School Profile

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School Information

System Name:	Charlton County
School or Center Name:	St. George Elementary
System ID	0624
School ID	4050

Level of School

Other (please specify): K-6

Principal

Name:	Drew Sauls
Position:	Principal
Phone:	912-843-2383
Email:	dsauls@charlton.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Rachel McCullough
Position:	Teacher
Phone:	912-843-2383
Email:	rmccullough@charlton.k12.ga.us

Grades represented in the building

example pre-k to 6

K-6

Number of Teachers in School

15

FTE Enrollment

170

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
   1. Disqualify the Applicant, or
   2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. **Employee Relationships**

i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
   1. The names of all Subject Individuals who:
      a. Participated in preparation of proposals for award; or
      b. Are planned to be used during performance; or
      c. Are used during performance; and

ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
   1. The award; or
   2. Their retention by the Applicant; and
   3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
   4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

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III. Incorporation of Clauses

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

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

John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head and Position Title

12-1-14
Date

Signature of Applicant's Authorized Agency Head (required)

Barbara L. Hannaford; Director, Curriculum & Instruction
Typed Name of Applicant's Authorized Agency Head and Position Title

12-1-14
Date

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

Patsy M. Allen; Finance Director
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

12-1-14
Date (if applicable)

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Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Barbara Hannaford

Position/Title of Fiscal Agent's Contact Person: Director, Curriculum & Instruction

Address: 1259 Third St.

City: Folkston Zip: 31537

Telephone: (912) 496-2596 Fax: (912) 496-3019

E-mail:
bhannaford@charlton.k12.ga.us

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

John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-1-14
Date (required)

A History of Charlton County Schools:

Located on the edge of the internationally renowned natural treasure, the Okefenokee Wildlife Refuge, Charlton County School System is comprised of faculty and staff who realize that the county's most important treasure is its children. It is our job to work with students, parents, and the community to ensure their success. It is a job we do not take lightly.

To that end, the district serves 1673 students in four schools – St. George Elementary, Folkston Elementary, Bethune Middle School and Charlton County High School. Our 211 full time employees work together to provide the best possible experiences that we can for our students. Our system is accredited by the Georgia Accrediting Commission and complies with the rules, regulations and standards set by the Georgia Department of Education and by Bright from the Start: Georgia Department of Early Care and Learning.

Traditionally, the relationship between our schools and community has been a positive one. While our schools continue to be the center of some community activities, such as athletic events and band concerts, fewer people depend on the schools for social gatherings and entertainment. The community does support its schools: Each voter referendum for E-SPLOST has passed. Our most recent E-SPLOST referendum resoundingly passed in 2012. Of 1,267 voters (26% of registered voters); 939 (74%) voted YES to continue the one-cent sales tax for another five years, while 299 voted NO.

In 2013, CCSS partnered with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College to close the literacy gap in our community through Georgia's Grade-level Reading Initiative. District and school personnel serve on the Grade Level Reading Strategy Team (GLRST) which meets monthly to prioritize our needs based on current data, to develop wrap-around services to promote grade-level reading, and to monitor our 3-year implementation plan. In addition, CCSS was awarded the SCRL Grant: Birth to Five in June 2014. This invaluable grant award significantly enhances the work of our GLRST and serves as an impetus for our SCRL K-12 grant application, extending our literacy efforts to ensure all students graduate college and career ready.

There are many drawbacks about life in a small, rural school system: difficulty in funding, little awarding of grant money from state and federal programs who are seeking systems with large student enrollment and metro systems, and long distances to drive for professional development or to attend most conferences and regional meetings. However, there are also many advantages:

- When we decide to seek a project, we seldom have to form a bureaucratic committee to study the idea for 2 years
- Individual teachers are involved with reform efforts every step along the way, from writing to implementing.
- We have, by necessity, been collaborating with our community clients for years.

- Turf guarding is nonexistent when it comes to coordinating funds and resources for the good of our children.

We are committed as a system to redirect funding when necessary to achieve our system goals. Ensuring our students have life-long literacy skills and are college and career ready are district-wide goals. We are determined to make that happen.

System Demographics:

CCSS is a small, rural district serving a low wealth community. K-12 student demographics for 2014 are presented in the following table:

Student Ethnicity	Number	Percentage
Asian	10	<1
Black	464	28
Hispanic	7	<1
Indian	7	<1
Multi	85	5
White	1100	66
Total	1673	
Special Programs, F/R Lunch		
Sp Ed	133	8
Gifted	133	8
ELL	6	<1
Free	1057	64
Reduced	173	10
Paid	443	26

The following tables disaggregate our school district's certified and classified personnel:

Certified Personnel Demographics	Number	Percentage
Asian	1	<1
Black	9	7
Hispanic	1	<1
White	114	91
Multi	0	0
Total	125	
Male	29	23
Female	96	77

Classified Personnel Demographics	Number	Percentage
Asian	0	0
Black	35	40
Hispanic	0	0
White	52	60
Multi	0	0
Total	87	
Male	16	18
Female	71	82

Current Priorities:

Current District-level priorities include 6 areas of focus:

- Improve student achievement and close the achievement gap between student groups
- Consistently implement and monitor district-wide RTI protocols and interventions
- Enhance current Pre-K literacy instruction through SRCL project implementation, technical guidance, and resources
- Improve K-12 literacy instruction to ensure all students graduate college and career ready
- Implement the CCGPS with fidelity
- Implement Teacher and Leader Keys Effectiveness Systems evaluations with fidelity

Strategic Planning:

We are in Year Three of implementing our District Effectiveness Team (DET), which meets monthly for strategic planning to facilitate our district and school improvement work. DET members include our superintendent, associate superintendent, the Directors of Title I/Exceptional Programs, Human Resources, and Curriculum and Instruction, and all principals and assistant principals. In addition, our system-wide leadership meets monthly with a primary focus on professional learning; and our C & I Director represents our district at Okefenokee RESA's monthly Professional Learning Advisory Committee meetings. Our Board of Education is made aware of initiatives as needed.

Prior to the beginning of school in August 2014, our district team held its data review at OKRESA to analyze 2013-2014 student achievement data, Spring Needs Assessment results, and College and Career Readiness Performance Index (CCRPI) reports. As a result of our data review, the following district-level goals, or non-negotiables, provide the foundations for all 2014-2015 initiatives:

We recognize that an achievement gap exists among our earliest learners. We are aware of the research showing "high-quality preschool language and early literacy experiences are highly correlated with later academic success" (the "Why", p. 63). Therefore, as part of our strategic planning, we sought and were awarded SRCLG Birth-5 funding. A concerted focus on early literacy instruction is providing our youngest learners with the literacy foundation critical to their success in Grades K-12. Consequently, we seek SRCLG: Grades K-12 funding to advance gains made through our early literacy initiatives, to more expediently address existing achievement gaps, and to provide all students with effective, research-based literacy instruction.

Current Management Structure:

Although our organizational chart is easily represented by a hierarchical illustration, such a diagram belies the many team levels which complement our management structure. At the district level, our superintendent reports to our Board of Education. The superintendent is assisted by an associate superintendent and a central office staff, which includes our Director of Title I/Exceptional Programs, Director of Curriculum and Instruction, Director of Human Resources, Financial Administration, school nutritionist and support staff. The Superintendent meets monthly with principals to discuss policies, procedures, instructional programs, professional development, and resources. Each school is led by a principal; the middle school and high school management structures include assistant principals. Each school has a school council, a school-level leadership team, and grade-level/content area teams. The primary responsibilities of the school-level leadership teams are to oversee implementation of the School Improvement Plans, to analyze student achievement data and to adjust instructional programs as necessary.

Past Instructional Initiatives have included the following:

- Learning Focused Schools K-12
- Thinking Maps, A Language for Learning K-8
- GPS
- CCGPS
- GELDS
- Classworks
- OdysseyWare
- Teacher Keys Effectiveness System
- Leader Keys Effectiveness System
- Student Learning Objectives
- Writing Across the Curriculum 6-8
- Math in the Fast Lane

Literacy Curriculum

- Big Day in Pre-K
- CCGPS K-12
- Constructed Response
- Literacy Design Collaborative

District Wide Literacy Assessments

- PALS
- PPVT-4
- GKIDS
- GRASP
- GA Milestones EOC
- GA Milestones EOG
- GHSGTW
- Student Learning Objectives

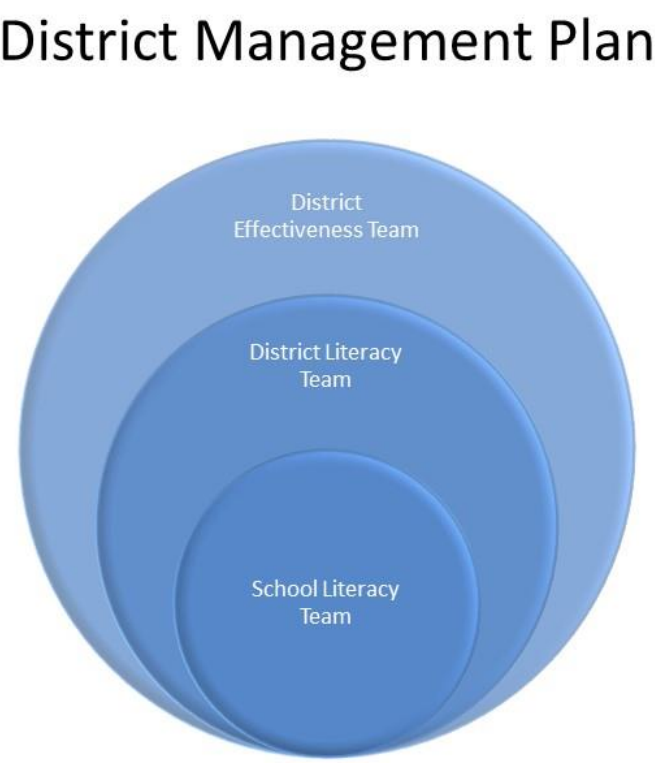
Need for a Striving Reader Project:

CCSS serves a rural county with low wealth, no growth, and a decreasing student enrollment: 74% of our students are eligible for free/reduced lunch. Through attrition, Calendar Adjustment Days, and class size waivers, CCSS has weathered the economic crisis that has stricken public education. However, underfunding of programs and no economic growth severely impact our district's opportunities to systematically and seamlessly improve current literacy programs and instruction; to participate in high quality professional learning; to provide adequate opportunities to collaborate between schools, across all grade bands; and to build capacity for sustained

teacher, school, and district improvement. SRCLG: K-12 funding will provide our district with the unique opportunity to do each, significantly complementing our current literacy, school improvement, and teacher effectiveness initiatives.

Charlton County School System (CCSS) is highly enthusiastic and fully committed to supporting the goals and objectives of our schools' Literacy Plans and project participation. Critical stakeholders, including the Charlton County Board of Education, district teachers and student support personnel, parent organizations, School Councils, and community leaders support our request for the SRCL Grant. We recognize project funding will not only further advance our district's early literacy initiatives but also significantly enhance our district's capacity to fully implement best practices in literacy instruction Grades K-12. Project participation will substantially enrich our current strategies and initiatives for increasing teacher effectiveness and student achievement.

We fully support project initiatives to ensure our students develop life-long literacy skills and are college and career ready. Key personnel have been identified for implementing the SRCL project at the district and school levels. Our school superintendent, Dr. John Lairsey, will remain abreast of the SRCL project progress. Our District Effectiveness Team will monitor each schools' progress in achieving their Literacy Plan goals and objectives as well as the projects' impact on district goals of improving student academic achievement, closing the achievement gap between student groups, and increasing teacher effectiveness. The following chart depicts the relationship among our school-level literacy teams, District Literacy Team, and District Effectiveness Team:



Loss of local, state, and federal revenues has necessitated doing more with less and a reduction in force through attrition. As a result, this is only the second year in nearly 10 years that CCSS has a system-level Director of Curriculum and Instruction. Consequently, our district is working diligently to put into action practices that are common-place in other districts. This includes a district-level Literacy Team, comprised of key stakeholders as listed below. District Literacy Team members provided input and feedback in the development of our SRCL project goals and objectives as well as our implementation plan. Our Director of C & I, Dr. Barbara Hannaford, serves as the team leader; team members are listed in the following table:

Name	Position
Dr. Barbara Hannaford	Director, Curriculum & Instruction
Dr. Susan Allen	Director, Title I and Exceptional Programs
Dr. Sherilonda Green	Asst. Principal, Bethune Middle School
Mrs. Rachel McCullough	Lead Teacher, St. George Elementary School
Mr. Josh Popham	Asst. Principal, Charlton County High School
Mrs. Amanda Jackson	Lead Teacher, Folkston Elementary School
Dr. Sandy Slater	Media Specialist, Folkston Elementary School
Mr. Tommy Harris	Media Specialist, St. George Elementary School
Dr. Theresa Bradley	Media Specialist, Bethune Middle School
Mrs. Judy Weegar	Media Specialist, Charlton County High School
Mrs. Mary Fouraker	Grade 9-12 ELA Teacher, Dept. Chair., Charlton County High School
Mrs. Cindy Perry	Grade 5 Reading Teacher, Bethune Middle School
Mrs. Victoria Blue	Grade 3 ELA Teacher, Folkston Elementary School
Mrs. Andrea Canaday	Grade K Teacher, St. George Elementary School
Mrs. Nicole Johnson	Parent
Mrs. Anna Roberts	Parent
Mr. Luke Gowen	Parent
Officer Wesley Green	Chief of Police, Folkston Police Department
Mrs. Patricia Wiggs	Community Member, Retired Educator
Mrs. Carla Rodeffer	Director, Charlton County Family Connections
Mr. Michael Hannaford	Professor of English and German, Coastal College of Georgia
Mrs. Dorothy Edwards	Adult Education Instructor, Okefenokee Technical College

In its infancy, our district Literacy Team has been meeting as needed and working as a professional learning community to achieve our system improvement goals in literacy. Our district Literacy Team further agrees to meet monthly in order to

- develop budget and performance plans
- provide input and feedback regarding grant objectives
- remain abreast of grant progress toward specific grant objectives
- disseminate information regarding the grant and grant outcomes to the District Effectiveness Team and our stakeholders

