technological devices, professional learning has not been offered to teachers on how best to utilize the resources.

Root or Underlying Causes of the Area of Concern
- o Reduction in Fiscal Resources
  - ▪ Other funds are needed in order to supplement technological resources.
- o Limited Professional Learning

Steps to Address the Problem:
- **Steps Taken:**
  - o Teachers have worked with community organizations in order to obtain outside funds for technological resources.
- **Steps to Take:**
  - o Purchase current technological tools in order to assist students in acquiring 21st century learning skills.
  - o Provide professional learning on new and current technology resources in order to utilize the resources effectively.

Disaggregated Data

- The lack of current, effective technology usage originates in all grade levels.

• In regards to the staff's fluency with using digital tools and resources for student learning, only 38.9% of survey participants scored themselves as having moderate fluency.
Main Findings from the "What" Document Research-Based Practice
System of Tiered Intervention (RTI) for All Students
Area of Concern 5: Implementation of Deficit Specific Interventions   Teachers need ongoing support in knowing how to best strengthen students' deficit areas with targeted interventions. Knowledge of these interventions and how to utilize them is inconsistent among teachers.

Root or Underlying Causes of the Area of Concern
   o Limited Professional Learning
       ▪ In reference to available interventions
       ▪ In reference to how to diagnose specific deficit areas after reviewing data

Steps to Address the Problem:
• **Steps Taken:**
   o Periodic data review meetings are currently being scheduled. The team works to examine the interventions being used and make any adjustments necessary after analyzing data.
• **Steps to Take:**
   o Ongoing professional learning will be available to teachers and interventionists.

Disaggregated Data • The lack of knowledge of deficit specific interventions originates in all grade levels. • Teachers at RBE have expressed an interest in learning more about the interventions available and how to determine students' deficit areas.

Gordon County School System: Red Bud Elementary

Scientific Evidence-based Literacy Plan

In an effort to maximize and strengthen the literacy instruction at Red Bud Elementary, the following literacy plan has been developed. This plan has been devised by utilizing the "Why", "What" and "How" documents as set forth by the Georgia Literacy Task Force. The Gordon County district literacy team, as well as, the current literacy team at Red Bud Elementary worked to analyze RBE's current instructional practices using the needs assessment protocol and online literacy surveys. The results from these measures helped stakeholders develop a rigorous and strategic literacy plan in order to improve the academic achievement of all students.

The "Why" document references the literacy leader as the linchpin of change. "The role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated" (2010). The Literacy Task Force states that leadership by administrators is the key component in generating positive change in the educational field. According to the report titled *Reading Next*, referenced in the "Why" document, the establishment of a literacy leadership group is necessary and holds the responsibility to read and discuss both research and research-into-practice articles on topics in order to acquire local expertise. Though Gordon County Schools has formulated a strong and dynamic district literacy team, the literacy team at Red Bud Elementary has been somewhat informal. As stated in the "Why" document on page 148 in reference to Shanklin (2007), there are six ways in which administrators can support literacy coaches and one of these is to develop a literacy leadership team and vision which includes the literacy coach. As part of the literacy plan, Red Bud Elementary will establish a formal literacy leadership team that is led by the principal and includes participants that serve in various roles. This team will guide the implementation of the school literacy plan. Our goal in forming this team is to ensure that a comprehensive professional learning system is established, literacy goals

are developed, monitored, and reevaluated, and a variety of other literacy-based initiatives are enacted.

With the adoption of the Common Core Georgia Performance Standards, a greater emphasis has been placed on literacy across the curriculum. The "Why" document references the introduction to the CCGPS by stating that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. As part of Red Bud's literacy plan, ongoing professional learning centered on interdisciplinary literacy will be established by the literacy leadership team. The "Why" document references the following skills that are unique to content area reading: identifying the main idea, using diagrams, using text features, skimming to locate facts, and analyzing multiple accounts of the same event (p. 48). In order for students to utilize these strategies effectively, it's imperative that all teachers embrace the fact that literacy must be a component of all classrooms. Content area teachers must understand how to incorporate the teaching of academic vocabulary; narrative, informational and argumentative writing, and discipline-specific text structures. In the *Reading Next* report, which is referenced in the "Why" document, Biancaros and Snow identified fifteen research-based program elements that improve literacy achievement. Their findings show that one effective element is to embed instructional elements among all content areas. Language arts teachers should use content-area text and content-area teachers should provide instruction and practice in reading and writing skills specific to their subject area. After analyzing the needs assessment data for Red Bud Elementary, it was noted that 41.9% of teachers surveyed stated that literacy instruction does not occur in all content areas.In the "Why" document (p. 141) it was noted that effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement. All faculty at Red Bud Elementary will participate in professional learning

segments involving explicit literacy instruction across content areas. Professional learning will be a key component of Red Bud's literacy plan and the literacy leadership team will maintain an interdisciplinary focus across content areas.

With a steady increase of Hispanic, low-income, and transient students Red Bud Elementary has established the goal of meeting the needs of all populations of students by incorporating engaging and rigorous instructional practices. Teachers will utilize the gradual release of responsibility model in an effort to support all students in acquiring grade level standards. Page 47 of the "Why" document addresses the final anchor standard of the CCGPS which states that students will "Read and comprehend complex literacy and informational text independently and proficiently." Page 66 presents research-based program elements from *Reading Next* that will improve literacy achievement of adolescent learners. Element three concerns motivation and self-directed learning, which includes "providing students with the instruction and supports needed for independent learning tasks they will face after graduation." Red Bud Elementary's literacy leadership team is committed to supporting all students in becoming independent readers and writers.

"According to *The Report of the National Reading Panel* (2000), the definitive document in early reading, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This research was outlined on page 64 of the "Why" document and it goes on to define each of these five essential components. Literacy instruction at Red Bud Elementary is supported by a comprehensive core program that is comprised of these five areas. One component of the core reading program in grades K-5 is the Common Core Georgia Performance Standards literacy units. These units were developed by the district literacy team and focus on the English Language Arts standards with an

integration of social studies standards. In kindergarten and 1st grade, the Dr. Cupp Readers and Journal Writers: Jack and Jilly program is also utilized to support early literacy skills. As with any program, there are distinct weaknesses in some of the essential five components at certain grade levels. For example, through thorough data analysis it has been determined that there are phonics deficits exhibited by many of our students. In fact, over 50% of our students in 2nd through 5th grade did not meet the 2014 fall AIMSweb benchmark for the oral reading fluency measure. After several collegial conversations among the teachers at Red Bud Elementary, it has also been noted that students in grades 3-5 are showing phonics deficits on the informal phonics inventory that was administered at the beginning of the school year. This is a trend that has continued to be a problem throughout the last few years. The data and teacher feedback reflect a need for a stronger phonics curriculum in grades K-2. Teachers have also expressed a desire to have more professional learning and resources focused on appropriate vocabulary instruction. The vocabulary instruction across all grade levels could most certainly be more rigorous and effective. As part of Red Bud Elementary's literacy plan, the essential components of the cognitive reading model will be addressed through professional learning and resources provided by the SRCL grant, specifically those centered on phonics and vocabulary. "Explicit and systematic instruction in the five essential components must be provided" ("Why" document, p. 65).

At Red Bud Elementary School it has been determined that a greater emphasis should be placed on the literacy instruction at the K-2 level. It states in the "Why' document that "In grades K-3, early literacy instruction provides instructional anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language." Though extended time is provided for literacy instruction at these

grade levels, we believe that we could be utilizing our time more effectively. Our goal is to institute whole group learning which includes explicit instruction in word identification, vocabulary, and comprehension. As part of our literacy plan we also will work to establish small groups in order to differentiate instruction to meet the needs of our diverse student learners. Teachers at Red Bud Elementary are well-versed in analyzing formative and summative data in order to make appropriate instructional decisions. It has been increasingly difficult, however, to develop a schedule in which all students are met with based on the results of these assessment pieces. Our vision is to work as a school literacy leadership team to analyze how best to maximize instructional time in order to include flexible grouping for all students.

An additional crucial component of Red Bud Elementary's literacy plan will be the implementation of effective writing instruction across the curriculum. "The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45). According to the report titled *Writing to Read*, referenced in the "Why" document, students should write about the texts they are reading, students must be taught the writing skills and processes that go into creating text, and teachers must increase how much students write. Though a coordinated plan has been established for writing instruction in ELA classrooms, it is a necessity that Red Bud Elementary expand this framework across all subject areas. Data from the needs-assessment process revealed that 12.1% of teachers surveyed stated that genre-based writing to explore a content-specific topic occurred only once per year in content area classrooms. This data is staggering and clearly shows a need for professional learning in writing across the curriculum. Content area teachers must be well-versed in how to provide opportunities for students to generate writing based on the argument, informational, and narrative genres. Teachers must be adept at providing explicit instruction, guided practice, and

independent practice. Red Bud Elementary's literacy plan will address the need for providing effective writing instruction across the curriculum with a focus on the key components discussed above.

Red Bud Elementary believes that a focus on technology must be mandated in order to prepare our students to be 21st century learners who excel globally. The "Why" document states that "Reliable research supports the integration of technology in reading, English langue arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" (p. 56). Technology must be integrated throughout all content areas, and both teachers and students must be competent in utilizing a variety of technological tools. The Adapted Level of Technology Implementation Survey was administered to Red Bud Elementary's teachers and only 38.9% of survey participants scored themselves as having moderate fluency in regards to using digital tools and resources for student learning. To achieve academically, students must exhibit 21st century skills that include effective communication, inventive thinking, high productivity, and digital-age literacy. Technology is no longer a tool solely for the workplace. The "Why" document states that "it has become the major tool for young people to communicate with one another" (p. 57). As part of Red Bud's literacy plan, our goal will be to provide teachers and students with training and opportunities to use current technological tools. "In an article for EdTech Magazine, titled "21st Century Skills", the author said, 'The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally'" ("Why" document, p. 58).