Our Director of C & I, Dr. Barbara Hannaford, will assume the district-level responsibilities of the grant administration and work closely with each school-based Literacy Team to ensure a seamless, effective, district-wide literacy program. Principals (or designees) will assume the building-level responsibilities of the day-to-day grant administration. Roles and responsibilities of key personnel are noted in the following table:

Level	Position	Role/Responsibilities
District	Dr. Barbara Hannaford Director, Curriculum & Instruction	Meet with district and school Literacy Teams to develop budget and performance plans
		Coordinate project Professional Learning (PL)
		Evaluate PL and program effectiveness
		Report project progress to the District Effectiveness Team and other stakeholders
		Serve as the liaison with Babies Can't Wait, Head Start, Family Connections, Department of Family and Children's Services, and the Charlton County Department of Health
		Complete reports as required
District	Mrs. Patsy Allen Financial Director	Ensure financial aspects of grant implementation meet local, state, and federal requirements and regulations
		Process project purchase orders
District	Mr. Steve McQueen System Testing Coordinator	Work with principals and early learning centers to coordinate required project assessments.
Building	Mr. Mike Walker, Principal, FES Dr. Drew Sauls, Principal, SGE Mrs. Nora Nettles, Principal, BMS Dr. Josh Howard, Principal, CCHS	Meet with school Literacy Teams to develop budget and performance plans
		Determine professional learning needs of faculty to support grant implementation
		Coordinate school's required project assessments
		Report project progress to District Effectiveness Team, school Literacy Team, School Improvement Team, parents and stakeholders

District-level support for the grant includes in-kind contributions such as

- continued opportunities for collaborative planning
- participation in job-embedded professional learning as needed to further the grant objectives
- providing opportunities for vertical planning between feeder schools
- grant oversight in a timely, effective, and fiscally sound capacity to ensure success in meeting grant objectives
- maintaining our soundly established and continually upgraded system infrastructure, including wireless internet access in all buildings

CCSS has led significant initiatives district wide. Past and current initiatives have been supported by Title I, Title II, Title VI B, QBE, and Special Education funding as appropriate. Past and current initiatives with no outside funding support include:

- District Effectiveness Team (2012 - ongoing)
- Formative Instructional Practices (FIP) (Spring 2014 - ongoing)
- Grade-band ELA and Math Collaborative Planning for curriculum audit/alignment (K-12) (Fall 2013 – ongoing)
- Co-teaching PL for regular and special education co-teaching teams (ongoing)
- Response to Intervention: Tiered interventions provided by differentiation, computer-based programs, EIP, and tutoring (ongoing)
- Differentiated Instruction (ongoing)
- Constructed Response Writing (Grades 3-12) (Fall 2014)
- Common Core Georgia Performance Standards implementation (ongoing)
- Math in the Fast Lane (Grades 3-8) (Fall 2013 - ongoing)
- Literacy Design Collaborative (Grades 6-12) (Fall 2012 - ongoing)
- Thinking Maps: A Language for Learning (Grades K-8) (Fall 2011 – ongoing)

In addition, Grant funding has enabled our school system to enhance our educational programs. CCSS has extensive experience overseeing initiatives supported from outside funding, as outlined below:

Year	Amount	Funding Source	Grant Name	Coordinated Resources	Sustainability	Audit Results
2007	$140,000	Governor's Office of Highway Safety (competitive grant)	Driver Education Program	QBE Funds	Sustained 2 years beyond funding	None
2008	$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2008	$98,500	FY08 Title II D (competitive grant)	21st Century Learning Environments Grades 7-8 Math	Professional Learning funds	Self-sustaining with local funds	None
2008-2010	$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
2009	$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2010	$64,580	FY10 Title IID (competitive grant)	Engaging AP Students Through Handheld Computing	Professional Learning funds	Self-sustaining 3 years beyond funding	None
2012	$25,800	Title IID, Capacity Building Grant	TKES/LKES/SLO pilot	Professional Learning funds	Self-sustaining with Title IIA, Title VI B	None
2008-2010	$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
June 2014 - 2019	$120,000	GADOE (Competitive Grant)	Striving Readers Comprehensive Literacy Grant : Birth to 5	Pre-K Funding, Professional Learning Funds	N/A	N/A
2014	$202,000	GADOE	Connections to Classrooms	E-rate,	N/A	N/A

Our Director of Curriculum and Instruction, Dr. Barbara Hannaford, has extensive experience in writing and overseeing the above grant implementations and will oversee the district-level implementation of the SCRL project. In addition to the above grant implementations, Dr. Hannaford's administrative and curricular experiences include:

- overseeing instructional programs at CCHS and BMS
- curriculum development at the school and system levels
- designing and delivering high-quality professional development at the school-level, system-level, and graduate school level
- working with a variety of stakeholders (GADOE, OKRESA, district directors, regional universities, administrators, teachers, consultants, and vendors) to plan and implement system and school initiatives

In addition, our superintendent, Dr. Lairsey, has general experience overseeing grant implementation, including each of the above mentioned grants.

There have been no audit findings over the past three years, and our Financial Director, Mrs. Patsy Allen, is committed to ensuring that SRLC project funding administration strictly adheres to all local, state, and federal rules and regulations.

In addition, Charlton County Board of Education's policies and protocols mandate controls for spending, including but not limited to:

- An established procedure for the procurement of supplies, equipment, and services for the system, which provides for the consistent and complete accountabilities of all funds.

- All purchases made through the system budget shall have the prior approval of the Superintendent or his designated representative.

- Procedures for Purchase Orders
  - The teacher or staff member requests the items to be purchased.
  - The secretary or other appointed employee types the purchase order.
  - The principal approves the purchase order.
  - The person overseeing the grant or title funds approves the purchase order.
  - The Superintendent must approve the purchase order.
  - All purchase order approvals are before the purchase is finalized.

- Bids from at least three different sources will be obtained on all items purchased for a cost of more than $1000 per item.

- In cases where an item costing more than $5000 is to be purchased without bids, prices from at least three sources must be requested and obtained if available.

- The Board delegates authority to the Superintendent to purchase items not in the budget, which cost less than $5000.

- The Board authorizes the school principal to make purchases of items which cost less than $1000.

St. George Elementary School Narrative

St. George Elementary School (SGES) is nestled in the southeastern tip of Georgia in the rural town of St. George. Florida borders the community in three directions. It is considered an isolated area and has qualified for an annual sparcity grant for many years. The school serves Pre-Kindergarten through Sixth grade students. Once students enter seventh grade, they continue their education in Folkston, Georgia located 23 miles away. Many students living in the most rural and remote areas of St. George must travel by bus up to 3 hours a day to get to and from school. The school, a chip mill, a family owned grocery store, a feed store and a couple of restaurants are the only businesses providing jobs for local residents. Most citizens find employment in Jacksonville, Florida or other nearby cities located from 20-60 miles away. Churches are a vital part of the St. George community; however, St. George Elementary is the life force and future of this community.

The first graduation ceremony in St, George was held in 1917. The original schoolhouse was destroyed by a fire and the current school building was built in 1937. It has been renovated numerous times through the years. In 1981, the last 12th grade class graduated and students in grades 7-12 began being bussed to Folkston. The children of St. George often are unable to take part in extracurricular activities because budgetary constraints make it impossible for the school to provide late bus transportation. However, many of our students excel after leaving SGES despite obstacles set by the remote location of their residence and financial constraints.

There are 173 students enrolled in SGES and most are in the low to middle economic group. According to our October data, 111 (62%) of the students receive free lunch and breakfast and another 15 (8%) receive reduced lunch and breakfast. There are 90 (52%) females and 83 (47%) males. The ethnic structure of the school is 166 Caucasian and 7 multi-racial. Available to serve the needs of the students, there are 10 full-time certified teachers, one 49% teacher, 4 paraprofessionals, 1 principal, 1 secretary, and 3 lunchroom staff. Sometimes, there is a school nurse here for 2 days a week and the Speech Pathologist is here for 2 days a week to serve those qualified for speech services. There is also an Occupational Therapist who comes for 30 minutes two times a week to serve special education children with extended disabilities. Many of our teachers are certified in more than one exceptionality and teach combinations of multi-grade and multi-subject area classes. For example, one teacher serves as the 5th grade Science and Social

Studies teacher, the PE (3rd-6th grade) teacher and the media specialist. Another teacher serves as the RTI pull-out teacher, Art (K-6) teacher and PE (K-2) teacher. The Special Education teacher serves all children in grades K-6 who are qualified for special education services as well as students who qualify for the gifted program.

Despite poverty and isolation from resources available in larger cities, SGES consistently meets state mandated academic growth and was named a Distinguished School six times in the past. In 2012, we were named a Reward School for the progress we made as determined by test scores on the CRCT. We continue to strive for excellence so our students can compete in this ever-changing world.

Administrative and Teacher Leadership

St. George Elementary School has a very active Teacher Leadership Team. Our school strives to ensure that the entire staff has an opportunity to impact decisions made at the school. There is a good working relationship among the staff. The principal is the only administrator and believes in shared leadership with teachers who exhibit talents in technology, curriculum knowledge, and mentoring skills. Teachers are encouraged to observe fellow teachers who have successful teaching techniques; and after workshops, we employ the "teachers teach teachers" method to share information with fellow educators. The Leadership Team interacts with the principal, the School Council, the Parent Involvement Committee and other teachers when working on the Title 1 School Improvement Plan, the budget, and selection of resource materials used to enhance the implementation of Georgia Common Core Standards.

Past Instructional Initiatives

Our school implemented the Learning Focused Schools Initiative many years ago which provided SGES with consistent learning, best practices for student improvement, and utilized research-based exemplary practices. Teachers worked in unison, determining the most effective methods and strategies that would encourage our students to succeed. The Learning Focused Initiative taught our staff how to assess student learning using data driven instruction. Differentiation of instruction to meet all learners' needs was also implemented during this program. Most importantly, this initiative steered us in a positive direction when incorporating reading and writing instruction and implementing it across the curriculum. SGES has

implemented the use of Thinking Maps in an effort to provide effective instructional strategies in order to develop content literacy.

Current Instructional Initiatives

Currently, we are in the process of implementing Formative Instructional Practices (FIP) to streamline and improve data driven instruction. Our faculty is using the state Longitudinal Data System (LDS), Classworks, and Imagination Station to drive classroom instruction. We are teaching Math and Reading/ELA using units developed by the state and incorporating a variety of resources. We have begun a new system of identification of students struggling with speech and academics. There is a county appointed Response to Intervention Coordinator who comes to the school once a month to assist in analyzing and evaluating the data obtained on Progress Monitoring and classroom observations in order to assist teachers in addressing individual needs of identified students.

Professional learning Needs

To effectively teach content area reading, the use of different strategies to read and understand nonfiction that is presented in a variety of formats and texts is essential (Pinnell and Fountas, 2011). Developing proficiency in reading and understanding of the nonfiction genre that includes informational texts requires specific instructional reading methods. The skill to understand nonfiction is crucial to student success in all areas of study, including math which is our greatest area of need according to test data. We are beginning to establish disciplinary literacy across all curriculum but lack a consistent research-based writing program that will provide continuity across all grade levels and subject areas. In addition to this, vertical alignment collaboration among staff is only implemented when necessary.

Need for A Striving Readers Project

In the past, it has been difficult to provide the numerous trade books and other resources needed to implement the state Reading/ELA units. These needs have been partially addressed, but there is still a need to enlarge the available selections and variety of books in our school media center. There is a need for more current and updated selections as well as a computerized online catalogue to search for available media resources. We need to help the students overcome obstacles associated with race, poverty, language, and low academic skills. The SGES faculty

strives to promote a sense of importance to our students in order to produce socially just outcomes for all children and to help close the achievement gap between disadvantaged and minority students and their peers. It takes a dedicated staff and funds to implement the solutions to our school's needs. SGES has the hard working and dedicated staff in place but we need additional funding for resources and professional learning to support the literacy initiatives we believe will make us an extraordinary educational institution that serves our community.

Needs Assessment, Concerns and Root Cause Analysis Process

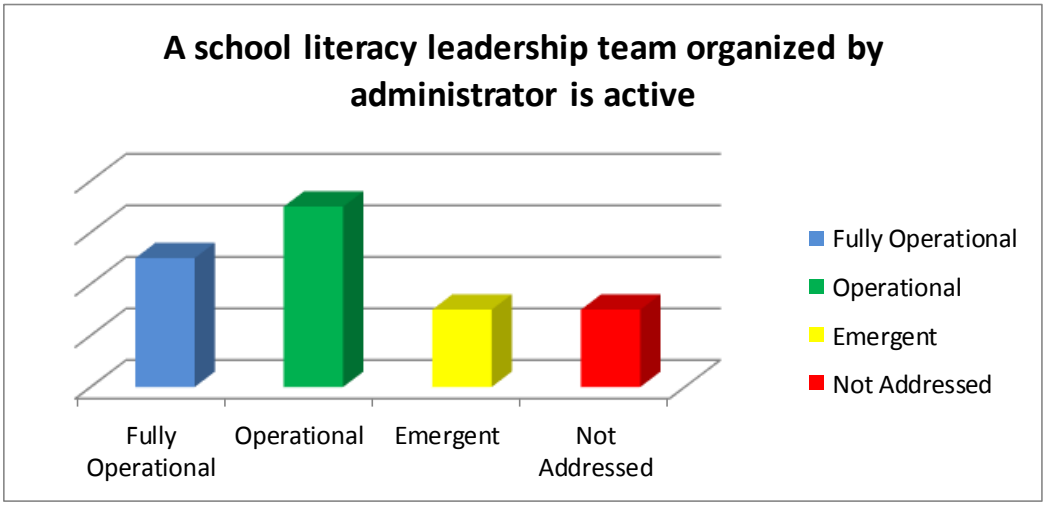
Through conducting an extensive annual Literacy Plan Needs Assessment, St. George Elementary identified areas of needs of disciplinary literacy in all content areas. This comprehensive needs assessment includes leadership team and faculty, and community stakeholders (Parent Involvement Committee, School council and PTO.) In this process, all staff (regular education, special ed, media, paraprofessionals and administration) at SGES completed the SRG needs assessment survey in which the staff shared their insight into what they believed to be areas of need in literacy instruction in all content areas. The survey was created online which allowed for the results to be automatically compiled into usable data. Categories for the assessment were segmented as not addressed, emergent, operational, and fully operational in an effort to categorize current operational status of the school's literacy program. A Survey of Literacy Instruction indicated that most employees at SGES are not confident in their understanding of and ability to use Lexiles as a tool in selecting appropriate texts for their students. Teachers are in need of professional learning in using Lexile scores for student growth. Training in the areas of writing instruction, disciplinary literacy instruction, and creative use of technology were identified as ways the teachers could improve literacy among students.