Finally, with a diverse student population and an ever-increasing amount of students who are being served in tiers two through four of the Response to Intervention model, it is imperative that teachers at Red Bud Elementary understand how to interpret student data in order to

prescribe appropriate deficit-specific interventions. "Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123). In order to accomplish this endeavor, Red Bud Elementary understands that professional learning must be available for both teachers and support personnel who deliver interventions. This professional learning must focus on a variety of elements including how to interpret data to determine student deficit areas, how to assign appropriate interventions based on the deficit area, and how to utilize efficient and effective interventions. The "Why" document states that "professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information" (p. 124). It is the goal of Red Bud Elementary to ensure that all teachers have a firm understanding of the four-tier delivery model and how to use a variety of ongoing assessment data to determine which students are at risk for not achieving academically or behaviorally.

The research highlighted in the "Why" document references best practices for literacy instruction in order to raise academic achievement levels. Based on these findings, Red Bud Elementary compiled a list of goals and objectives in order to most accurately meet the diverse needs of our students. By employing the content found in the "What" and "How" documents, Red Bud Elementary was able to develop the following scientific, evidence-based literacy plan.

Red Bud Elementary Literacy Plan

Red Bud Elementary School will strive to provide the best opportunities for every teacher, as well as students, to learn and reach his or her full potential. It is the goal of Red Bud teachers to grow as professionals and be prepared to educate all students to be lifelong learners and contributors to the community and global society. Teachers' long term relationships with

students and parents, as well as familiarity and longevity with system initiatives, are strengthened with high rates of teacher retention. Red Bud has a stable teaching staff as evidenced in the chart below..

Red Bud Certified Teachers: Teaching Experience	# of Teachers
1-3 Years Teaching Experience	8
4-10 Years Teaching Experience	11
11-25 Years Teaching Experience	26
1-3 Years Teaching Red Bud Elementary	10
4-10 Years Teaching Red Bud Elementary	18
11-25 Years Teaching Red Bud Elementary	17
Average Years in Education	11.7

At the District Level, Gordon County Schools has a high teacher retention rate as well, which helps to sustain initiatives and provide a continuity of instruction between feeder schools throughout elementary, middle, and high schools. As seen in the chart below, school year 2012-2013 reveals an all-time high of almost 90% teacher retention rate at Gordon County Schools.

Gordon County Schools Teacher Retention

Year	Average Teacher Retention Rate
2003 - 2004	82.2%
2004 - 2005	84.4%
2005 - 2006	68.1%
2006 - 2007	79.8%
2007 - 2008	81.5%
2008 - 2009	78.1%
2009 - 2010	78.1%
2010 - 2011	76.4%
2011 - 2012	83.7%
2012 - 2013	89.6%

The next chart reveals a steady incline in the student graduation rate in Gordon County Schools over time. Red Bud's feeder high school is Sonoraville, shown in red below. Sonoraville's graduation rate has generally been higher over time than Gordon Central. In 2014, however, the graduation rate gap between the two schools was almost closed. Both High School graduation rates are much higher than the state rate. County wide initiatives, collaboration between schools, and the implementation of Graduation Coaches at the middle/high schools have contributed to this achievement.

GCS District Graduation Rate
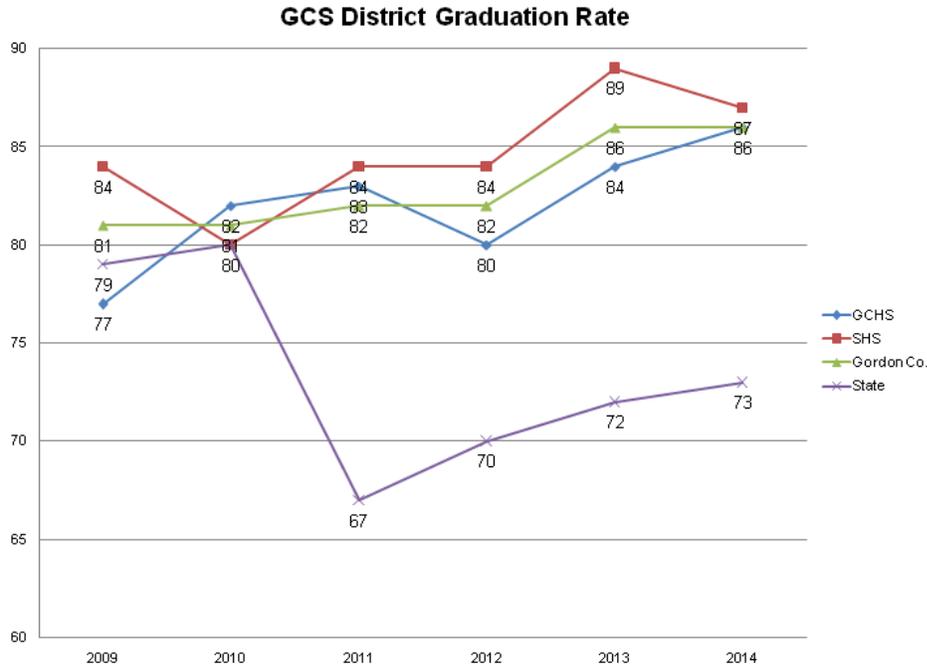
Red Bud Elementary is extremely proud of its 2013 CCRPI score and its gain from the previous year. Based on the data gleaned from the needs assessment process, our goal is to continue to show improvement by incorporating a variety of initiatives that are reflected in Red Bud's literacy plan.

CCRPI	2011-2012	2012-2013
Red Bud Elementary	76.6	91.6

Red Bud Elementary's 2013 CCRPI Score				
91.6				
Achievement Points	**Progress Points**	**Achievement Gap Points**	**Challenge Points**	
52.8	17.8	15	**ED/EL/SWD Performance Points**	**Exceeding the Bar Points**
			5.5	.5
			Total Challenge Points: 6	

Red Bud Elementary's administration and faculty know that a lot of work still needs to be accomplished in order for all students to reach their potentials in literacy. A closer look at data and other school factors reveal Red Bud's concerns and areas in which to improve (see the Needs Assessment/Root Cause/Concerns and the Analysis and Identification of Student and Teacher Data sections). The Striving Reader grant process has provided an excellent opportunity for Red Bud to identify and address these issues. It is the desire of Red Bud's administration and faculty that students at Red Bud Elementary receive "gold standard" literacy instruction and will be college and career ready when they graduate from Gordon County Schools. Based on results from the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12, Red Bud Elementary will address the following Building Blocks that pertain to student growth in literacy explained in the "How" and "What" documents. The Red Bud Elementary leadership team chose the following building blocks and action steps from the "How" document that would best enable our school to become fully operational in the needs assessment areas in which we scored "Emergent" or "Not Addressed":

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Red Bud determined that the administrator seeks out and participates in professional learning in literacy with her faculty. Red Bud Elementary's principal is a former literacy coach and instructional coordinator. She has demonstrated a commitment to learn about and support evidence-based literacy instruction in her school. As the leader of the Red Bud literacy team, the principal will help establish a comprehensive professional learning system in order for her faculty to receive the most extensive and up-to-date information regarding best practices in literacy.   **Sustaining:**   The administrator will   • Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies   • Develop a pipeline of leaders by identifying and training leaders for succession   • Make hiring decisions collaboratively based upon literacy goals
B. Action: Organize a Literacy Leadership Team
The Red Bud Elementary literacy coach is a member of the Gordon County Schools district literacy team. The system literacy team meets to design and deliver system professional development and assessments, as well as, develop CCGPS literacy units. Red Bud Elementary has somewhat of an informal literacy team, but it has been determined that a school literacy leadership team needs to be more aptly defined and represented by a variety of stakeholders from within our school and/or community. This literacy leadership team will be led by the administrator, and the literacy coach and grade level representatives will be active participants. Scheduled meeting times will be established and the literacy team will provide substantive direction for the school and community.   **Planning:**   The literacy team led by the administrator will: • Identify stakeholders and partners to be part of the literacy leadership team   • Create a shared literacy vision for the school aligned with the state literacy plan   • Select or develop a walk-through observation tool, such as the Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices   • Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement   • Schedule and protect time for the Literacy Leadership Team to meet and plan   • Analyze multiple forms of student, school, and teacher data, including results of the observation or walkthrough tool to develop a list of prioritized recommendations and goals for improvement   **Implementing:**   The literacy team led by the administrator will: • Ensure that stakeholders understand literacy goals and their roles in meeting these goals   • Plan for ongoing data collection and analysis to inform program development and improvement   **Expanding:**   The literacy team led by the administrator will:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals

Sustaining:

The literacy team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Stands (CCGPS)
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Share student achievement gains with the District Literacy Leadership Team

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

Red Bud Elementary's daily schedules include a 90-120 minute literacy block, but do not include scheduled time for **all** of the following: intervention, disciplinary literacy in content areas, and collaborative planning. Kindergarten has 195 minutes allotted for the literacy block, first grade has 155 minutes, second grade has 135 minutes, and third through fifth grade haveapproximately 130-140 minutes. Teachers at all grade levels are also given approximately 50 minutes each day for collaborative planning. It has been noted through the needs assessment process that instruction in disciplinary literacy in the content areas needs to be a key component of the Red Bud literacy plan. Teachers need support in literacy best practices and how to incorporate effective strategies within their own content areas.

Expanding:

The administrator or literacy team will:

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

Sustaining:

The administrator or literacy team will:

- Collaborate with the literacy team to determine and share appropriate professional learning at team and staff meetings
- Use technology to provide professional learning to new and continuing teachers

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

Faculty and staff have received professional learning in disciplinary literacy in some content areas but not all. During the 2012-2013 school year, comprehension strategy instruction was a top priority for rollout among the elementary schools as part of the district literacy plan. Comprehension strategy instruction was a foundational piece of the professional learning plan at Red Bud Elementary. All reading teachers received this professional learning piece, but content area teachers only received certain components of the training. Disciplinary literacy has continued to be a focus of the

professional learning for the 2014-2015 school year and will be a critical piece of the Red Bud literacy plan. Faculty and staff will receive professional learning on the use of effective instructional practices for interdisciplinary literacy across the content areas.