Analyzing our data helped us determine areas of strengths and areas in need of improvement. When we met collaboratively, the data was used as the basis for our improvement discussions. The leadership team was able to perform a root-cause analysis to determine underlying causes in the areas of concern as identified in the needs assessment survey.

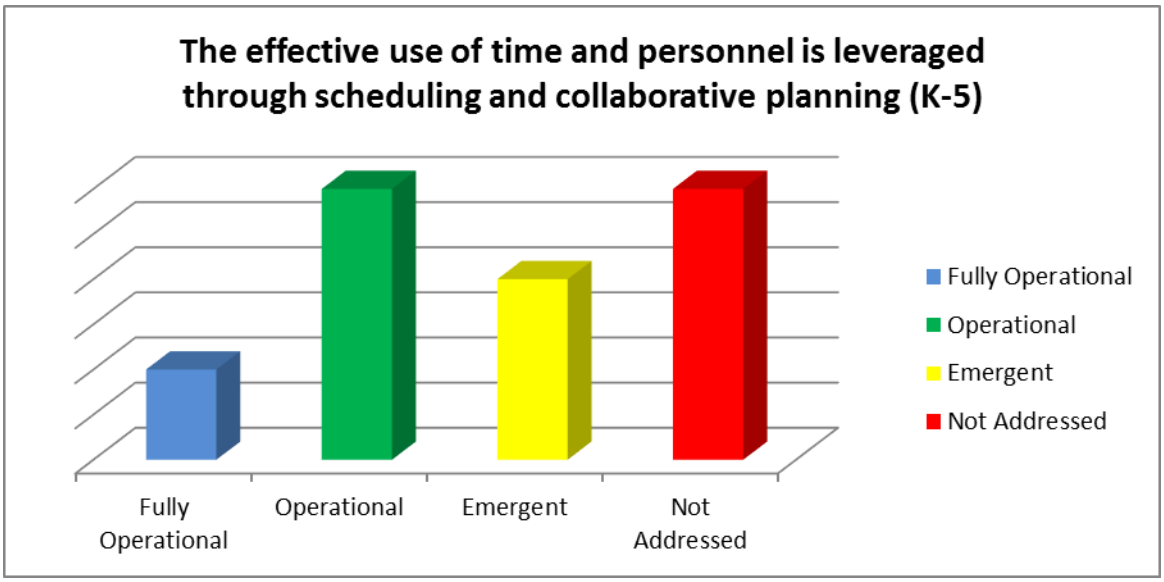
Needs Assessment Survey Results

Building Block 1. Engaged Leadership

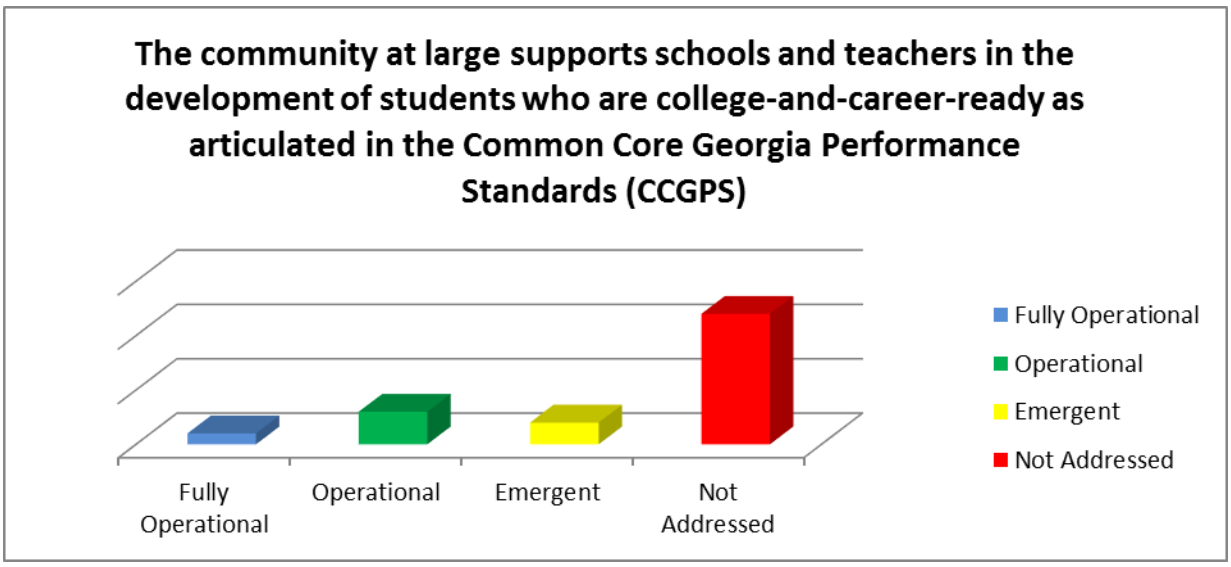
In addressing a school literacy leadership team that is actively in place, 39% of those surveyed felt that this component was operational; however, jointly emergent and not addressed were 33%. Being operational in this category is due to a current school leadership team in place that is active and focuses on all curriculum and functional needs of the school, not primarily disciplinary literacy.



Another area under Building Block 1 that was addressed as a concern is the effective use of time and personnel in respect to scheduling and collaborative planning (K-5). As indicated by the survey, 33.3% of the staff rated our school as operational, and a combined 55.5% rated this component as emergent and not addressed. This clearly shows a need to improve upon this section of the building block in our literacy plan.

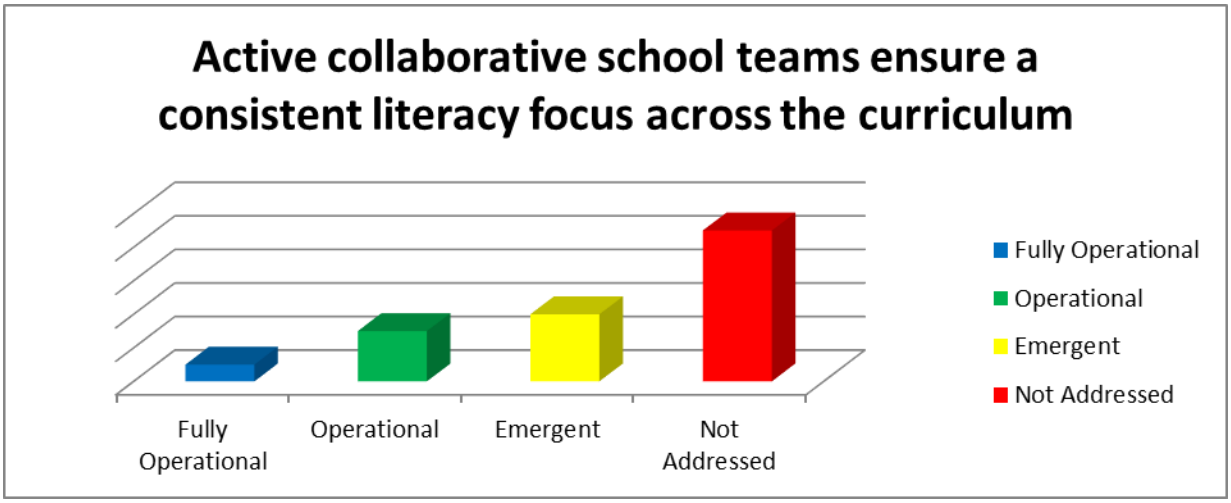


The biggest deficiency under the Engaged Leadership Building Block concerns the community at large and its support of the school and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS). The needs assessment survey showed that 66.7% of the school's certified staff rated this component as not addressed. Emergent was 11.1% followed by operational with 16.7%. This is certainly an area of concern that will be addressed in our school literacy plan.

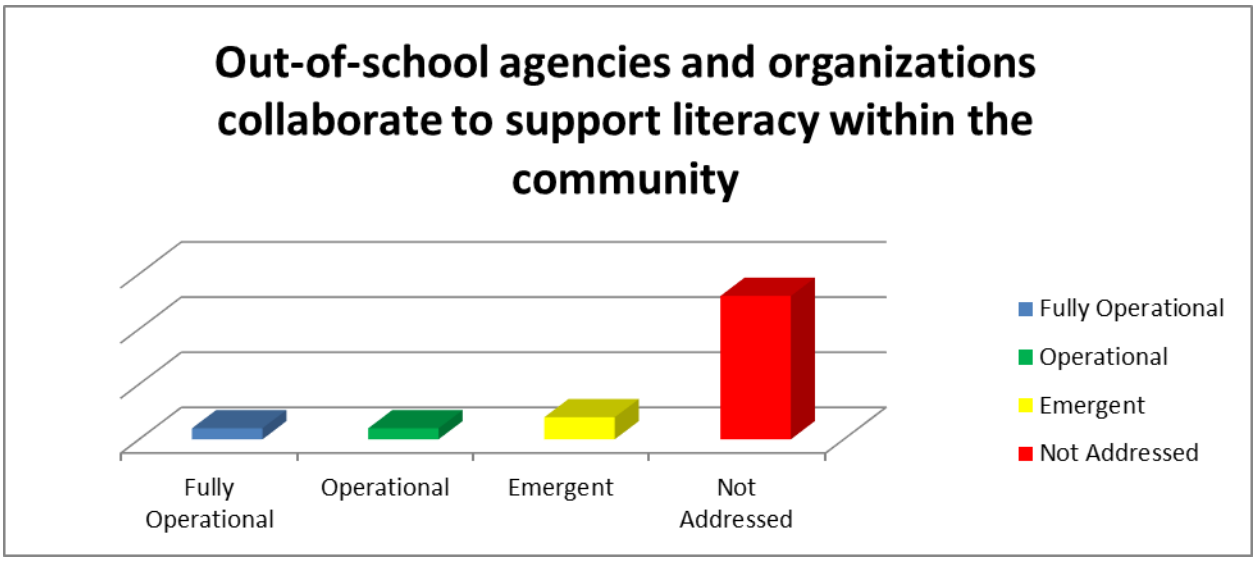


Building Block 2. Continuity of Instruction

Under the Continuity of Instruction Building Block, 52.9% of the staff surveyed indicated that active collaborative school teams needed to ensure a consistent literacy focus across the curriculum were not addressed, while 23.5% believed this component to be emergent. A non-existent "literacy team" that strictly focuses on literacy across the curriculum is the main reason the staff identified this component as a focus area.

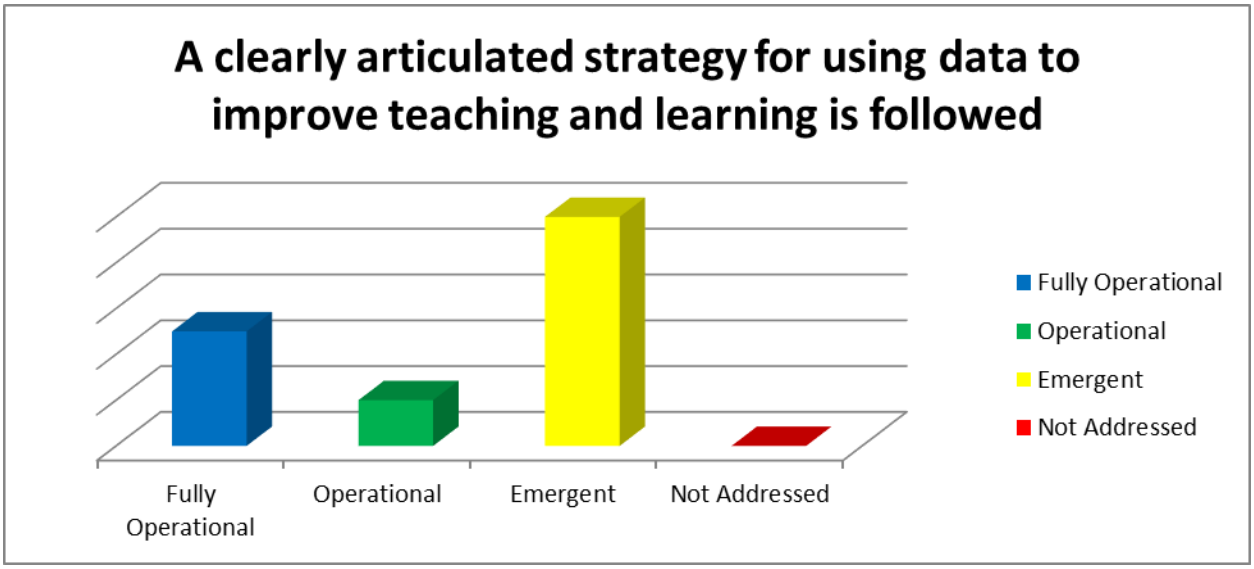


The question concerning out-of-school agencies and organizations that collaborate to support literacy within the community scored 76.5% not addressed which shows that the majority of the staff see this as a major deficiency in extending support for literacy with our community. This is an area that would need to be addressed in the school literacy plan. The importance of community involvement is essential to student success as cited in "The What" document.