Implementing:

The administrator will:

- Utilize all staff to support literacy instruction
- Support the design of professional learning to develop the understanding that a comprehensive system of learning based on disciplinary literacy skills can be implemented across the content areas

Expanding:

The administrator will:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)

Sustaining:

The administrator will:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

E. Action: Optimize literacy instruction across all content areas

Content area teachers consistently incorporate the teaching of **on**e of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures. Content area teachers at Red Bud Elementary are able to incorporate some academic vocabulary within their teaching, but the writing and discipline-specific text structure components are areas that need developed. As part of the literacy plan at Red Bud Elementary, content area teachers will receive training on these components and follow-up support within their classrooms.

Implementing:

The school leadership will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Require writing as an integral part of every class every day
- Ensure instruction in and opportunities for:

-Writing opinion pieces on topics or texts, supporting a point of view with reasons and information
-Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
-Writing narratives to develop real or imaginary experiences

- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

The school leadership will:

- Monitor literacy instruction across the curriculum through:

-Formal and informal observations
-Lesson plans
-Walkthroughs
-Student work samples

- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

Sustaining:

The school leadership will:

- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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

A community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS). A community literacy council, the Calhoun-Gordon Council for a Literate Community, participates in developing literacy goals, however, a system of learning supports needs to be more fully developed. At Red Bud Elementary the literacy coach currently serves on the literacy council and will be a voice for the learning supports that would most benefit the schools in our community.

Expanding:

The school leadership will:

- Actively support teachers in their efforts in schools
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:

The school leadership will:

- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students so as to encourage them and to explain the potential for schools to change lives
- Pursue additional funding sources for specialized literacy staff and materials

Building Block 2: Continuity of Instruction

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

Cross disciplinary teams are not currently meeting. Establishing cross disciplinary teams is most certainly a goal for Red Bud Elementary. Analyzing student work samples is a practice that is currently being pursued at Red Bud; however, this practice has not been implemented among cross disciplinary teams. As part of the literacy plan at Red Bud Elementary, our goal is to foster a shared responsibility for achieving literacy goals among all teachers. Literacy goals will continue to be monitored and established by the literacy team, which will be composed of representatives across content areas.

Planning:

Collaborative teams will:

- Develop administrative awareness of the need to identify gaps
- Work with administration to establish an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the

curriculum

Implementing:

Collaborative teams will:

- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible
- Plan and implement lessons that address the literacy needs of students

Expanding:

Collaborative teams will:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible

Sustaining:

Collaborative teams will:

- Share professional learning online and at team and staff meetings

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

Literacy instruction, supported by a systematic, comprehensive core reading program occurs only in language arts classrooms. CCGPS literacy units have been developed for each grade level and are currently the core reading program used at Red Bud Elementary. The Dr. Cupp Readers and Journal Writers program, Jack and Jillly, is currently being utilized in kindergarten and first grade. This program is also utilized as an intervention when deemed appropriate in other grade levels. Our goal is to provide literacy instruction in all content areas that is supported by our core program. We also hope to use the funds from the Striving Reader Comprehensive Literacy Grant to supplement our current core program based on deficit areas we have noted in phonics and vocabulary.

Implementing:

Teachers will:

- Make writing a required part of every class every day, using technology when possible
- Coach, model, co-teach, observe, and give feedback to fellow teachers using videos or other resources on the use of literacy strategies in the classroom

Expanding:

Teachers will:

- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Discuss exemplary samples with students to model features of quality writing

Sustaining:

Teachers will:

- Stay abreast of effective strategies for literacy instruction
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)

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

Out of school organizations and agencies are making plans to develop learning supports to complement literacy instruction. Red Bud Elementary has established partnerships with some out of school organizations and agencies such as the CalhounGordon Council For a Literate Community, Huddle House, and Waffle House. Huddle House has been a strategic partner through their Write to

Win Campaign and our Principal's Book of the Month program. Our goal is to continue our partnerships with these community organizations and also seek out other opportunities in order to have a more comprehensive system of learning supports to complement the literacy instruction within the classroom.

Implementing:

Red Bud Elementary will:

- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)

Expanding:

Red Bud Elementary will:

- Establish a mentoring system from within and/or outside the school for every student who needs additional support
- Provide English language services that extend beyond the classroom

Sustaining:

Red Bud Elementary will:

- Continue to foster relationships/networks among schools (particularly within feeder patterns), families, and communities
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

Building Block 3. Ongoing formative and summative assessments

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

Effective screening, progress monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms. The district literacy team created 12-week and 24-week periodic assessments/benchmarks for reading and language arts for 1st through 5th grades. Summative benchmarks were also created for 1st and 2nd grade in lieu of the CRCT and the Georgia Milestones. AIMSweb is currently being utilized as a universal screener for students in kindergarten through fifth grade. Teachers also use AIMSweb as a progress monitoring tool. Other research-based tools are utilized if AIMSweb data reveals deficit areas within one of the essential components of reading. Tools may include a phonological screener, informal phonics inventory, MAZE comprehension assessment, etc.

Sustaining:

Red Bud Elementary will:

- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Seek out an additional diagnostic instrument to attain data on comprehension as part of the literacy plan.
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance-based)

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

A full range of formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction. Teachers at Red Bud Elementary currently use a variety of

formative assessments including conferencing, skill checks, and questioning. Summative assessments are utilized at the end of specified learning segments in order to make summary judgments about learning or instruction. Teachers utilize end of unit tests, some of which are generated through the Georgia Online Assessment System. Periodic assessments/benchmarks are administered in reading, language arts and math at the 12 and 24-week marks in the school year. Summative periodic assessments are also administered in first and second grade in correlation with the CRCT and Georgia Milestones. Both formative and summative assessments are used to guide classroom and intervention instruction at Red Bud.

Sustaining:

Red Bud Elementary will:

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction

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

Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs. After the fall AIMSweb benchmarks were completed, the literacy coach supported K-2 teachers in conducting follow-up assessments to determine if there were phonological issues. The data was analyzed and appropriate interventions were provided in order for teachers to strengthen students' achievement in this specific deficit area. As part of the literacy plan at Red Bud Elementary, additional diagnostic assessments will be used in third through fifth grade, as well. Additional diagnostic tools to assess comprehension levels are needed and will be sought after through the SRCL grant funding. We are working towards providing teachers with professional development on the current interventions available at Red Bud and evaluating whether each student has been served with the appropriate intervention.

Expanding:

Red Bud Elementary will:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals

Sustaining:

Red Bud Elementary will:

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

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

Teacher team meetings to analyze summative assessment results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions. Red Bud Elementary sets aside specific days for teachers to analyze assessment results and to make adjustments to their instruction for both whole group and small group settings. These assessment results, however, do not typically impact specific programs that are being implemented. These data/design days allow all grade level teachers time to create lesson plans and needs-based group plans based on the data. This fall, teachers also worked as a collaborative team to analyze and assess student samples of a constructed response item. This constructed response item was added to the 12 week periodic assessment/benchmark. Throughout data/design days, which are held in November and February each year, teachers have the support of the math and literacy coach to help determine appropriate actions to take to support students based on the data.

Expanding:

Red Bud Elementary will:

- Disaggregate data to ensure the progress of subgroups
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

Red Bud Elementary will:

- Based on analysis of summative assessment data:

-Evaluate the effectiveness of programs and policies

-Redefine school improvement goals

-Adjust curriculum alignment to eliminate gaps

-Ensure that students are appropriately placed in specific programs

-Recognize and celebrate students' significant improvements,using the school or classroom websites

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

All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students. Red Bud Elementary uses a variety of data servers to assist in making instructional decisions for students. These servers include AIMSweb, Performance Matters, State Longitudinal Data System, and the Georgia Online Assessment System. Once data is analyzed, teachers make decisions regarding both whole group and needs-based instruction. This information drives instructional practices, and is additionally used to inform parents of strengths and weaknesses of their child.

Sustaining:

Red Bud Elementary will:

- Continue to build collaborative data meetings into the monthly calendar
- Ensure that the data storage and retrieval system is effective and efficient

Building Block 4. Best Practices in Literacy Instruction

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

At Red Bud Elementary, a core program is in use, but it does not provide a strong basis for instruction in all aspects of literacy. We have determined that vocabulary instruction needs to be an area of focus as part of the literacy plan. Vocabulary is integrated throughout the CCGPS literacy units that were developed for each grade level, however, teachers have not received updated professional learning on current best practices in vocabulary instruction. It has also been noted that phonological awareness and word identification instruction should be targeted in our kindergarten through second grade classrooms. With funds from the Striving Reader Comprehensive Literacy Grant, we hope to purchase materials that will supplement our core reading program in the aforementioned areas.

Implementing:

Red Bud Elementary will:

- Ensure a daily literacy block in K-2 that includes whole-group explicit instruction in phonological awareness, word identification, vocabulary, fluency and comprehension, as well as, small groups for differentiation for all students
- Ensure a daily literacy block in 3-5 that includes whole-group explicit instruction in word identification, vocabulary, fluency and comprehension, as well as, small groups for

differentiation for all students

Expanding:

Red Bud Elementary will:
- Review teacher and student data to improve instruction
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways

Sustaining:

Red Bud Elementary will:
- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Provide opportunities for teachers to learn how to make curriculum more accessible to all learners (e.g., participate in professional learning provided by district and state, attend conferences and/or institutes)
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program

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

Writing is only explicitly taught by English language arts teachers. Gordon County Schools have adopted Lucy Calkins' common core writing units and these are being utilized in grades K-5 by the English language arts teacher during the writer's workshop block at RBE. The literacy plan at Red Bud Elementary will include a focus on writing instruction across all subject areas that consists of explicit instruction, guided practice, and independent practice. Our goal is for teachers in content areas to provide instruction in and opportunities for students to develop an argument, informational, or narrative piece in order to explore content area topics.