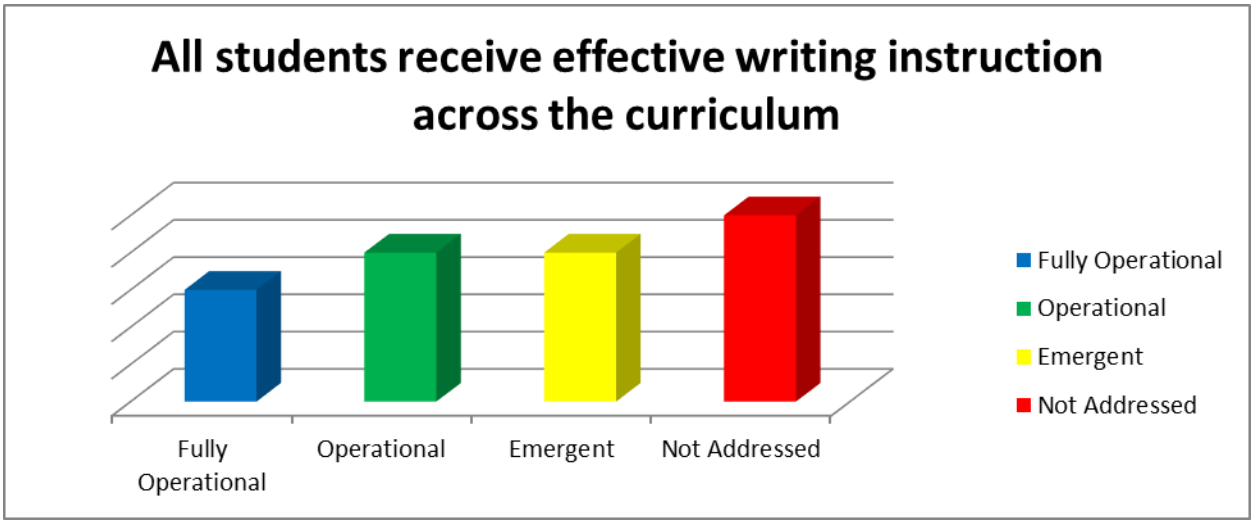
Building Block 3. Ongoing Formative and Summative Assessments

Ongoing formative and summative assessments are critical to an effective literacy program. A system of ongoing formative and summative assessments (universal and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. This component was viewed by the staff as 35.3% emergent, and 41.2% operational. Based upon this data, the leadership team acknowledges that there is an existing system of assessments in place which could be improved to address the schools disciplinary literacy needs. "The What" document confirms the importance of effective screening and progress monitoring. The question concerning problems found in literacy screenings which are further analyzed with diagnostic assessments was indicated as being an area of focus with 47.1% of the staff rating it as emergent and 35.3% rating it as operational. The biggest area of deficiency in Building Block Three was identified as a clearly articulated strategy for using data to improve teaching and learning, with 58.8% of those surveyed seeing this component as emergent and 11.8% Operational.



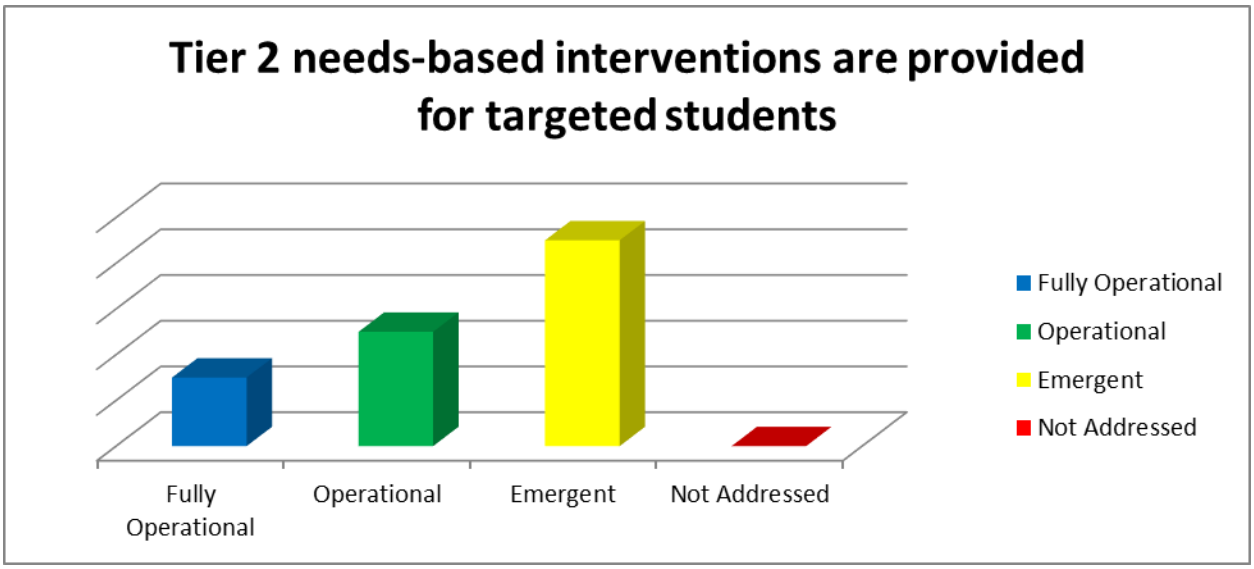
Building Block 4. Best Practices in Literacy Instruction

Needs assessment data indicates that we need to extend our current protected literacy block in order meet the needs of all students. Additionally, data shows that in the departmentalized grades there needs to be a guaranteed 2 to 4 hours of Disciplinary Literacy. At a rate of 56.3 %, the data further confirms that students need a core, writing program that addresses literacy through writing across the content areas. "The What" document substantiates the need for a core program.



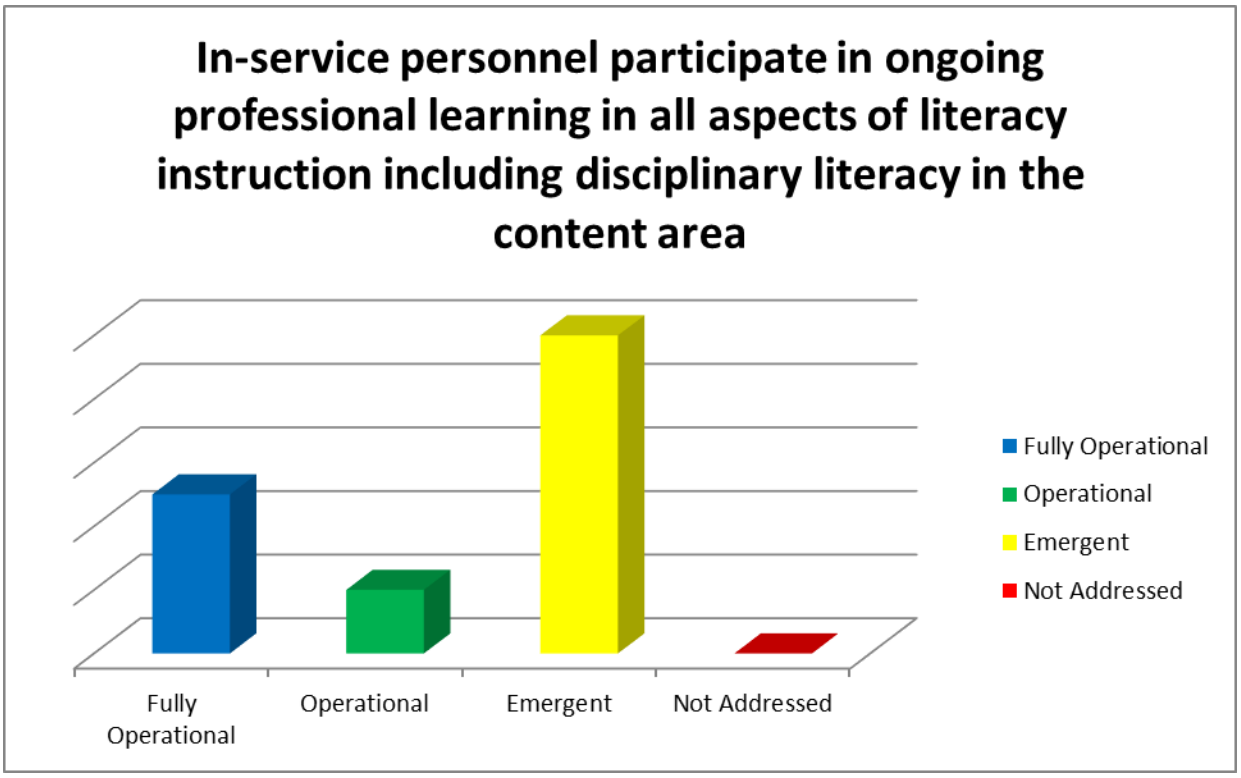
Building Block 5. System of Tiered Intervention (RTI) for all Students.

Of those surveyed, 52.9% indicated Tier 2 needs-based interventions are provided at an emergent level for targeted students. In order to strengthen and improve the implementation of the RTI program at SGES, the School Leadership Team will restructure the RTI program to allow more time for teacher and RTI Team communication as well as organize an after-school program for Tier 2 and 3 targeted students.



Building Block 6. Improved Instruction through Professional Learning.

At a rate of 70.6 %, the needs assessment survey points to a need for professional learning for certified staff in literacy across the content areas.



Concerns and Root Causes

The following problems were found to be school wide and content areas:

- lack of funding
- lack of current literacy resources
- lack of modern technology to promote active engagement of students

Eighty percent of our student population is considered economically disadvantaged which is an indication that the majority of students' families do not have access to appropriate literacy resources and technology at home.

In order for Saint George Elementary School to remain an excelling school, funding deficits must be addressed. Teachers continuously and unselfishly spend personal money to ensure that the quality of literacy instruction does not suffer.

Several areas of concern were identified through this needs assessment process and data. They are:

1. **Availability of Rigorous Texts**
    a. The purchase of more rigorous printed texts and classroom tablets addresses a belief statement of the Georgia Literacy Task Force that "all teachers, (etc.) must be component advocates of promoting literacy by helping students develop strategies and skills for accessing texts and

media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively".

2. **Further implementation of CCGPS**
    a. Continuity of instruction, as outlined in the "What" document, is dependent upon a working knowledge of the language and rigor of CCGPS. Teachers must be trained in all types of literacy as it is infused into all content areas daily. Planning time to "unpack" these standards and develop high quality units is needed. Accountability through assessments of varying formats needs to be intentionally planned prior to instruction. Therefore, as specified in the "What" and "Why" documents, faculty and staff must participate in "targeted, sustained professional learning on literacy strategies within the content area."
3. **Implementation of a Formal Writing Program that is consistent across all grade levels**
    a. Teachers need professional learning in a formal writing program that is delivered by expert consultants. The Georgia Department of Education's Literacy Plan calls for "best practices in instruction" as well as "intentional strategies for maintaining engagement." This program and professional learning needs to be purchased with SRL grant funds. It needs to be used consistently across all grade levels.
4. **Availability of Technology to Enhance Instruction**
    a. There is a specific need to update current technology and add additional technology to meet the needs of the modern day classroom at SGES. Professional Learning for teachers in using modern technology is also necessary.
5. **Implementation of a strategic RTI Program**

    SGES uses Classworks, as part of the RTI monitoring process. SGES needs a comprehensive, efficient program that assesses students on all tiers of the pyramid of interventions. SGES will research and implement a program that monitors all facets of the pyramid of interventions. This will include monitoring comprehension, fluency, vocabulary, phonemic awareness and phonics instruction in an efficient manner that will compile reports, and place students on an individual learning path.

This document was created using "The What", "The How", and "The Why" documents from Georgia's Literacy Plan.

Building Block 1. Engaged Leadership

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

Planning

School leadership will:

Saint George Elementary School is committed to ensuring that Charlton County's Non-Negotiables are a fundamental aspect of the instructional program.

- All teaching and learning activities begin, progress and end with an in-depth and intense focus on state standards ("The Why", p104-105).
- Communication with stakeholders is frequent, consistent, meaningful, and documented and includes student progress and celebrations of success ("The Why", p151).
- Teacher and leader effectiveness and growth are promoted and supported with the expectation of improving student learning ("The Why", p140-141).
- Interventions, based upon formative assessments and other student performance data, meet the needs of individual students and are developed, implemented, monitored and documented at every Tier of Response to Intervention ("The Why", p99).
- Formative and summative student achievement data are consistently collected and analyzed to guide instructional planning ("The Why", 97-98).

The SGES Administration and Leadership Team is committed to the following instructional initiatives:

1. **Monitor and continue to implement all aspects of CCGPS** (The "How", p20; The "Why", p31)

The SGES Administration and Leadership Team will continue to participate in OKRESA workshops and district level sessions regarding CCGPS alongside classroom teachers. The administration and leadership team will seek guidance regarding changes in testing, CCRPI, and unit frameworks as they relate to Disciplinary Literacy.

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2. Study research-based strategies and best practices

The administration and leadership team supports the current research on Disciplinary Literacy. We recognize this current research as a model for best practices. (The "How, p20, The "Why", p68).

3. Participates in literacy instruction with faculty

The Leadership Team participates in literacy instruction by serving on a literacy committee, attending grade level curriculum meetings, serving on the school's leadership team and teaching during ELT. ELT is designated as 7:30-8:00 as well as 2:50-3:30 to address tiered learning in small groups. Leadership team members and resource teachers remediate and enrich standards during this time.

4. Monitoring of Literacy Instruction.

The administration and the leadership team regularly monitor literacy instruction both formally and informally (The "How", p20) through the Georgia Teacher and Leader Keys Effectiveness system. Administration and the leadership team make every effort to give consistent feedback to the classroom teachers to help gauge literacy progress. This is done with walkthroughs and analyzing online benchmark results.

5. Protected time for literacy.

Currently, the administration allots time for collaborative planning for teachers to plan for literacy instruction and assessment (The "How" p20). The administration and leadership team recognizes the need for additional collaborative vertical and horizontal planning time for the purpose of planning for Disciplinary Literacy. The current planning schedule can be kept in place with the anticipated grant funds being used to enhance our current time.

B. Action: Organize a Literacy Leadership Team

1. Literacy Team

SGES has an active Leadership Team that regularly analyzes data related to literacy. SGES will include community members and parents to assist in developing overall literacy goals for our school. Team members will include:

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- Dr. Barbara Hannaford, Curriculum Director
- Dr. Drew Sauls, Principal
- Rachel McCullough, 3rd grade Teacher and Instructional Lead Teacher
- Tommy Harris, Media Specialist and Technology Support, 5th Grade Science/Social Studies
- Shelley Vignola, Art Teacher K-6th grade, RTI Coordinator K-6th grade, Parent Involvement Coordinator
- Mary Ann Carver, Fourth Grade Teacher
- Amy Bell, Sixth Grade Teacher
- Joan Crews, School Board Member
- John Canaday, Business Owner and Parent

2. Shared Literacy Vision

Saint George has developed the following vision statement to create an atmosphere of unity and consistency that focuses on literacy:

Saint George Elementary seeks to advance each student's level of understanding and knowledge in the area of literacy through rigorous expectations, the ongoing use of technology, the ability to apply skills to real world situations, and critical thinking in all content areas.

3. Analyzing Multiple forms of data

In an ongoing manner, student data is analyzed in an effort to assess the needs of students in the area of literacy. Data is analyzed to drive instruction, remediation, and enrichment; data is gathered through the Georgia LDS, Georgia OAS, unit assessments, periodic universal screeners, progress monitoring, formative assessments, as well as teacher observations of student progress ("The Why" p99).

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

1. Protected, dedicated 90-120 block of literacy instruction

A protected block of instruction has been set aside for literacy instruction each day and in each grade level. The administration of SGES is committed to protecting this 90 minute block of time to limit and deter interruptions and distractions during literacy instruction.

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2. Grades 3-6 receive 2-4 hours of disciplinary literacy instruction.

Additionally, students receive two to four hours of literacy instruction across all content areas. Teachers use math, science, and social studies instruction time to extend and enhance reading and writing strategies in the content areas. The "Why" document confirms "that the most effective elementary schools provided an average of 60 minutes a day of small, ability grouped instruction" (p. 58). Writing is an essential part of all curricula and is encouraged, but additional PL and planning time is needed to make this a more effective part of the content area instruction.

3. **Time for Intervention**

RTI is part of the schedule for each grade level. Students are given additional instruction in the mornings from 7:30- 8:00 and from 2:50-3:30 as well as during the school day. Remediation is offered by regular education teachers, special education teachers, para-professionals, and the RTI coordinator. SGES is in need of additional resources and updated technology to assist with our remediation efforts.

4. **Collaborative planning teams within and across content areas.**

Regular planning time is built into the schedule for instructional planning across the curriculum. Teacher planning days are scheduled throughout the school year. A collaborative schedule is used on an as needed basis for additional planning but is often ineffective because of the lack of personnel to cover classes during these sessions. Additional planning time is needed at the beginning of the school year and throughout the school year with a targeted focus on Disciplinary Literacy.

5. **Protected Collaborative Planning**

SGES utilizes a collaborative schedule as needed for planning purposes. The faculty has identified the need for consistent collaborative planning time to concentrate on Disciplinary Literacy.

6. **An intentional effort to identify and eliminate inefficient use of student and faculty time within schedule.**

SGES makes every effort to eliminate inefficient use of student and faculty time. The schedule is amended in an ongoing effort to make wise use of each faculty member and to maximize student learning time. Targeted grade levels are offered after school remediation for students who would otherwise be sent to a late bus station.

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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

1. **Faculty and staff participate in targeted, sustained professional learning on literacy strategies with the content area.**

Literacy at SGES has been identified as the building block of knowledge for all content areas. This is further confirmed by the "Why" document, "a learner's literacy ability is the root of ALL academic performance" and "literacy skills are embedded and emphasized in each content area in all grade levels." The faculty of SGES has been trained in a small number of programs and given few tools to teach literacy. Literacy is taught extensively incorporating writing, speaking, or application across content areas to ensure the depth of knowledge desired for student success and understanding. However, the faculty of SGES lacks the depth of knowledge needed to implement literacy instruction across the content areas in an effective manner. Examples of some of the professional learning that has been offered to SGES are Thinking Maps, CCGPS Unit Framework updates, Differentiation, ELA and Math Alignment, and the development of SLOs.

2. **A walk-through and/or observation form is used to ensure consistency of effective instructional practices that include disciplinary literacy across content area.**

The Teacher Keys Effectiveness System (TKES) has been used for the past three years at SGES. A small percentage of teachers piloted the program 2 years ago, but for the past two years it has fully-operational with all teachers and administrators using this tool. The Teacher Keys Effectiveness System (TKES) consists of the following three components:

- Teacher Assessment on Performance Standards (TAPS) is a qualitative rubric-based method by which evaluators use quality performance standards to measure teacher performance.
- Student Growth and Academic Achievement uses Student Growth Percentiles (SGPs) for teachers of tested subjects and Georgia Department of Education (GaDOE) approved Student Learning Objectives (SLOs) for teachers of non-tested subjects. Student Learning Objectives (SLOs) will use district achievement growth measures.

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- Surveys of Instructional Practice are student surveys of both tested and non-tested K-12 teachers.

The three components above contribute to an overall Teacher Effectiveness Measure (TEM). The amount contributed to the TEM by each component depends on whether teachers are in a tested or non-tested course.

Many of the standards that teachers are evaluated on have literacy across the content areas built into them. The current instrument being used at SGES is a sufficient tool to measure literacy across the content areas.

E. Action: Optimize literacy instruction across all content areas

1. **The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.**

As more rigorous curriculum has been put in place over the years in the state of Georgia, ELA alignment at the local level has identified the gaps in classroom instruction ("The Why", p133). However, SGES still lacks PL specific to teaching literacy across the content areas. Anticipated grant funds will enhance opportunities to enrich Disciplinary Literacy.

2. **Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects.**

Vocabulary, writing, and grammar have been a deficit for students in all content areas at SGES for many years. SGES adopted SRA vocabulary several years ago. In math, some teachers teach vocabulary using Susie Pepper's T.I.P. that relates the written word, the informational meaning and picture or diagram representation of that vocabulary word. However, SGES still struggles with a consistent, uniform approach to vocabulary instruction. We further find that "Students in those higher elementary grades continue to need support in decoding and fluency for increasing more complex vocabulary and text." ("The Why" p193)

3. **Writing is an integral part of every class every day.**

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A variety of approaches are used regarding writing instruction at SGES. There is no uniform, identified approach to writing other than a best practices approach for each grade level. Writing is taught and utilized across content areas in all grades. "The Why" document emphasizes, "the use of writing to extend and reinforce reading" ("The Why" p131).

4. **Teachers have or will continue to participate in research-based, professional learning on the following:**

- Incorporating the use of literature in content areas
- Use of informational texts in all content areas
- Writing Instruction in all content areas
- Text complexity that is appropriate to grade level and students' reading levels
- Guiding students to conduct short research projects that are grade-level appropriate

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.

- **Community Advisory Board**

SGES has an active School Council that supports literacy. The Council will be asked to participate in the development of literacy goals and assist in the overall achievement of these goals. Our School Council members include business owners as well as parents from our community.

- **A network of learning supports within the community**

St. George is such a small community that SGES would benefit from reaching out to neighboring larger communities to assist in achieving our goals. Time and training would be essential in partnering with other larger communities to benefit our school.

SGES asks the School Council, community church groups, businesses, and community leaders to partner with the school in tutoring and mentoring at-risk students as well as assisting in reaching out to other larger communities.

- **Social Media**

SGES uses a variety of media to keep parents and the community aware of ongoing educational initiatives. Events are published on the school's webpage as well as through school newsletters and

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communication from administration. Further training would be essential to broaden our avenues of online communication.

- **Academic Successes**

SGES celebrates the successes of its students through a variety of media. SGES celebrates successes through the local newspapers, the school's website, Exceeder's Luncheons as well as the in house news broadcast. Additional technology, updated technology and professional learning would further enhance our ability to publically celebrate our success.

Building Block 2: Continuity of Instruction

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

- **Cross-disciplinary teams for literacy instruction.**
  - Leadership team members will meet regularly for collaborative planning, discuss research-based literacy instructional strategies, and examine student data and work. These meetings will be held after school each month, or more often as needed.
- **Protocols for team meetings.**
  - SGES has protocols in place for all meetings.
  - Agendas, sign-in sheets, and teacher roles are used to define responsibilities during all planning sessions.
- **Scheduled time for teams to meet for regular collaboration.**
  - Grade level planning occurs weekly during a 45 minute planning time. Periodically during extended planning time, teachers conduct benchmark analyses and plan for tiered instruction. Resource teachers also meet with classroom teachers during these planning periods as allowed by scheduling.
- **Components of Professional Learning Community model are understood and in place.**

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- SGES understands and uses PL community model. Additional funding for the SRG could enhance these opportunities ("The How" p29).

- **Specific, Measurable Student achievement goals aligned with grade-level expectations are shared by teachers in all subject areas.**
  - Data drives instruction in the classroom. Rigorous classroom expectations are clearly defined.

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

1. **Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts.**

Teachers use the CCGPS and related resources to guide literacy instruction across the curriculum, including informational texts in language arts and reading classes. Units are analyzed for rigor and relevance, and teachers are given feedback from the Instructional Lead Teacher and administrators. SGES needs a rich curriculum of literary and informational texts, as well as a core literacy program, to build upon the efforts of our district's Birth to Five Literacy Initiatives. Through SRG funds, SGES will be able to address these needs, creating a seamless literacy program Birth to Grade 6. SGES will provide professional learning opportunities for teachers to implement a core literacy program as well as to learn about CCGPS for literacy in science, social studies, and math.

2. **Teachers coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.**

Following the professional learning workshops and given time to implement new strategies and methods, teachers will use peer observations to monitor the use of instructional strategies learned to improve literacy. As teachers become proficient in these strategies, they will coach other teachers and model lessons (using videos, social media, and face-to-face meetings) in disciplinary literacy. Alternative instructional strategies will be researched and used to promote student learning of the CCGPS.

3. **All types of literacy are infused into all content areas throughout the day.**

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SGES uses print, non-print, and online media to meet the needs of students. SRG funding would enhance the use of these types of media.

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

1. Avenues of communication are active with key personnel, in out-of-school organizations, and governmental agencies that support students and families.

SGES participates in professional learning webinars and conferences as time and money allows. Conferences for teachers and support personnel have been reduced to a minimum due to a lack of funding. Our partnership with Okefenokee RESA provides professional learning as needed.

2. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.

SGES has a Parent Involvement Committee, PTO, and a School Council in place. These groups are dedicated to the enhancement of our school's success through student achievement.

3. Technologies are utilized to more creatively and effectively support stakeholder engagement.

SGES is creative and effective in its efforts to utilize technology to support stakeholder engagement through: ONE CALL NOW, Powerschool, ETC. However, additional funding through SRG would enhance and improve the support of stakeholder engagement.

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

1. **Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.**

SGES currently uses Classworks as its universal screener and progress monitoring tool. However, the screeners that are currently in place do not specifically address literacy skills of the students as is best practice; "the need to identify or develop a set of grade specific screeners to assist educators for students of all ages ("The Why" p99). SGES would like to improve our current screening and progress monitoring by purchasing DIBELS Next and Scholastic Reading Inventory (SRI). This

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program will provide more individualized, technology-based plans for students. The Renaissance Learning program is also currently used to evaluate Lexile Levels using their conversion table. In addition, professional development will be provided to ensure that teachers understand the program, and set appropriate learning expectations across literacy and content classrooms.

2. **Common mid-course assessments are available for use across classrooms and include a variety of formats.**

SGES teachers use benchmarks and unit assessments as mid-course evaluations for the purpose of identifying struggling students. Recently common mid-course assessments including a variety of formats have been made available for teachers through collaboration with other schools in our county. More time is needed to complete these assessments so that they are available to all classrooms. ("The What" p8).

3. **Assessments and intervention materials aligned with students' needs are available and personnel trained.**

Teachers are responsible for creating all formative assessments used in their classrooms. SGES teachers are currently participating in FIP (Formative Instructional Practices) training from the Georgia Department of Education. There is also a need for professional development to train all staff who administers assessments and interventions to ensure standardized practices and accurate data recording ("The Why" p98).

4. **A data collection plan for storing, analyzing, and disseminating assessment results is in place.**

Our current data collection plan for storing, analyzing, and disseminating assessment results will continue to be in place, but will be modified and updated as needed. Teachers will continue to use Georgia's SLDS program along with universal screener data that is stored in Classworks. This plan is currently and will continue to be carried out by the leadership team of SGES. The plan in place coordinates with the guidelines and descriptions set in the Georgia Literacy Plan in the "Why" document on page 96.

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5. **A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.**

A calendar based on local, state, and program guidelines is in place. The district is responsible for making adjustments to the calendar for formative assessments already in place and will be expanded to include persons responsible.

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

1. **The instructional levels of all students are screened and progress monitored with evidence-based tools.**

SGES uses Classworks for universal screening and progress monitoring. Teachers and the RTI coordinator have the task of tracking progress using these programs on a bi-weekly basis for all identified Tier II students and a weekly basis for all Tier III students.

2. **Commonly shared mid-course assessments are used across classrooms to identify classrooms needing support.**

As Georgia transitions from the CRCT to the Georgia Milestones, the district is working to create more rigorous assessments. Professional learning is necessary to assist teachers in the development and appropriate use of these assessments.

3. **Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4 tier service options for Response to Intervention (RTI).**

Universal screening is utilized to identify at-risk students that need to be moved between the four tiers of intervention. Progress monitoring is the tool used to make important decisions regarding the movement between those tiers. Probes are administered either bi-weekly or weekly based on tier level ("The Why" p126-127). After three plot points are recorded, the RTI coordinator meets with the classroom teacher to determine whether a move is needed or if the intervention used is helping that student to improve. These curriculum-based assessments are the tool we currently use to determine movement between tiers.

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4. **Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results.**

SGES has an adequate infrastructure for technology, but as we create new and varied assessments and move towards more advanced computer-based programs, there is a need to update technology to meet those needs. Currently, Title 1 funds are being used to update technology, and Charlton County Schools recently received over 200 thousand dollars in Connections to Classrooms grant funding to ensure our technology infrastructure meets the needs of 21st century schools and classrooms.

5. **Intervention materials aligned with students' needs are in use and staff is trained.**

SGES has a comprehensive plan regarding interventions to address specific weaknesses. Currently, we use PALS in Pre-K, Letters Alive in Kindergarten, Classworks in grades 1st-6th, and Istation in grades 4th-6th. DIBELS Next and Scholastic Reading Inventory are two programs that would be extremely helpful in carrying out our intervention plan more successfully ("The Why" p124). These programs, along with professional development would need to be funded through this SRG Grant in order to meet the requirements of assessment. This would be essential to carrying out our comprehensive plan for the RTI process.