Planning:

Red Bud Elementary will:
- Develop a coordinated plan for writing instruction across all subject areas to include:

-Explicit instruction

-Guided practice

-Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas

Implementing:

Red Bud Elementary will:
- Require writing as an integral part of every class every day

Expanding:

Red Bud Elementary will:
- Discuss exemplary samples with students to model features of quality writing

Sustaining:

Red Bud Elementary will:
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)

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

Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate to their grade levels. Red Bud Elementary has been involved in the Schlechty Center's Working on the Work framework for the past six years and continues to send teacher leaders to conferences or trainings that focus on the engagement levels of students. The participants of these

conferences provide follow-up professional learning for other staff members. At Red Bud, we continue to maintain a focus on designing work in order to increase engagement levels of students. Technology has shown to be effective in increasing the engagement levels of students. At Red Bud Elementary, our goal is to utilize current technological instructional practices in order to help our students develop into 21st century learners who excel globally.

Expanding:

Teachers will:

- Continue to leverage the creative use of technology within the learning process to promote engagement and relevance
- Conduct peer observations to observe effective strategies for developing and maintaining interest

Sustaining:

Teachers will:

- Continue to receive professional development on engagement strategies and will utilize them effectively throughout the literacy block and all content areas
- Participate in professional development and stay abreast of current information regarding best practices on using digital resources as learning tools such as: online blogs, wikis, and social media to engage and motivate
- Be encouraged to participate in professional communities to share ideas, questions, and lesson plans in an effort to promote active engagement based on student interests

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

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

Data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective. As a 2013-2014 initiative, data teams periodically met to discuss formative assessment data and to review current instruction and interventions that were being utilized. These data teams were comprised of the teacher, reading interventionist, literacy coach, and the RTI district coordinator. This process will continue throughout the 2014-2015 school year but the team will be comprised of teachers, literacy coach, and the school RTI coordinator. This framework continues to be an endeavor that is a component of Red Bud's literacy plan. Through this process, we also hope to support teachers in increasing their knowledge of appropriate interventions and what deficit areas those interventions target.

Sustaining:

Red Bud Elementary will:

- Use the Georgia Department of Education problem-solving checklist to evaluate:

-Personnel providing interventions

-The ease with which students move between tiers

- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention (e.g., videotaping, videoconferencing, online collaboration)

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

Student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support. If specific instructional areas and classrooms are identified as those needing support, the literacy coach and classroom teacher work collaboratively to create a plan for improving student achievement. A variety of options may be used to accommodate teachers such as scheduling changes, peer observations, professional learning, modeled lessons, support with ongoing formative assessments, and other innovative ideas that will move students and teachers toward maximum efficiency.

Sustaining:

Red Bud Elementary will:
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet students' needs
- Encourage the use of technology to support proactive communication between students and teachers and parents and teachers (e.g., cell phones, texting, email)
- Ensure that communication between teachers and administrators is ongoing and effective

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

Tier 2 instruction and interventions are provided by the classroom teacher at some point during the school day.In the past, tier 3 interventions have been administered by the reading interventionist. This year, however, Red Bud Elementary has established a school wide focus time wherein teachers administer Tier 3 interventions to specified students. Students who do not receive Tier 3 interventions participate in enrichment groups during the focus time. We are currently working towards providing adequate blocks of time in the schedule for the tier 2 interventions in those grade levels that are limited by time constraints. This will be an ongoing venture that is addressed in Red Bud's literacy plan.

Planning:

Red Bud Elementary will:
- Ensure effectiveness of interventions by:

-Building sufficient blocks of time into the daily schedule

- Providing adequate space conducive to learning

- Ensuring that interventions are provided by competent, well-trained teachers

- 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

Implementing:

Red Bud Elementary will:
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

Expanding:

Red Bud Elementary will:
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Study schools successful in closing the achievement gap and how they have effected change

Sustaining:

Red Bud Elementary will:
- Ensure that teachers consistently provide research-validated interventions designed to meet individual students' needs
- Document data points to monitor student response to intervention

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

Interventions in Tier 3 are provided by certified teachers with fidelity, but are not yet on a 1:1-1:3 basis. Teachers currently serve students in groups ranging from 6-12 students. Red Bud Elementary understands the need to improve the teacher-student ratio and will strive towards this improvement as a component of the literacy plan.

Expanding:
Red Bud Elementary will:
- Consistently provide research-validated interventions designed to meet students' needs
- Document data points to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Research innovative scheduling and personnel assignments in order to reduce the intervention-student ratio in tier 3 groups.

Sustaining:
Red Bud Elementary will:
- Continue to ensure that:

-Students move into and out of T2 and T3
- Data is used to support response to intervention
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole

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

To ensure that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS. Professional learning is provided at the school and district level by the district literacy team members. Red Bud will continue to offer more opportunities for professional learning that are appropriate for the stakeholders mentioned above.

Sustaining:
Red Bud Elementary will:
- Ensure student data supports the exit of students from T4
- Implement a system of checks and balances to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

School administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content areas in their preservice training. The principal at Red Bud has noted that she has specifically incorporated disciplinary literacy questions throughout the

interview process.

Expanding:

The administrator will:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

Red Bud Elementary will:

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

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

ELA instructors participate in professional learning on the use of the core program but as part of Red Bud's literacy plan, we will aim to include all administrative and instructional personnel. Our goal is to nurture a climate of literacy throughout our school building, and we believe a key component to this initiative is providing professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.

Implementing:

Red Bud Elementary will:

- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Provide opportunities for teachers to practice techniques in non-threatening situations

Expanding:

Red Bud Elementary will:

- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)
- Continue program-specific professional learning each year for new and experienced teachers

Sustaining:

Red Bud Elementary will:

- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Continue to encourage "professional talk" among staff and provide time for discussions

Gordon County School System: Red Bud Elementary

Analysis and Identification of Student and Teacher Data

Red Bud has 45 highly-qualified certified educators on staff. Approximately 82% of Red Bud's faculty members have earned graduate degrees. Collectively, they have earned almost 30 endorsements and add-ons.

Teacher Classification	Total Number of Personnel
Administration and Instructional Coaches	4
Pre-K	3
Kindergarten	5
First	4
Second	4
Third	4
Fourth	3
Fifth	4
ESS, ELL, EIP, Speech, Gifted	9
Counselor, Media, PE, Technology Paraprofessional, Music	6
Paraprofessionals in Pre-K and Kindergarten	8

Highest Degree Earned Below			
Bachelor's Degree	**Master's Degree**	**Education Specialist Degree**	**Endorsements**
13%	**33%**	**49%**	**Math-3** **ESOL-6** **Reading-8** **Teach Support Specialist-2** **Gifted-6** **Special Education -3**

- **Teacher Retention Data**

Number of Years Teaching	# of Teachers
1-3	6
4-10	11
11-25	26
1-3 Years at RBE	10
4-10 Years at RBE	18
11-25 Years at RBE	17
Average Years of Teaching	11.7

Summative CRCT Student Data with Identified Strengths and Weaknesses

The following three charts display Red Bud's disaggregated Reading and Language Arts CRCT data and the 5th grade writing test data for the past three years.   In regards to student data, RBE has continued to maintain 90% or more meets/exceeds rates for the last three years in reading in 3rd and 5th grade, with a growing exceeds rate each year in 4th and 5thgrade. The number of SWD who performed at the meeting/exceeding level increased in almost all content areas. Deeper digs into data reveal that a high percentage of students, while "Meeting," hover right over the 800 cut. This is especially true in SWD, EIP, and ELL data. With the expected rise of cut scores based on the GADOE's new Readiness Level Indicators, as well as changes to the 2014-2015 state assessment through Georgia Milestones, continued growth in achievement will be a greater challenge.

READING - GRADES 3-5 - CRCT Summary Data						
Reading - Meets or Exceeds						
Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	39%	94%	62%	93%	45%	92%
All 4th Grade Students	46%	97%	51%	96%	59%	94%
All 5th Grade Students	31%	91%	41%	99%	43%	99%
Black	13%	100%	29%	100%	29%	100%
White	53%	97%	53%	97%	52%	94%
Hispanic	23%	90%	37%	94%	29%	95%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
SWD	13%	89%	22%	94%	27%	91%
ELL	17%	87%	35%	89%	17%	92%
ED	30%	91%	44%	93%	42%	95%
Multi-Racial	n/a	n/a	71%	100%	100%	100%
Gender - Male	34%	92%	46%	95%	48%	94%
Gender - Female	44%	96%	55%	97%	50%	97%

RBE has maintained over 90% meets/exceeds on the English Language Arts CRCT in 3rd-5th grade. The exceeding category for 4th grade increased by 12% from 2013 to 2014. An initiative at RBE has been to integrate the language conventions within the writer's workshop block in an effort to maximize improvements in the ELA and writing data. Red Bud literacy teachers have also focused on the narrative, informational, and opinion writing genres. Scores decreased from 2013 to 2014, so we will continue to maintain an instructional focus on these genres.

Gordon County School System: Red Bud Elementary

LANGUAGE ARTS - GRADES 3-5 - CRCT Summary Data						
Language Arts - Meets or Exceeds						
Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	24%	90%	33%	93%	22%	90%
All 4th Grade Students	45%	91%	28%	92%	40%	92%
All 5th Grade Students	36%	93%	45%	99%	37%	97%
Black	0%	88%	43%	72%	43%	100%
White	38%	92%	39%	94%	35%	92%
Hispanic	23%	98%	18%	98%	17%	94%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
SWD	4%	73%	24%	82%	5%	76%
ELL	4%	100%	12%	97%	0%	83%
ED	26%	91%	27%	92%	26%	92%
Multi-Racial	n/a	n/a	57%	100%	0%	100%
Gender - Male	33%	89%	31%	94%	29%	90%
Gender - Female	36%	97%	40%	95%	36%	95%

Source: SLDS

5th Grade Georgia Writing Assessment

2012			2013			2014		
DNM	M	E	DNM	M	E	DNM	M	E
34%	64%	2%	8%	85%	8%	27%	64%	9%

The next three charts display content area data. Achievement gains from 2012 to 2014 are attributed to content literacy being integrated *into the literacy block*, particularly in 3rd and 4th grades, as well as content instructional pacing that follows the pacing of informational texts used within the literacy block. Future gains will depend on the consistent integration of literacy *into the content blocks* as well. Increasing the literacy skills that students are using within these content areas will help facilitate the acquisition of content area standards.

Math achievement has increased in 3rd-5th grade, however, continued improvements are

necessary in order to increase the number of students exceeding. 4th grade did, however, show a 13% increase in the percentage of students who exceeded on the CRCT from 2013 to 2014. It has been determined that many students struggle with word problems which require both reading and reasoning. It is imperative that we move towards increasing the literacy practices that are utilized in mathematics classes in order to support students with these skills.

CRCT Math	2012			2013			2014		
Grade	DNM	M	E	DNM	M	E	DNM	M	E
3rd	19%	46%	35%	7%	38%	56%	15%	37%	48%
4th	28%	41%	31%	9%	54%	37%	13%	37%	50%
5th	29%	52%	19%	2%	28%	70%	3%	40%	57%

Disciplinary literacy and writing across the curriculum are two fundamental goals from Red Bud's literacy plan. These components are crucial in order to close the achievement gap that is reflected from the science and social studies data. Increasing the literacy skills that students are using within these content areas will help facilitate the acquisition of content area standards.

CRCT Science	2012			2013			2014		
Grade	DNM	M	E	DNM	M	E	DNM	M	E
3rd	27%	50%	23%	16%	56%	28%	20%	48%	32%
4th	12%	38%	50%	19%	58%	23%	25%	46%	29%
5th	28%	42%	30%	7%	50%	42%	18%	56%	27%

CRCT Social Studies	2012			2013			2014		
Grade	DNM	M	E	DNM	M	E	DNM	M	E
3rd	15%	72%	14%	10%	61%	28%	22%	57%	22%
4th	14%	54%	32%	18%	70%	12%	17%	67%	16%
5th	22%	65%	13%	6%	57%	37%	18%	66%	16%

Additional District-Prescribed Data

Gordon County Schools developed 12 and 24 week Periodic Assessments for grades 1-5 in Reading, ELA, and Math. These are used for formative purposes and teachers have access to disaggregated data online through Performance Matters. This school year, the Reading assessment included constructed response items for grades 2-5. A "meets/exceeds" score on a two point constructed response item is 2, and a score of 3 or 4 is "meets" or "exceeds" on a four-point constructed response. Red Bud's performance is charted on the following page and reveals that very low percentages of students are meeting/exceeding with constructed response.

2 Point Constructed Response Item				
Grade Level:	Total Number of Students Tested:	Total of Score 0	Total of Score 1	Total of Score 2
Second Grade	87	48	30	9
Third Grade	102	34	65	3
Fourth Grade	97	74	14	9

4 Point Constructed Response Item						
Grade Level:	Total Number of Students Tested:	Total of Score 0	Total of Score 1	Total of Score 2	Total of Score 3	Total of Score 4
Fourth Grade	97	71	16	9	1	0
Fifth Grade	88	27	29	21	11	0

At RBE, the current universal screener is AIMSweb. It is utilized at the beginning of each school year to screen for reading difficulties in K-5. If deficit areas are determined based on the results, appropriate diagnostic assessments are administered that go down the levels of the cognitive model to determine potential gaps, such as in phonics and phonological awareness. Based on the oral reading fluency data from the 2014 fall screening, it has been determined that more than half of our students in second through fifth grade are reading below target. Through the use of diagnostic assessments, many teachers have concluded that their students' low fluency performance is most likely contributed to a deficit in phonics and in some cases, phonological awareness.

Goals and Objectives Based on Formative and Summative Assessments

- o   Goal: RBE will increase the number of students meeting/exceeding in all content areas on formative and summative assessments.

    - ▪   Objective: Disciplinary literacy and writing across the curriculum will be instituted across content areas.

- Goal: Provide students with appropriate tiered interventions that will remediate or accelerate based on the main areas of the cognitive reading model.
    - Objective: Address gaps in Red Bud's instructional Tier 1 "core" literacy program, as well as materials and strategies to supplement Tier 2, 3, and 4
    - Objective: Design and implement professional development that impacts student learning through differentiation, RTI, the cognitive model, and literacy across the curriculum

- **Teacher Participation in Professional Learning Communities**

All teachers participate in professional learning throughout the school year. During 2014-2015, teachers will receive professional learning on writer's workshop, interactive notebooks, writing across the curriculum, constructed response items, and more.

Project Plan-Procedures, Goals, Objectives and Support

All teachers and students at Red Bud Elementary are included in our plan.

RBE's goals and objectives are informed by our needs assessment and the Building Blocks, "What?" and "Why?" documents as summarized in the table below.

Project Need: Red Bud Elementary lacks effective interdisciplinary literacy across the curriculum and content areas.
Goal 1: RBE will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.   **Objectives:**   • The school literacy leadership framework will be led by the principal and other literacy stakeholders.   • Cross-disciplinary teams will maintain a literacy focus across the curriculum.   • The Georgia Literacy Observation Checklist will be used to assess literacy instruction in all content areas.   • Professional development will target the literacy needs of the diverse student population, including the gradual release of responsibility.   **Timeline:**   • Professional Learning: 2014-2015 and 2015-2016   • Classroom Introduction and Implementation: Spring 2015   **Implementation:**   • Teachers will receive training on how to incorporate literacy instruction across the content areas.   **Alignment to Researched-Based Practices that Guided the Establishment of Goals and Objectives:**   • The "Why" document states that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.
Project Need: Red Bud Elementary lacks access to instructional materials that target the essential components of the cognitive reading model.
Goal 2: Instructional materials at RBE will be effective at targeting the essential components of the cognitive reading model.   **Objectives:**   • RBE will ensure that a variety of materials are available to target phonological and phonemic awareness, phonics, fluency, vocabulary and comprehension.   • RBE will adopt a systematic and explicit phonics curriculum in K-2 and will strengthen the vocabulary instruction school-wide by training teachers on best practices.   **Timeline:**   • Professional Learning: 2014-2015 and 2015-2016   • Classroom Introduction and Implementation: 2015-2016   **Implementation:**   • Teachers will receive training on incorporating best practices in vocabulary and any new phonics program that is purchased and implemented.   • Professional learning will be provided on instructional materials that target the essential components of the cognitive reading model.

Alignment to Researched-Based Practices that Guided the Establishment of Goals and Objectives:
- "Explicit and systematic instruction in the five essential components must be provided" ("Why" document, p. 65).

Project Need: Red Bud Elementary lacks effective writing instruction across the curriculum.

Goal 3: Students at RBE will receive researched-based writing instruction across the curriculum.

Objectives:
- RBE will adopt a consistent plan for writing instruction across the curriculum.
- RBE will offer professional learning to teachers that will impact writing instruction.

Timeline:
- Professional Learning: 2014-2015 and 215-2016
- Classroom Introduction and Implementation: Spring 2015

Implementation:
- Teachers will receive training on incorporating writing instruction across the curriculum.

Alignment to Researched-Based Practices that Guided the Establishment of Goals and Objectives:
- "The implementation of strong writing programs is crucial to a literacy initiative" ("Why" document, p. 45).

Project Need: Red Bud Elementary has a shortage of current technological resources that prevent students from gaining skills necessary to truly excel globally in the 21st century.

Goal 4: Technology at RBE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.

Objectives:
- RBE will ensure that teachers and students have access to technological resources.
- RBE will strengthen technology integration school wide with interactive media tools (computers, electronic tablets, e-readers, etc.)

Timeline:
- Teacher Training: 2015-2016
- Technology Acquisition: 2014-2015 and 2015-2016
- Classroom Introduction and Implementation: 2015-2016

Implementation:
- RBE will offer training on the use of technology to support literacy.

Alignment to Researched-Based Practices that Guided the Establishment of Goals and Objectives:
- "Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" ("Why" document, p. 56).

Project Need: Teachers have not been adequately trained in ways to best meet the needs of students by implementing appropriate deficit specific interventions.

Goal 5: RBE will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Objectives:

- RBE will utilize data teams to establish a consistent system of RTI.
- RBE will offer professional learning opportunities to gain a more thorough knowledge of deficit specific interventions.

Timeline:
- Professional Learning: 2014-2015 and 2015-2016
- Model RTI Classroom: 2014
- Classroom Introduction and Implementation: Spring 2015

Implementation:
- RBE will provide training on the effective use of RTI skills and deficit-specific interventions.

Alignment to Researched-Based Practices that Guided the Establishment of Goals and Objectives:
- RBE has the "responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123).

Formative and Summative Measuring of Project Goals/Objectives:

Formative and summative components will measure the goals and objectives set forth in the project plan. Formative and summative benchmarks are utilized to screen and monitor student progress. DIBELS Next will be used to assess the success of resources used to target the components of the cognitive reading model. Observational tools, checklists, and rubrics will be used to assess writing samples, technology usage, and interdisciplinary literacy practices.

Tiered Instruction:

RBE's schedule allows for at least a 90-minute literacy block which incorporates tiered instruction. Students that are identified as exhibiting deficits will receive needs-based instruction and placed in the appropriate tier in the RTI model.