At the moment, our students do not have intervention materials and tools that are consistently used throughout the school. With the help of the SRG Grant, it would be possible to make our current computer lab into an RTI lab that students could access before, during, and after school. This lab would offer computer-based literacy intervention programs that the RTI coordinator and other RTI teachers could help administer and maintain.

6. **A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.**

A calendar based on local, state, and program guidelines is in place. The district is responsible for making adjustments to the calendar for formative assessments already in place and will be expanded to include persons responsible.

7. **Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework.**

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At the classroom level, teachers use formative assessments to identify higher achieving students in order to differentiate instructional activities to meet the needs of these higher achieving students. Gifted education testing is determined through parent recommendations, teacher recommendations, and analyzing achievement measures to ensure that all high achieving/advanced learners are properly identified. Once a student qualifies, they are considered a "Trailblazer" of SGES. These students receive differentiated instruction with a Gifted certified teacher for a minimum of 45 minutes a day ("The Why" p194).

With the help of the SRG Grant, teachers will be assigned the task of creating assessments using various formats, not just the traditional multiple-choice type tests, and time to develop rubrics for grading based on CCGPS.

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

1. **A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.**

SGES is committed to using Charlton County School System's Pyramid of Interventions to ensure that students identified routinely receive diagnostic assessment ("The Why" pg 99). SGES meets monthly with our district RTI coordinator to ensure students identified by screenings routinely receive diagnostic assessment, to analyze assessment data, and to determine next steps.

2. **Diagnostic assessments isolate the component skills needed for mastery of literacy standards.**

The diagnostic assessments currently used at SGES do not effectively isolate component skills needed for mastery of literacy standards. The leadership team has determined that purchasing DIBELS Next and Scholastic Reading Inventory would ensure that the assessments used are isolating the appropriate reading skills. Funds from the SRG grant are needed to purchase these critically essential diagnostic assessments.

3. **Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.**

These above mentioned programs complement our district Pyramid of Interventions to avoid a one-size-fits-all approach by using interventions that meet the needs of individual learners.

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

1. **Specific times for analysis of previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement.**

In the past, the leadership team, administrator, and individual teachers analyze CRCT data and 5th grade Writing test data as soon as scores are obtained. Data was compiled to show 3rd and 5th grade students that did not meet standards so that remediation could begin before the retest was given. This data was used to identify bubble students that could be used for RTI eligibility the next year. In the future the Georgia Milestones Assessment will be used much the same way. Another way this data was used is by identifying students that exceed standards so they can be recognized for their achievements.

In addition, prior to the beginning of school in the fall, the school administration and lead instructional teacher participate in a district level data review of all schools' summative data including student performance data, student growth data, school climate data, the CCRPI report, and our spring Needs Assessment survey. The data review determines district baselines and goals for improvement, which in turn become the focus of the SGES improvement plan.

2. **Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.**

The leadership team completes a root cause analysis after carefully examining and reviewing results with classroom teachers. The entire faculty then comes together to discuss the completed root cause analysis to make instructional changes and adjustments.

3. **During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.**

Due to the size of SGES, we have single class grade levels which does not allow for grade level collaboration. However, we do collaborate vertically as a staff and horizontally across the district as funding permits. Our entire certified staff meets together to discuss changes that can be made to improve the instructional program. There are also scheduled collaborations where vertical teams meet

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together to discuss changes. There is a need to include more professional learning days during post-planning to provide the much needed time to make sound, research-based program decisions.

4. **Data is disaggregated to ensure the progress of subgroups.**

Teachers are responsible for examining subgroup data for the students they serve. The administrator and leadership team also disaggregate subgroup data as the first step to completing a root cause analysis for the upcoming school year. SLDS is used to disaggregate data by ethnicity, economically disadvantaged, gender, and Special Education populations. This data is reviewed during faculty meetings, collaborative planning time, and during leadership team meetings.

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

1. **A protocol has been developed and is followed for making decisions to identify the instructional needs of students.**

SGES has a collaborative planning day schedule that is used on an as needed basis. During these sessions teachers have used data from GKIDS, CRCT, 3rd and 5th grade Writing, universal screeners from Classworks, SLOs, benchmark assessments, and unit assessments to determine individual student needs ("The Why" pg 111). At this time, Lexile scoring drives the instructional process. Renaissance is used as a summative assessment measure five times a year to monitor growth. However, SRG funds would provide focused and in-depth PL in using the Lexile system to further drive instruction.

2. **A data storage and retrieval system is adequate and is understood by appropriate staff members.**

PowerSchool is used by the district for teacher grade books and parent communication. Ongoing formative and summative assessment data are stored in Powerschool. Pre-K uses an online student work sample program to store and retrieve student data, while kindergarten teachers use the GKIDS database for storage and retrieval of data. The other grade levels have access to SLDS data, but there is little information for teachers of grades 1-3 because those grades don't have a state assessment from the previous year. While Student Learning Objectives (SLOs) are in place for those grades, they are in

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their infancy and require revisions to adequately reflect content standards and student growth. Attendance data is available to all teachers through SLDS.

3. **Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.**

Agendas are always used for collaborative planning in which assessment data is to be reviewed, analyzed, and disseminated. Minutes and sign-in sheets are kept from these planning times as well.

4. **Protocols for team meetings are regularly followed.**

All meetings, whether they be for faculty, leadership team, or collaboration have a protocol in place to ensure that time is utilized for what is outlined in those agendas.

Building Block 4. Best Practices in Literacy Instruction

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

1. **Core Program**

Currently the CCGPS is the catalyst that drives literacy instruction at SGES; consequently, a core literacy program is not in place. Teachers utilize the SLDS system to complement units of learning that are rigorous and pertinent to today's society. ELA Units from the GDOE website have been incorporated into the curriculum. Books have been purchased to complement these units; however, more informational text is needed. Internet based materials, computer programs, and other available resources are used to complement standards not addressed in the units to fully cover the CCGPS. Professional learning and collaboration time are needed to ensure that rigor and relevance are sustained. Professional development is also needed to implement literacy instruction across all content areas, and on strategies that extend students' vocabulary, comprehension, and writing skills in all areas ("The Why" pg 41).

2. **Student Data**

Student data drives instruction beginning at the start of the school year, and continues throughout the year. Teachers plan and instruct according to identified needs from data obtained ("The Why" pg 94-

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95). Professional learning in the process of aligning the CCGPS, choosing appropriate resources, and using technology to complement direct, explicit literacy instruction is needed by the SGES staff.

3. Teacher Evaluation

The administration is currently using TKES as an assessment tool to evaluate current practices in literacy instruction in individual classrooms.

4. Daily Literacy Block

As stated in "The What" document, explicit instruction in phonological Awareness, word identification (letter identification for Pre-K/K), vocabulary, and comprehension will be addressed daily. Additionally, small group instruction will be used to provide differentiated instruction in areas of need. On-going professional learning and collaborative time is needed.

5. Literacy Instruction

All content areas will provide instruction in literacy. Professional development and collaboration of staff is needed to ensure successful implementation.

6. Professional Learning

The staff of SGES will need professional development concerning correct use of data to drive literacy instruction; selecting, modeling, and instructing in specific strategies; choosing appropriate texts; and in the specifics of differentiating instruction.

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

1. Writing Instruction

A vague plan of writing instruction is in place at SGES. In order to accomplish literacy goals stated in "The What" document, a plan for instruction in writing needs to be consistent with CCGPS that is articulated vertically and horizontally. Consequently, collaborative time for vertical alignment will be needed to produce the rigor and coherence associated with the CCGPS. Also, research needs to be conducted to find a productive, innovative program to meet all students' needs.

2. Coordinated Writing Plan

A coordinated plan will be developed that addresses the areas of explicit instruction, guided practice, and independent practice across all content areas ("The Why" pg 131). A more cohesive and

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comprehensive plan to enhance writing instruction will be adopted to ensure adherence to the CCGPS across content areas and grade levels.

3. Professional Learning in Writing

Professional learning on best practices in writing instruction will be required for all grade levels and subject areas, as well as, professional learning on the core program selected for writing instruction ("The Why" pg 132).

4. Writing Practice

Teachers in every class will provide daily writing activities that provide instruction in, and the opportunity to write narratives that include developing real or imaginary experiences to explore content area topics, writing coherent informational or explanatory texts, and/or developing an argument citing relevant and reliable textual evidence.

5. Technology

Technology is used for production, publishing, and communication across the curriculum. SRG funds will further enhance our technology. One literacy practice that is used when the current technology allows is for students at the publishing stage to type their final piece for presentation ("The Why" pg. 87).

C. Action: Extended time is provided for literacy instruction.

1. Protected, 90-120 minute block for literacy instruction

Saint George Elementary allocates a 120 minute block for literacy instruction in grades K-4 for all students in self-contained classrooms.

2. Departmentalized grade levels receive 2-4 hours of literacy instruction

SGE has a modified departmentalized schedule in Grades 5 and 6. These grades receive 2-4 hours of literacy instruction provided during all content areas.

3. Disciplinary Literacy

Students receive math, science and social studies instruction by incorporating these areas in all literacy blocks. Guided Reading incorporates informational texts and Science/Social Studies standards. CIERA researchers found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction (The "Why," p.58). That was instruction that

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provided differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well.

D. Action: Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.

1. Interest and Engagement

As outlined in Building Block 4 (D) of "The What" document, the literacy plan will build on and sustain the effort of SGES to provide students with opportunities to self-select reading material and in choosing topics for research. To continue this endeavor additional print and non-print text and materials are needed to provide more choice. When planning and purchasing materials for lessons and units, care will be taken to provide students with an understanding of the relevance of the academic assignment to their lives. Technologies that provide access to engaging texts for students need to be purchased, and traditional print materials that students consider engaging are also needed. Peer collaboration opportunities will be a central focus when planning and implementing lessons and units. Students will be taught how to navigate literary and informational text to ensure competency. Thus, confidence and self-efficacy will be attained. Background knowledge will be determined, and built upon as needed. To promote engagement and relevance, creative use of technology will be utilized. Although teachers at SGES are using modern technologies, updated technologies and technologies with better access to the student are needed. Professional learning and collaboration are needed to plan and implement creative uses of technology in and out of the classroom.

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

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

1. The percentage of students currently served by grade levels K-6 in each tier is reviewed regularly to determine efficacy of instruction in each tier.

At SGES, all learners are assessed and evaluated three times a year in grades K-6 using the universal screening tool, CLASSWORKS. Those falling in the lower 10th percentile are immediately placed into RTI where they are given 1-2 hours of additional instruction each week using research based

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interventions. The learners' progress is evaluated frequently, 1-3 times a month, and interventions are increased or changed according to the learners' progress ("The Why" pg 101).

All Special Education students (Tier IV) are assessed using CLASSWORKS and AIMSWeb. The data from these screeners, along with results from the CRCT, STAR Reading, and previous academic performance, is then analyzed by grade level teachers to determine the needs of each student. Decisions for placement into Tier II are made by the RTI Student Support Team and/or the administration in collaborative planning meetings. Parents are involved in the decision making process and are informed regularly concerning their child's progress. Each time a student moves from one tier level to another, the RTI coordinator and grade level teachers meet collaboratively with the parent to determine if the intervention is successful, needs increasing in duration or frequency, or movement to the next tier is necessary ("The Why" pg 112).

2. Protocols for identifying students and appropriate interventions.

At SGES, a child is referred to the RTI Team by the classroom teacher as part of the Tier 2 Intervention. The referring teacher collects work samples, provides copies of permanent records and assessments, provides a log of interventions already attempted, and other pertinent information necessary for the team to get a well-rounded opinion of the child's abilities. The Team Chairperson reviews the request and collects information, schedules meeting, notifies team members, informs parent and invites them to attend the meeting. The team reviews the child's permanent record, interventions and their success, consults with referring teacher and decides what course of action is needed. The team may consult additional staff such as the district RTI coordinator, school nurse, counselor, reading coach, etc. if necessary. The teachers at SGES feel they need more intervention programs and personnel to insure timely identification and assessment of children within the RTI process ("The Why" pg. 123).

3. Interventions are monitored frequently.

The students are evaluated every 2 weeks and results are reviewed by the RTI teacher. The team sets up a follow-up meeting to take place every 6 weeks to reassess student progress, review results of

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interventions, and determine follow-up procedures. If interventions were successful, the teacher continues intervention strategies and monitors the student's progress. If interventions were not successful, the RTI team may choose to review and adjust Tier 2 Interventions and/or develop new intervention strategies. If these are unsuccessful, Tier 3 may be implemented and a follow-up meeting is scheduled for 4-6 weeks in the future. If all Tier 3 intervention strategies fail and all avenues have been exhausted, the RTI Team may then refer the child to Special Education Services. Changes in interventions are made as necessary. Currently, teachers and the RTI Team are responsible for frequently monitoring the interventions being used but believe that more personnel are needed to ensure the frequency and fidelity of progress monitoring interventions ("The Why" pg 126).

4. Formative assessments are analyzed frequently.

SGES makes every effort to conform to "The What" document, however, due to time constraints, all formative assessments are not analyzed and reported in a consistently timely manner based on Assessment Protocol listed in the Assessment and Data Analysis Plan. SGES uses phonics based programs in K-2 but has no true reading improvement program established for grades 3-6. With the SRCL grant, SGES will be able to purchase reading intervention programs that focus on a whole-word approach to teaching reading with repetition versus the traditional phonics approach to teaching reading as well as provide time for consistent analysis of all formative and summative assessments. With this additional program and additional schedules and protected time in place, children of all learning styles should succeed and excel in reading.

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

1. **Student Data is frequently monitored.**

Instruction in Tier I at SGES is based upon the CCGPS in all grades to all students in the regular education classrooms according to the proposals made in Blocks 4A and 4B. Student understanding, progress, and data is examined. Upon examination of student data, re-teaching of material using other strategies and modalities is done in the regular classroom and in the small group setting if less than 80% of the students are successful when assessed ("The Why" pg 125).