RTI Model:

Tier II		
Time	**Personnel**	**Strategies**
• Identified students will receive small group instruction, as needed, throughout the day.	• Certified teachers and Paraprofessionals	• Identified students receive two segments per week of 20 minutes of instruction • Targeted Scaffolding
Tier III		
Time	**Personnel**	**Strategies**
• Identified students will receive intensive small group instruction for at least four 20 minute segments.	• Certified teachers	• Provide intensive interventions in smaller group sizes with targeted instructional materials • Tier 3 students are served during the school-wide focus time
Tier IV		
Time	**Personnel**	**Strategies**
• Students will receive the following inclusion or pull-out services based on needs: Gifted and ESS.	o Speech/Language Pathologist, ESS, and Gifted Teachers	▪ Specialized programs, methodologies and instructional deliveries will be provided

Practices in Place When Determining Goals/Objectives:

- Goal 1: Professional learning is being planned to support content area teachers in implementing best literacy practices.

- Goal 2: Lessons from www.readinga-z.com are utilized to supplement the phonics deficit.

- Goal 3: All students have writing portfolios where samples from each genre are collected.

- Goal 4: Tablets are being utilized in the media center.

- Goal 5: Data teams analyze data and discuss current interventions.

Goals to be Funded with Other Sources:

- RBE will continue to fund educational websites and magazine subscriptions through other sources.
- RBE will continue to provide assistance and support with technology through the system technology team

- RBE will continue to systematically administer 12 and 24 week formative benchmarks utilizing Title funds and/or other sources
- Gordon County Schools will continue to provide a framework for professional development through school literacy coaches, funded by Title 1 funds and/or other sources.

Sample Schedule Indicating Tiered Instructional Schedule:
*Gaps in time include lunch, specials, transitions, etc.

- **Kindergarten**
  - 7:40-8:15   Whole Group Phonics

  - 8:15-9:30   Jack and Jilly with Needs-Based Intervention Groups
    - Differentiated Interventions for Tiers I, II, III, IV
    - Sample Interventions: Road to the Code, FCRR

  - 9:30-10:10   Kindergarten Focus Time
    - Tiers I and II are served by paraprofessionals
    - Tiers III and IV are served by certified teachers
      - Sample Interventions: Road to the Code

  - 11:40-12:25   Writer's Workshop

  - 12:25-1:40   Number Corner and Math Workshop

  - 2:00-2:15   Science/Social Studies

- **1st**
  - 9:20-10:00   Writer's Workshop

  - 10:00-10:55   Jack and Jilly with Needs-Based Intervention Groups
    - Differentiated Interventions for Tiers I, II, III, IV
    - Sample Interventions: Road to the Code, FCRR

  - 11:40-12:40   Common Core Unit Work and Guided Reading Groups

  - 1:35-2:15   Focus Time
    - Tiers I and II are served by enrichment teachers
      - Content includes science and social studies
    - Tiers III and IV are served by certified teachers and one ESS paraprofessional
      - Sample Interventions: SRA Reading Mastery

- **2nd and 3rd**
*2nd and 3rd grade operate in two man teams. The sample schedule below reflects the literacy block for those grade levels.

  - 8:10-10:25   Block 1

- Writer's Workshop
- Reading and Needs-Based Intervention Groups
  - Differentiated Interventions for Tiers I, II, III, IV
  - Sample Interventions: FCRR, Phonics Combos, Guided Reading, etc.

- **4th and 5th**
  - 8:10-9:20   Block I

  - 10:20-11:25   Block II

  - 12:05-1:10   Block III

  - 1:10-2:15   Block IV
    - Two days a week, the reading teacher facilitates literature circles and Tier II interventions.
    - Three days a week the reading teacher teaches from the common core unit and provides differentiated interventions.

Important Note: 2nd-5th grade receive Tier 3 interventions during the school-wide focus time from 7:40-8:05 Monday-Thursday. Sample interventions include: SRA Corrective Reading.

Assessment/Data Analysis Plan

Current Assessment Protocols at Red Bud Elementary School				
Assessment	**Purpose**	**Skills Measured**	**Frequency**	**Grade Levels Assessment is Utilized**
• AIMSweb	• To screen and monitor students' achievement on a variety of reading skills • May be used to evaluate the effectiveness of interventions based on students' growth	A. Number Identification B. Quantity Discrimination C. Missing Number D. Letter Naming Fluency E. Letter Sound Fluency F. Phoneme Segmentation Fluency G. Nonsense Word Fluency ----------------------------------- H. Phoneme Segmentation Fluency I. Reading CBM; Fluency J. Nonsense Word Fluency K. Math Computation ----------------------------------- L. Math Computation M. Reading CBM; Fluency	A. Fall, Winter B. Winter, Spring C. Winter, Spring D. Fall E. Fall, Winter F. Winter, Spring G. Winter, Spring ----------------------------------- H. Fall I. Winter, Spring J. Fall, Winter K. Fall, Winter, Spring ----------------------------------- L. Fall, Winter, Spring M. Fall, Winter, Spring	• K (A-G) • 1st (H-K) • 2nd-5th (L-M)
• Standards-Based Report Card	• To determine students' acquisition of grade level standards as set forth by the CCGPS	A. All Grade Level CCGPS	A. At the end of each nine weeks (4 X per year) *Not all standards are assessed each nine weeks.	• K-1

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• Phonological Awareness Screener	• To determine strengths and weaknesses along the phonological awareness continuum	A. Word, Syllable, Onset-Rime, and Phoneme Levels	A. As Needed	• As Needed
• GKIDS	• To provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning	A. Alphabet Knowledge, Phonological Awareness, Concepts of Print, Alliteration and Rhyming, Vocabulary, and Reading Comprehension	A. 2 X per year	• Kindergarten
• Informal Phonics Inventory	• To determine strengths and weaknesses along the phonics continuum	A. Letter Sounds, CVC, Consonant Blends and Digraphs, Rule of Silent – e, r-controlled vowels, and Vowel Digraphs	A. Beginning of the year and again as needed	• As Needed

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• District-wide Periodic Assessments/ Benchmarks Aligned to CCGPS	• To determine students' acquisition of grade level standards • To target weaknesses through needs-based groups	A. Grade Level CCGPS	A. Formative Benchmarks are administered at the 12 and 24-week point B. Summative Benchmarks are administered in April of each school year	• 1st-5th • 1st and 2nd
• Sight Word Inventory	• To determine J&J Reader • To determine students' knowledge of common sight words	A. Sight word recognition and knowledge	A. As Needed	• As Needed
• Georgia Milestones	• To determine students' acquisition of grade level standards • To screen students for needs-based groups using the previous year's data	A. Grade Level CCGPS	A. 1 X per Year	• 3rd-5th

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• WIDA Placement Test (W-APT)	• To assist with programmatic placement decisions such as identification and placement of ELLs	A. Four language domains of Listening, Speaking, Reading, and Writing.	A. Eligibility Screening	• As Needed
• ACCESS test	• To monitor progress in acquiring academic English	A. Four language domains of Listening, Speaking, Reading, and Writing	A. 1 X per year	• As Needed
• CoGAT	• To assess students' acquired reasoning abilities	A. Verbal, Quantitative and Nonverbal reasoning	A. Gifted Eligibility Screening	• As Needed
• ITBS	• To assess students' academic achievement levels	A. Reading comprehension, vocabulary, mathematics (Skills may vary depending on grade level of student being tested)	A. Gifted Eligibility Screening	• As Needed
• Torrance	• To assess students' creative mental abilities	A. Fluency, elaboration, originality, abstractedness	A. Gifted Eligibility Screening	• As Needed

Assessment	Purpose	Skills Measured	Frequency	Grade Levels Assessment is Utilized
• Hawthorne	• To assess creativity and motivation skills	A. Creativity and motivation	A. Gifted Eligibility Screening	• As Needed
• Student Learning Objective (SLO) • Assessments	• To assess the growth of students in an academic year	A. Achievement Growth	A. 2 x per year	• K-5

- **Comparison of the Current Assessment Protocol with the SRCL Assessment Plan**

The current assessment protocol at RBE is aligned with the SRCL assessment plan with the exception of DIBELS Next and the Scholastic Reading Inventory. These assessments will be utilized as part of Red Bud's literacy plan with funds from the SRCL grant.

- **Discontinued Assessments As a Result of the Implementation of SRCL**

The implementation of the SRCL grant will introduce new literacy assessments. This will allow Red Bud Elementary to discontinue the use of AIMSweb. Discontinuation of other assessments may be deemed appropriate as student needs are assessed.

- **Professional Learning Needs**

The implementation of any new literacy assessments will necessitate a need for professional learning. Teachers will need professional learning on the Scholastic Reading Inventory, as well as, DIBELS Next. It is imperative that teachers have a thorough understanding of what each assessment measures, how to administer the assessments, how to interpret the data, and how to use the data to drive instruction.

- **Data Presented to Parents and Other Stakeholders**

Parents are given progress reports every 4.5 weeks and report cards are sent home at the conclusion of each nine week period. Parents also have the opportunity to see a collection of formative and summative data by looking at their child's portfolio (in specified grades) or by participating in parent-teacher conferences. Parents are also informed of specific data in regards to their child if Student Support Team (SST) meetings are held. Data may also be presented during district or school wide informational meetings or posted on the school or district website.

- **How Data Will Be Used to Develop Instructional Strategies and to Determine Materials and Need**

At RBE, data is used to drive instruction based on student needs. Each year teachers work collaboratively during two data/design days. They work to develop instructional strategies that are effective in supporting student deficit areas. Teachers, along with the literacy coach and assistant principal, will have additional collaborative planning/design time to discuss what strategies have or have not been successful in meeting the needs of students. This collaborative process may impact the RTI process including the tiers of students and what interventions are utilized.

Plan for New and Current Assessments: How will the plan be accomplished?