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1. Current Literacy Practices

Currently, small group reading instruction is encouraged in grades K-2 as part of the daily schedule after direct, explicit teaching has occurred in a whole group setting. In grades 3-6, small group instruction is utilized on an as needed basis. Additionally, content teachers are evaluated by the administration using the TKES/LKES evaluation process on the implementation of disciplinary literacy in their lesson plans and teaching. ("The Why", pg. 133).

2. Professional Learning in Literacy Instruction

Co/collaborative teaching/inclusion has been implemented at SGES for about four years. Based on the data, this teaching model has proven to be highly effective for both our SPED and EIP student populations. This model allows a SPED teacher to work with any struggling student in the content classrooms along with the content teacher. This reduction in the teacher to student ratio, according to research, increases student achievement. This model of instruction at SGES as well as the resource model will continue to be used in order to keep students in a Least Restrictive Environment. The level of expectation for students at SGES is extremely high. All students are expected to make progress and show grade-level mastery of the CCGPS by the end of each school year. There is a need for an accelerated reading and writing program that would encourage a quick paced learning environment to help alleviate the learning gap due to absences ("The Why", pg. 99).

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

1. Interventionists participate in professional learning.

The intervention specialists at SGES are expected to be well versed in all aspects of the RTI process and the intervention tools and strategies. Intervention strategies and tools used at SGES include small group pullout instruction, tutoring before and after school, computer based programs such as Renaissance Learning, CLASSWORKS, Starfall, and Tumble Books. Professional learning for all interventionists will be provided in order for the interventions to be utilized with efficacy and fidelity. These intervention specialists will participate in professional learning on the following:

Using appropriate supplemental and intervention materials

Diagnosing reading difficulties

Using direct, explicit instructional strategies

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CLASSWORKS training

Charting data

Graphing progress

Differentiating instruction

2. Collaboration and planning between classroom teachers and interventionists.

Because SGES is a Title I school, Title I funds have been used to supplement instruction in many ways. However, providing substitutes for teachers in order for planning collaboratively, analyzing student data, and providing appropriate interventions is not one of them. SGES would use the SRCL Grant funds to provide increased grade-level, vertical, and content-related planning days in order to plan appropriate interventions with intervention teachers for targeted students.

3. Professional learning of assessment data.

SGES has been implementing RTI for the past five years, and all teachers participate in data analysis and are aware of expectations for students moving into Tier II based on data from the universal screener that is completed 3 times a year or from the Tier I data that the classroom teacher collects for a period of 6 weeks. (These are students who fall in the bottom 10-20% compared to the others students in the class.) Additional collaborative planning days would allow SGES to maximize its efforts in remediating these students. There is a need at SGES for more of these planning days ("The Why" pg. 96).

4. Effectiveness of interventions.

SGES is committed to providing blocks of time in the daily schedule for interventions as well as before and after school programs to encourage student success. Classroom teachers', resource teachers', and intervention specialists' schedules are closely examined to ensure that maximum time is given for interventions. Research-based instructional strategies in the classroom provide the foundation for effectiveness of interventions; research-based interventions and progress monitoring ensures that interventions are effective. When evidence determines an intervention to be ineffective for a student, the RTI team will implement alternative research-based interventions and continue to progress monitor. All teachers and interventionists at SGES are highly qualified according to the

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guidelines of the Professional Standards Commission and are trained in basic literacy strategies. As needs and concerns arise, professional learning is sought out and implemented ("The Why" pg 102).

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

At SGES, when students enter Tier II in the RTI process, data teams are expanded to include school psychologist, speech/language teacher (if applicable), and others who may have relevant input in student's educational plan. A meeting is held to discuss interventions to be applied.

1. Data team meetings.

Classroom and RTI teachers monitor progress of Tier III students every week using CLASSWORKS progress monitoring schedule for a period of six weeks then meet to analyze results noting a student's growth or lack of progress. The classroom teacher collects annotated work samples from the student and a second Tier III meeting is held to determine the next step for the student. At this point, the RTI Coordinator invites the parent to the tier III movement meeting and permission is received for the special education screening process to begin. This includes a social history, review of previous years' progress and past RTI interventions implemented. All progress monitoring information is reviewed with the parent as well as any possible medical issues that may be contributing to the student's inability to improve. During these meetings, the SGES team follows the "Evidence-Based Decision-Making Cycle" as outlined in the "Why" document: What is the problem? Why is this happening? What is our plan? The plan is implemented. Did the plan work? This cycle is used for all Tier III RTI students at SGES. After permission for special education services screening is received from the parent, the team has 30 days to collect all information and data and send the data collected to the County Review team (the school psychologist, the student services coordinator, and the curriculum director).The review team and administration will ensure that interventionists have maintained fidelity to the intervention protocol prior to referral to SST. The RTI coordinator and the principal ensure that these steps are followed. As stated previously, SGES utilizes research-based teaching strategies for the interventions.

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The delivery of interventions are offered at SGES as time and resources allow; however, it is not always possible to provide the recommended 1:1 or 1:3 teacher to student ratio for the intervention time on Tier III. The typical ratio for SGES is 1:6.

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

Special education students' schedules are currently completed first to make sure the SPED teacher can deliver the services with grade level teachers through co-teaching. This co-teaching model allows teachers to differentiate instruction for the struggling readers and to use the co-teaching approach to maximize instruction by having two professionals in the classroom. Co-teaching also provides instructional methodology to improve the achievement of all students, including those with disabilities, in the general curriculum. SGES has also increased the amount of time students with disabilities are instructed in the general education classroom, providing them with the appropriate services and support needed for success. SGES provides gifted services to about eight percent of its population. These students participate in a resource and after school model for extension activities of grade-level standards as well as the state gifted and the national technology standards ("The Why" pg 125 and 127).

Building Block 6. Improved Instruction through Professional Learning

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

1. **Preservice education and teacher preparation.**

The administration at SGES meets annually with the PSC to discuss changes and expectations in state procedures and policies concerning teacher quality, certification, and ethics.

Prior to the beginning of school, teachers new to our school system participate in New Teacher Orientation to become familiar with local policy and procedures. Past initiatives included a mentor program to provide support to new teachers for their first two years in our school. Through the initiative of this grant, SGES hopes to once again provide mentors for inexperienced and struggling teachers in literacy, including disciplinary literacy.

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

1. **The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.**

The administration of SGES is committed to providing the staff with ongoing professional learning in all aspects of literacy instruction. The school calendar includes protected time for teachers to collaboratively evaluate and analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice. Our current school calendar includes six planning days for teachers to plan lessons, create units, and analyze student data. Moreover the initiative for this grant will provide for additional days that can be used for professional development. During these collaborative sessions, teachers are able to study the CCGPS and reflect on professional practices and strategies in an effort to best meet the needs of students. As deemed necessary, the principal finds time for other collaborative planning opportunities by being flexible and creative with the master schedule. Unfortunately, creative scheduling and support staff can only provide minimal time for collaboration. Funding for extended professional learning time during the summer and throughout the year is needed by teachers, as well as by resource personnel, for studying the standards and planning quality learning experiences for student success. This will then allow for teachers' daily planning time to be more focused on examining student work and reflecting on practice.

1. **Teachers participate in professional learning in CCGPS.**

Extended professional learning opportunities will allow teachers to better understand the CCGPS and receive training based on the needs revealed by student data, surveys, interest inventories, peer observations, and post conference conversations. The administrative team makes recommendations to the district for professional learning for the upcoming school year. The administrative team can also recommend individual or group related professional development. SGES has a need for more PL specifically related to disciplinary literacy and using technology for instructional delivery and student learning tools.

2. **Teachers participate in ongoing professional learning on the use of the core program.**

"Substantiated academic growth will occur only when professionals receive ongoing, targeted

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professional learning." This statement from the "Why" document is also a belief of the administration and staff of SGES.

3. **Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.**

Teachers' instruction is monitored at SGES constantly throughout the year with walkthroughs from the principal, instructional lead teacher, leadership team members, the Director of Curriculum and Instruction, and peer teachers. Assessment tools found on the TKES platform are currently used. The Georgia Literacy Observation Checklist will also be implemented.

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Analysis and Identification of Student and Teacher Data

Analysis and identification of student and teacher data drive the improvement efforts of our district and our school. The process of analyzing and identifying student/teacher data at St. George Elementary School aligns closely with the five recommendations of Hamilton, et al, to maximize the use of data to improve teaching and learning (The "Why"):

1) Data is "part of an ongoing cycle of instructional improvement" as all faculty, staff, and students use assessment information to drive instruction at SGES.
2) Students are expected to "examine their own work and set learning goals."
3) The administration and leadership team have "established a clear vision for school-wide data use."
4) The administration creates a school calendar that includes time for analysis of data and support that "fosters a data-driven culture" throughout the building and community.
5) District expectations are set to "develop and maintain" an infrastructure for data storage and dissemination.

a. Data Table\Graphs of Assessments

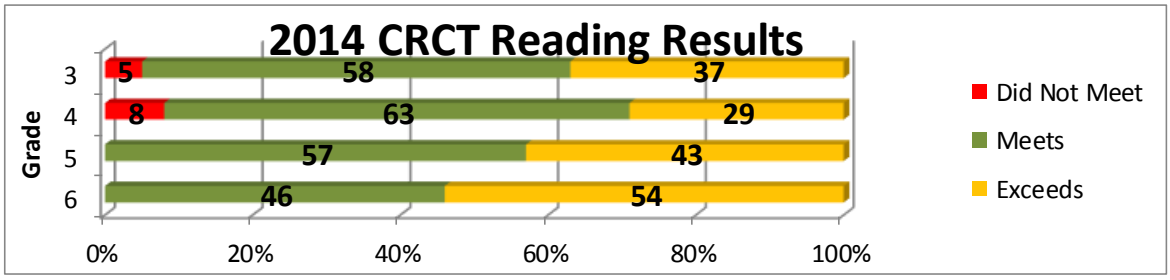
Once data is collected, teachers analyze results by classroom/grade level and student group. Areas of strength/weakness are then discussed. Evidence-based instructional strategies, materials, and needs for remediation/enrichment are identified. Data and plans from previous years are shared with the school's stakeholders identifying trends across subjects and grade levels. Professional learning is provided when it is evident the delivery of an instructional strategy is "weak".

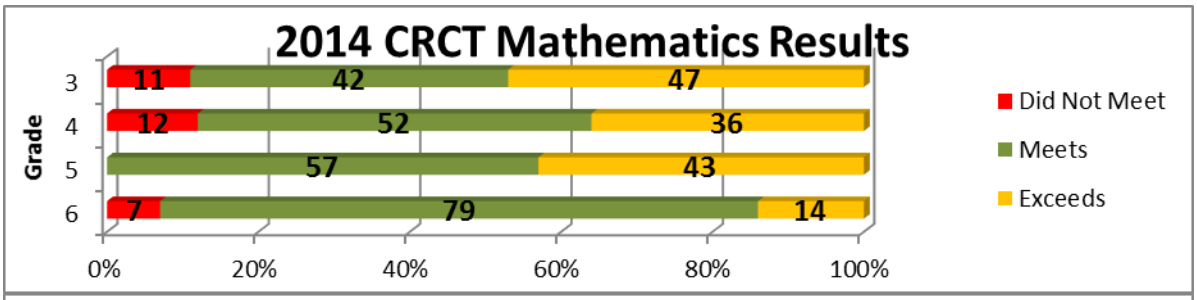
The Georgia Kindergarten Inventory of Developing Skills is a data collection tool to assess kindergarten CCGPS. GKIDS data are collected and reported to the state four times a year. The chart below denotes end of year reports. Highlighted areas indicate areas of literacy weaknesses. Disaggregated student group data are not available.

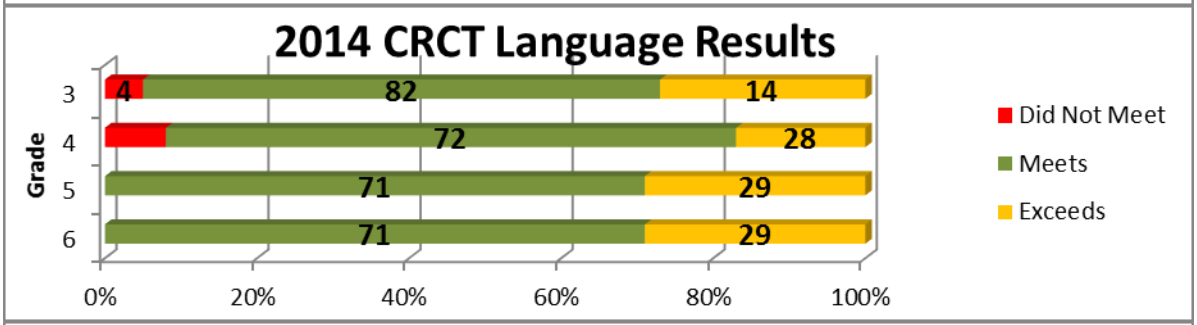
GKIDS		2014
Content Area	Strand	Mean % Meets/Exceeds
ELA	Reading	81.4
	Writing	77.5
	Listening/Speaking	87.0
	Language	85.5
	ELA Total	82.4
Mathematics	Counting and Cardinality	83.1
	Operations & Algebraic Thinking	79.1
	Numbers and Operations (Base 10)	82.6
	Measurement & Data	85.5
	Geometry	84.1
	MATH Total	82.8
Approaches to Learning	Curiosity and Initiative	87.0
	Creativity and Problem Solving	81.2
	Attention/Engagement	79.3
	APPROACHES Total	82.2
Personal/Social	Personal	84.1

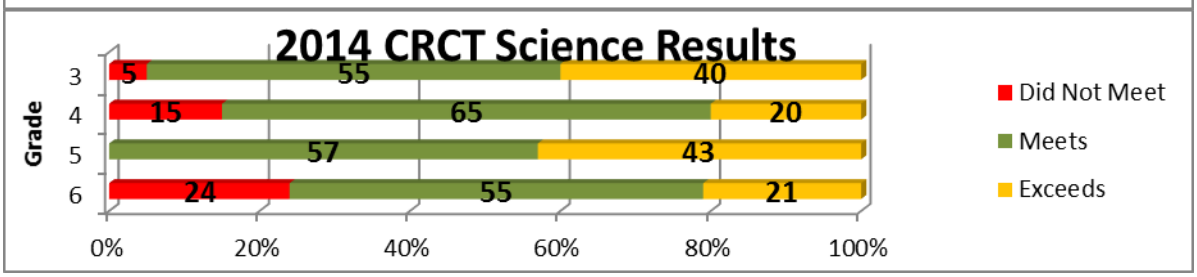
Development	Social	84.3
	PERSONAL/SD Total	84.2