Assessments	Who Will Perform Assessment	Frequency of Assessment
- DIBELS Next	Instructional Coaches, ESS and EIP Teachers, and Paraprofessionals	- 3 X per year
- Standards-Based Report Card	Classroom Teachers and Paraprofessionals	- 4 X per year
- Phonological Awareness Screener	Literacy Coach or Certified Teacher	- As Needed
- GKIDS	Kindergarten Teachers and Paraprofessionals	- 2 X per year
- Informal Phonics Inventory	Literacy Coach or Certified Teacher	- Beginning of the Year and As Needed
- District-wide Periodic Assessments/Benchmarks Aligned to CCGPS	Certified Teachers	- Formative Benchmarks are administered at the 12 and 24-week point - Summative Benchmarks are administered in April

Gordon County School System: Red Bud Elementary

Assessments	Who Will Perform Assessment	Frequency of Assessment
• Sight Word Inventory	Certified Teacher or Paraprofessional	• As Needed
• Georgia Milestones	Certified Teachers	• 1 X per year
• Scholastic Reading Inventory	Certified Teachers	• 3 X per year
• WIDA Placement Test (W-APT)	ELL Teacher	• Eligibility screening
• ACCESS test	ELL Teacher	• 1 X per year
• GAA	ESS Teacher	• 1 X per year
• CoGAT, ITBS, Torrance, and Hawthorne Assessments	Gifted Teacher	• Placement
• Student Learning Objective (SLO) Assessments	Reading/ELA, Math, Specials Area Teachers	• 2 X per year

Resources, Strategies and Materials Including Technology to Support the Literacy Plan

Resources Needed to Implement the Literacy Plan
Classroom Resources Needed
Materials to support Tier 2 and Tier 3 interventions, updated classroom libraries (literary and informational in various genres, reading levels, and formats in topics to support CCGPS and student interest, including high interest/ low readability), class sets of chapter books and informational books/materials to support CCGPS, interactive media tools (electronic tablets, e-readers, electronic response systems, digital video equipment to support online collaboration and distance learning, computers, interactive software, interactive slates, audio equipment), materials to support the essential components of reading
Shared Resources Needed
Writing resources and professional development materials for writing in the content areas, small group sets of electronic tablets for checkout, computers, professional texts to use in book study teams
Library Resources Needed
Updated titles to support CCGPS (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest)
Activities that Support Literacy Intervention Programs
- informal and diagnostic assessments, differentiated instruction, explicit and systematic research-based strategies, flexible grouping   - small group interventions based on appropriate tiers, additional screenings and progress monitoring, individualized instructional reading programs   - professional development on deficit specific interventions and collaborative planning time on the appropriate utilization of interventions
Shared Resources Available
2 Computer Labs   - Activoters   - Laptop cart (Red Bud Elementary would like to potentially provide an updated laptop cart to teachers because this one is outdated and the majority of laptops do not work correctly or consistently)
Library and Resource Room Shared Materials
- Library books   - Digital and audio/visual materials (digital camera, digital video camera, listening stations, some student response devices for checkout)   - Reference books   - Leveled book sets for small group and guided reading   - Quick Reads, Read Naturally, and Reader's Theater materials   - Comprehension Toolkits, K-2 and 3-5   - Practice Materials for literacy stations, including printed materials from FCRR, and games and manipulatives from Lakeshore and School Box   - Road to the Code, SRA materials, and professional learning texts   - Children's literature that supports writer's workshop and comprehension strategy

instruction

Activities That Support Classroom Practice
CCGPS-driven instruction, instructional technology programs, graphic organizers and anchor charts, exemplars of student work, instructional strategies, essential questions, student-teacher conferencing, workshop learning environment, collaborative feedback, progress monitoring, formative assessment, student collaboration and inquiry
Additional Strategies Needed to Support Student Success
- Diverse assessment methods   - Vertical planning   - Collaborative analysis of student work   - Student goal setting and feedback
Current Classroom Resources
3-4 student computers per classroom, one teacher computer, one projector   - Most classrooms with working document camera   - Gordon County Schools CCGPS Units and Extended Texts   - Lucy Calkins CCGPS Units of Study   - K-1 Jack and Jilly Readers   - Leveled Libraries in some classrooms   - Reading First Combo boxes   - Activboards
Proposed Technology Support
RTI • Intervention activities individualized to students' deficit areas • More efficient assessment due to instant accessibility **Student and Parent Engagement** • E-reader capability and expanded reading materials for student self-selection • Authentic publishing activities (e.g., podcasts, blogs, newsletters, literary magazines) • Increased opportunities to share student work with parents and community • Improved cooperative learning via technological collaboration **Instructional Practices** • Improved digital literacy skills for all students • Improved differentiated instruction • Improved data analysis tools **Writing** • Creation of student E-portfolios • Collaboration for teacher/peer reviews **Professional Learning** • Individualized PL resources and opportunities • More accessible PL opportunities via multiple modalities • Archived classroom videos

Gordon County School System: Red Bud Elementary

Alignment Plan for SRCL and Other Funding		
Goal	**Proposed Strategies, Resources, and Materials Funded with SRCL**	**Existing Resources Funded with State, Local and Federal Funds**
Goal 1: RBE will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.	• Professional development and books that address disciplinary literacy and the need of the diverse student population, particularly those involving the gradual release of responsibility from teacher to reduce scaffolding in an effort to foster independent and successful learners • Professional development, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies • Collaboration between RBE teachers and effective teachers in the field with similar student populations • Print resources, within a variety of informational content area text and Lexile levels, to support interdisciplinary literacy across the grades	• Current professional resources including: Comprehension Toolkit, Interactive Think Alouds, constructed response scaffolds, etc. • Informational article subscriptions • Read with Sarah • Literacy Leadership Team
Goal 2: Instructional materials at RBE will be effective at targeting the essential components of the cognitive reading model.	• Professional learning on components of cognitive reading model, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies in order to train teachers on effective reading materials • Funding for research-based materials to fill gaps in "core" Tier 1 literacy instruction, which may include an explicit phonics program in K-2 and resources to supplement best practices in vocabulary • Professional texts to utilize with professional learning or book study teams	• Comprehension Toolkit • Quick Reads • FCRR
Goal 3: Students at RBE will receive researched-based writing instruction across the curriculum.	• Strategies and resources to support a K-5 framework for interdisciplinary writing and publishing/sharing of student writing in order to	• Lucy Calkins' Units of Study • Professional learning

	make writing relevant and meaningful to students • Professional learning, taking into consideration the costs of SRCL trainings and other professional workshops, travel, guest speakers, and supplies in order to train teachers on effective writing instruction across the curriculum	focused on writing in the content areas delivered by the literacy coach
Goal 4: Technology at RBE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.	• Computers, electronic and digital equipment to support student engagement with literacy and 21st century performance skills • Student access to online literacy resources • Classroom libraries and other print, media and resources that will complement CCGPS literacy across the grades and content areas, as well as, student interest and choice • Professional development pertaining to 21st century technologies and best instructional practices for both student and teacher usage, taking into consideration supplies, professional books for study, and substitutes	• District technology team • Minimal electronic tablets in the media center
Goal 5: RBE will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.	• Funding to broaden and enhance instruction within Tiers 1, 2, 3, and 4 • Explicit and sequential Tier 1 word recognition/multisyllabic word study in grades 3-5 • Explicit and sequential materials for all areas of the Fab Five to be used in Tiers 2, 3, and 4 instruction, K-5, to expand the current list of strategies and resources being used • Supplies and strategies necessary for instructional engagement • Professional development, taking into consideration the costs of supplies, workshops, SRCL trainings, travels, professional books for book studies, and substitutes	• Intervention support provided by highly-qualified teachers at all tiers

	- Supplies and collaboration time needed to improve and design formative and summative assessments - Supplies and collaboration time needed to support instructional planning to reach higher DOK levels, as well as, student learning goals and feedback - Professional development to ensure seamless integration of new screeners, to include DIBELS Next and the Scholastic Reading Inventory	

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities the RBE Staff Attended throughout the 2012-2014 School Years		
Activities	**Participants/Teachers**	**Percent Attending**
• Book Study on Debbie Miller's <u>Reading with Meaning</u>	• This professional learning opportunity was offered to all K-2 teachers and paraprofessionals as an *optional* activity	• 68%
• Comprehension Strategy Instruction	• K-5 Reading Teachers • 3rd-5th Science/S.S. Teachers	• 100%
• CCGPS Rollout Training	• All Certified Teachers	• 100%
• Integrating Conventions within Writer's Workshop	• 3rd-5th Writing Teachers	• 100%
• Evidence of Learning Writing Portfolios	• K-5 Writing Teachers	• 100%
• Opinion Writing	• K-5 Writing Teachers	• 100%
• Formative Assessment	• This professional learning opportunity was offered to all teachers and paraprofessionals as an *optional* activity	• 90%
• Close Reading and Text Dependent Questions	• This professional learning opportunity was offered to all teachers and paraprofessionals as an *optional* activity	• 80%
• Interactive Notebooks	• All Literacy and Math Teachers	• 97%
• Writing Pathways: Lucy Calkins' Resource	• All K-5 Writing Teachers	• 89%

Ongoing Professional Learning	
Activities	**Participants/Teachers**
• 3rd-5th Vertical Writing Team	• 3rd-5th Writing Teachers
• K-2 Phonological Awareness	• K-2 Reading Teachers
• Disciplinary Literacy	• 2nd-5th Science/S.S. Teachers
• Assessment Development and Use	• All Certified Teachers

• Collaborative Data/Design Days
    o 12-week formative benchmark
    o 24-week formative benchmark
    o GKIDS
	• K-5 Teachers

• Literacy Plan Review
    o Needs Assessment Survey review and analysis
    o Modify and Finalize Literacy Plan
	• Literacy Team

• Constructed Response Design, Analysis, and Feedback	• All Certified Teachers
• Georgia FIP Modules	• All Certified Teachers

Programmatic Professional Learning Needs Identified in the Needs Assessment	
Concerns Identified in the Needs Assessment	Programmatic Professional Learning (PL) Needs to Address Areas of Concern
• RBE lacks effective interdisciplinary literacy across the curriculum and content areas.	• PL will be provided on incorporating best literacy practices across content areas.
• RBE lacks access to instructional materials that target the essential components of the cognitive reading model. o Specific areas of concern include phonics and vocabulary	• PL will be provided on new resources that are purchased in regards to the essential components of the cognitive reading model. • PL will be provided for K-2 teachers who will implement the phonics program. • PL will be provided on utilizing effective vocabulary practices.
• RBE lacks effective writing instruction across the curriculum.	• PL will be provided to develop goals for the writing curriculum and to support teachers in utilizing effective writing strategies across the curriculum.
• RBE has a shortage of current technological resources that prevent students from gaining skills necessary to truly excel globally in the 21st century.	• PL will be offered on the appropriate use of technology to support literacy instruction.
• Teachers at RBE have not been adequately trained in ways to best meet the needs of students by implementing appropriate deficit specific interventions.	• PL will be provided on ways to analyze data to determine specific deficit areas. • PL pertaining to intervention purposes, uses, etc. will be offered.

Professional Learning Plan is Detailed and Targeted to Stated Goals and Objectives:

If awarded Striving Reader funding, Red Bud Elementary School plans to incorporate

professional development to address the project goals that were designed following a thorough

needs assessment based on data and the analysis of root causes of concerns.

Literacy Plan Goals, Objectives and Proposed Professional Learning		
Goals	**Objectives**	**Proposed Professional Learning**
• **Goal 1:** RBE will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum.	• The school literacy leadership framework will be led by the principal and other literacy stakeholders. • Cross-disciplinary teams will maintain a literacy focus across the curriculum. • The Georgia Literacy Observation Checklist will be used to assess literacy instruction in all content areas. • Professional development will target the literacy needs of the diverse student population, including the gradual release of responsibility.	• Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions • Specialized Professional Book Studies • Best practices: Literacy Across the Content Areas • Fostering Student Independence in Literacy Skills (through gradual release of responsibility) • Specialized Strategies for Diverse Student Populations
• **Goal 2:** Instructional materials at RBE will be effective at targeting the essential components of the cognitive reading model.	• RBE will ensure that a variety of materials are available to target phonological and phonemic awareness, phonics, fluency, vocabulary and comprehension. • RBE will adopt a systematic and explicit phonics curriculum in K-2 and will strengthen the vocabulary instruction school-wide by training teachers on best practices.	• Specific training on new strategies, technologies, materials, and resources related to the cognitive reading model • Professional learning on new phonics program for K-2 • Professional learning on effective vocabulary instruction

Gordon County School System: Red Bud Elementary

Goals	Objectives	Proposed Professional Learning
• **Goal 3:** Students at RBE will receive researched-based writing instruction across the curriculum.	• RBE will adopt a consistent plan for writing instruction across the curriculum. • RBE will offer professional learning to teachers that will impact writing instruction.	• Professional learning on developing a consistent plan for writing instruction across the curriculum • Specific training on new strategies, materials, and resources
• **Goal 4:** Technology at RBE will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.	• RBE will ensure that teachers and students have access to technological resources. • RBE will strengthen technology integration school wide with interactive media tools such as computers, electronic tablets, e-readers, etc.	• Specific training on new technologies and resources • Comprehensive Reading Solutions • Engaging Students with Collaborative Projects
Goals	**Objectives**	**Proposed Professional Learning**
• **Goal 5:** RBE will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.	• RBE will utilize data teams to establish a consistent system of RTI. • RBE will offer professional learning opportunities to gain a more thorough knowledge of deficit specific interventions.	• DIBELS Next and Scholastic Reading Inventory • Comprehensive Reading Solutions • RTI: New Strategies and Resources for Tier 2, Tier 3, and Tier 4 • Specialized Strategies for Diverse Student Populations • Georgia's FIP Modules

Effectiveness of Professional Learning:
Red Bud Elementary has implemented a process to determine if the professional development was adequate and effective.   Professional learning effectiveness has been assessed through an "evidence" approach which involves the following components: • Participants provide feedback through evaluation forms and teacher surveys • Peer observations of practices learned from professional development sessions • Feedback to/from administrators on effectiveness of implementation of professional learning • Summative/formative assessment data and district walk-through data is used as starting points to determine professional learning needs • The process of analyzing student work to look for evidence of student learning tied to professional learning has begun Due to greater professional development opportunities provided with Striving Reader funds, Red Bud plans to implement a more systematic approach to planning and evaluating professional development using the Five Levels of Professional Development Evaluation from Thomas Guskey's 2002 article titled "Does It Make a Difference? Evaluating Professional Development" *Educational Leadership*, 59 (6) 45-51. Guskey provides methods for evaluating each of the five levels (participants' reaction, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes).

Sustainability Plan

Elements of Sustainability	Red Bud Elementary School will:
• **RBE will extend the assessments protocol beyond the grant period.**	• continue to adhere to currently established district-wide assessment protocols derived from the CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses.
• **RBE will develop community partnerships to assist with funding.**	• conduct multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. RBE will hold funding initiatives involving stakeholders and form partnerships with local organizations to assist in supplementing funds.
• **RBE will expand lessons learned.**	• incorporate the literacy specialist and other curriculum specialists to redeliver training and enrichment lessons to teachers. • incorporate literacy trainings from information learned from the SRCL grant to be offered to teachers so they can keep current on trends and teaching strategies. • offer professional development on literacy, writing, technology integration, and RTI implementation.

Elements of Sustainability	Red Bud Elementary School will:
• **RBE will extend the assessment protocols.**	• commit to maintaining the current assessment protocol established by the Gordon County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. Teachers and coaches will continue to use RTI, DIBELS Next, Scholastic Reading Inventory, County Periodic Assessments/Benchmarks, Study Island, CRCT, and other school-wide data.
• **RBE will train new system employees.**	• offer trainings throughout the school year, as well as, district-wide, so that new teachers will have opportunities to benefit from the SRCL grant information and findings. Teacher mentors will be established to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. RBE will continue to provide ongoing professional learning in all aspects of literacy instruction including interdisciplinary literacy in the content areas.

Elements of Sustainability	Red Bud Elementary School will:
• **RBE will maintain technology after funding has ended.**	• continue to have a technology specialist as part of the district-wide technology team, who will support our school with hardware and instructional technology needs. • continue to have a technology and media specialist to assist in the maintenance of insurance and site licenses by way of Gordon County Schools. • follow the Gordon County Schools' Technology Plan to maintain a strong infrastructure and to address infrastructure upgrades and replacement needs as new materials are integrated into the school. • ensure that teachers maintain cutting-edge technological skills by having the administrators and teacher leaders to attend technology integration professional learning.

Elements of Sustainability	Red Bud Elementary School will:
• **RBE will maintain on-going professional learning after funding has ended.**	• continue using the Georgia DOE's Striving Literacy Resources. • incorporate research-based, data-driven professional learning. • provide leadership opportunities for teachers to put into practice tiered instruction.
• **RBE will ensure new teachers receive professional learning after funding has ended.**	• offer a mentoring program for new teachers to provide support, resources, and advice. Each new teacher will be assigned an individual mentor who is an effective teacher within the particular grade level/content area.
• **RBE will ensure print materials are replaced when necessary.**	• continue to efficiently utilize Title I funds to replace print materials when necessary. • use fiscal resources generated from various fundraisers and donations to supplement and support printed materials needed.
• **RBE will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA.**	• continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, RBE will continue to provide training to new system employees.

Gordon County School System: Red Bud Elementary

Budget Summary

Providing effective literacy instruction is a priority for Gordon County Schools. If Red Bud Elementary School is awarded the Striving Reader Comprehensive Literacy Grant, the funds will be used to enhance instruction and professional learning in the areas of literacy leadership, effective interdisciplinary literacy instruction, reading, writing, technology and tiered interventions. Professional learning, technology, and resources will be used to continue our implementation of Common Core Georgia Performance Standards. Achievement gains and progress will be monitored by the administration along with the leadership team at Red Bud Elementary School.

If Red Bud Elementary School is awarded the SRCL grant, these funds will be used to address literacy needs in the following five identified problem areas for kindergarten through fifth grade:

1. Red Bud Elementary will establish a school literacy leadership framework to ensure that students receive effective interdisciplinary literacy instruction across the curriculum. The funds will be used to purchase:

- Professional learning for administration as well as a school literacy team (on campus, online, and conferences off campus)

- Professional texts for book studies

- Professional learning for content area teachers on effective literacy instruction based on the cognitive reading model

- Regular collaborative planning to analyze data and to plan effective literacy instruction

- Professional texts to support the professional learning and best practices to improve instruction in all content areas

- Leveled texts within the content areas

- Higher order thinking skills

- Vocabulary instruction across the curriculum

2. Instructional materials at Red Bud Elementary will be effective at targeting the essential components of the cognitive reading model.The funds will be used to purchase:

- Research-based phonemic awareness and phonics program for K-2

- Vocabulary materials to support best practices

- Professional learning, texts, and resources to support teachers in targeting the essential components of the cognitive reading model

3. Students at Red Bud Elementary will receive researched-based writing instruction across the curriculum.The funds will be used to purchase:

- Professional learning for all teachers on how to incorporate effective writing instruction across the curriculum

- Strategies and resources to support a K-5 framework for interdisciplinary writing

4.Technology at Red Bud Elementary will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century. The funds will be used to purchase:

- Computers, tablets, and/or e-readers

- Software

- Assistive technology

- Digital recorders

- Document cameras

- Professional learning opportunities to train teachers on new technology

5. Red Bud Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.The funds will be used to purchase:

- Professional learning for all literacy teachers and support staff on how to determine specific deficit areas, interventions that are appropriate in addressing deficit areas, the five areas of the cognitive reading model, etc.

- Intervention materials to be utilized in tiers I, II, III, and IV to target the five areas of the cognitive reading model

- Regular collaborative planning to analyze data and to plan effective literacy instruction

- DIBELS Next training and support

- Scholastic Reading Inventory training and support

- Leveledreaders and other support materials

- Literacy manipulatives