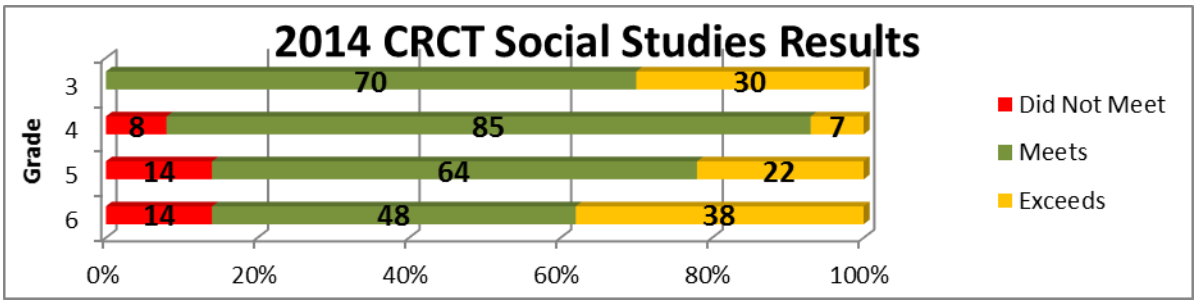
Historically our students perform well on the CRCT. Grade level results for the 2014 CRCT in reading, ELA, math, science and social studies are presented in the following graphs:





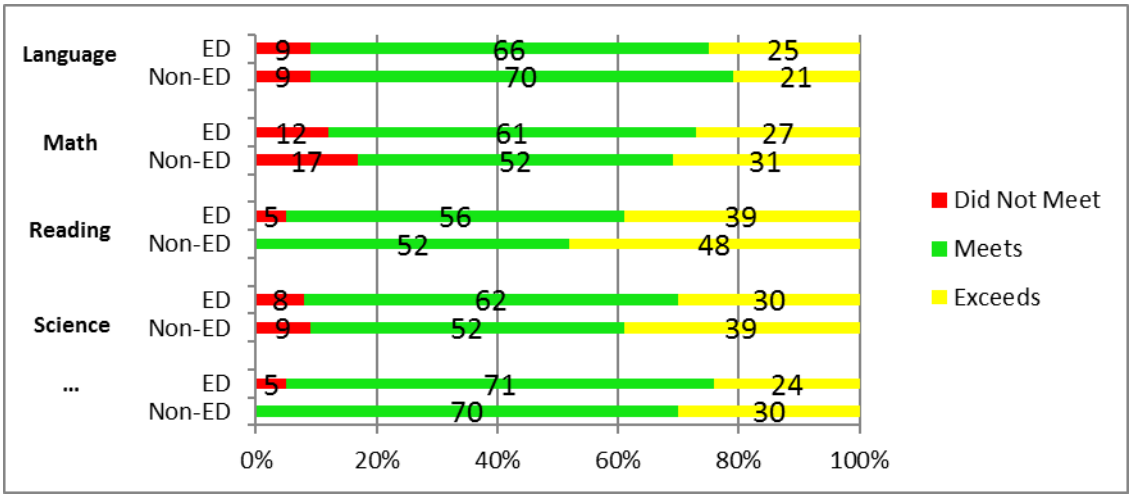






b. Disaggregation of data into subgroups.

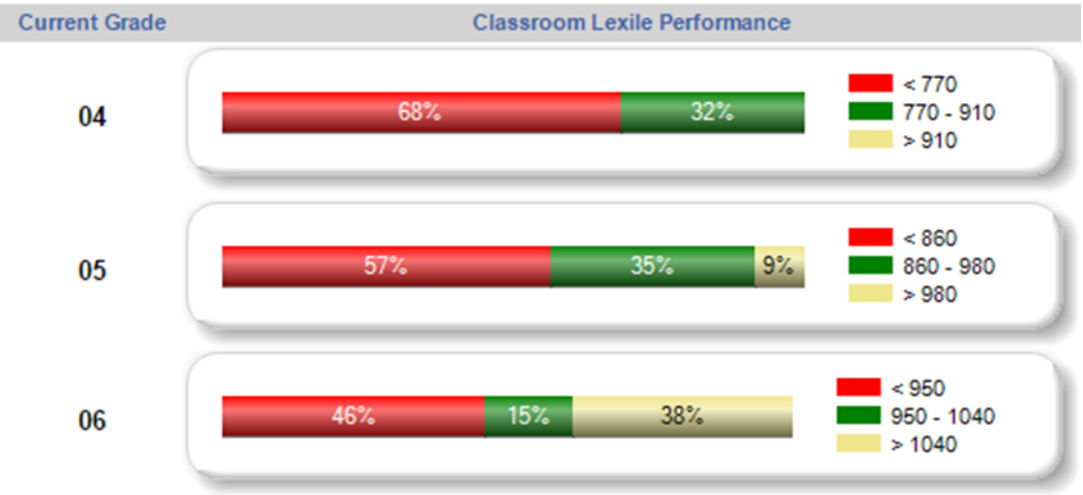
St. George Elementary School has a very small student population. There are no student groups listed by gender or ethnicity because grade levels have such small numbers that they do not fall within reporting parameters. Therefore, SGES only disaggregates data into an economically disadvantaged subgroup.



c. Strengths and Weaknesses based on assessments

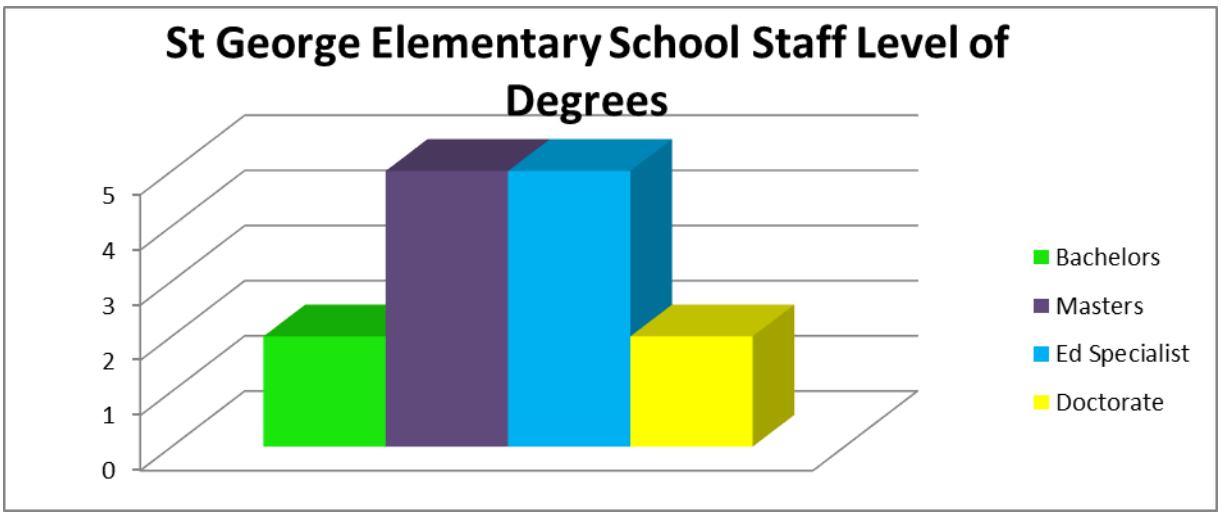
Once results from CRCT, Georgia Milestones, and benchmark assessments have been received, teachers and administrators immediately disaggregate data to identify strengths/weaknesses pertaining to the school, grade level, and student achievement. As shown above, student data indicates that there are multiple areas that show room for academic improvement in Disciplinary Literacy. The overall student population is considered economically disadvantaged at a rate of 80%. Collectively, our CRCT data shows that a significant percentage of students are not exceeding the target across the content areas. In the economically disadvantaged students in Grades 3-6, the CRCT data shows that the range of students not meeting the standards is from

5% to 17%. Another area of weakness as determined by standardized assessment is our students' Lexile scores. According to the 2014 CRCT, Lexile scores indicate that approximately 50% of students in each grade level are functioning below the state guidelines for grade-level reading readiness.



d. Teacher Data

There are 10 full-time certified teachers, 1 shared teacher, one 49% teacher, 4 paraprofessionals, 1 principal, 1 secretary, and 3 lunchroom staff. A school nurse serves SGES approximately 2 days a week and the Speech Pathologist is here for 2 days a week to serve those qualified for speech services. There is also an Occupational Therapist who comes for 30 minutes 2 times a week to serve special education children with extended disabilities. Many of our teachers are certified in more than one exceptionality and teach combinations of multi-grade and multi-subject area classes. One teacher serves as the 5th grade Science and Social Studies teacher, the PE (3rd-6th grade) teacher and the media specialist. Another teacher serves as the RTI / EIP interventionist (K-1, 4-6), Art (K-6) teacher and PE (K-2) teacher. The Sixth Grade teacher teaches both 5th and 6th grade Math and the 5th grade teacher teaches both 5th and 6th grade ELA. The Special Education teacher serves all children in grades K-6 that are qualified for special education services, is the RTI / EIP interventionist for grades 2-3, and also serves students who qualify for the gifted program. Of our teaching staff, two teachers hold baccalaureate degrees, six hold master's, four have earned their specialist degree, and one has obtained her doctorate as depicted in the graph below:



e. Teacher Retention Data

SGES has 100 percent who are "highly qualified" by Georgia State guidelines. SGES retained 80% of its teachers for the 2014-2015 school year.

f. Goals and Objectives based on formative and summative assessments

SGES has developed goals and objectives based on formative and summative assessments as stated in the Project Plan. The Project Plan references our goals for formative and summative assessments.

g. Universal Screener and Diagnostic Literacy Assessment Data

SGES currently uses Classworks, Letters Alive, and I-Station for universal screening and the STAR reading test as a diagnostic literacy assessment. These are administered three times yearly to determine strengths/weaknesses of CCGPS instruction. Collaboratively, assessments are scored / analyzed by teachers and administrators to make instructional adjustments.

h. Teacher participation in professional learning communities and ongoing professional learning at school.

Teachers are given opportunities to plan regularly, examine student work, and analyze student data to make appropriate instructional adjustments. Teachers meet on Mondays after regular school hours for the purpose of planning and collaborating to plan for instruction. Teachers are also involved in professional learning throughout the school year, and all teachers are

participating our district-wide professional learning communities in the Formative Instructional Practices training to improve formative and summative assessment skills.

A Survey of Literacy Instruction indicated that most teachers at SGES are not confident in their understanding of and ability to use Lexiles as a tool in selecting appropriate texts for their students. Teachers are in need of professional learning in using Lexile scores for student growth. Training in the areas of writing instruction, disciplinary literacy instruction, and creative use of technology were identified as ways the teachers could improve literacy among students. Charlton County has a "Bring Your Own Device" policy that allows students to bring personal devices for use at school. Even though many of our teachers are well versed in the use of technology in the classroom, there is still a need of professional learning with multiple forms of devices such as e-Readers, tablets, LCD projection systems, etc.

Project Plan, Procedures, Goals, Objectives, and Support

Goals in this application that are to be funded by the Striving Reader Grant will be inclusive of all teachers and students within the school.

Goal #1: To provide students with rigorous literacy instruction in all classrooms through the use of Lexile-leveled materials.

Literacy instruction at SGES currently lacks rigor, and teachers need professional learning in content-area literacy instruction and the effective use of Lexile-leveled materials. SGES currently is utilizing CCGPS units that are provided by the Georgia DOE and an out-dated Basal reading series. Teachers have access to a limited amount of Lexile-leveled materials through the use of Title 1 and QBE funds; however, there is access to free internet resources. To maximize rigorous literacy instruction, anticipated grant funds will build upon current classroom practices and provide necessary Lexile-leveled print resources. As stated in "The What" document (pgs. 8-10) of "The Why" document (pp.46-49), assessment of this goal will include literacy walkthroughs, evaluation of data concerning student achievement gains in Lexile and Georgia Milestones scores at the end of the academic year, Renaissance Learning reports, Classworks and Imagination Station growth percentiles, RTI progress monitoring reports and TKES evaluation forms.

Objectives	Current Practices	Needs	Assessment	Personnel	Funding
Provide print resources aligned to CCGPS units that correspond to Lexile levels	leveled reading materials to implement AR	Additional Lexile aligned text	Summative-gains in Lexile levels on Georgia Milestones	Classroom and Resource Personnel	SRG Title 1
Provide additional informational texts aligned to CCGPS for content area instruction	We use leveled reading materials to implement AR	Purchase Lexile leveled Science and Social Studies supplemental texts	Formative observations, small groups, Renaissance Learning tests, assignments, quizzes, inventories	Classroom and Resource Personnel	SRG Title 1
Provide Professional Learning on rigorous text	Minimal training on Disciplinary Literacy	Professional Learning on rigorous text in the classroom	Formative Summative-TKES walk-throughs	Principal, Leadership Team	SRG Title 1

instruction		for instructional purposes			
Professional Learning on differentiation	RESA Training	Intensive Professional Learning on differentiation	Formative Summative-TKES walk-throughs	Principal, Leadership Team	SRG, Title 1

Goal #2: To Enhance Implementation of CCGPS

As stated on page 4 of "The What" and pages 83-84 of "The Why"document, SGES will continue implementing the CCGPS. Current practices in enhancing implementation of CCGPS are limited to support from GADOE summer academies and OKRESA specialists due to funding cuts. There is a need for vertical and horizontal alignment across grade levels, further unit development to include CCGPS aligned rubrics and formative and summative assessments in a variety of formats. We will use unit tests, benchmark testing and Georgia Milestones data to evaluate this goal. As a part of the evaluation process, rubrics, formative and summative assessments will be included in classroom instructional practices.

Objectives	Current Practices	Needs	Assessments	Personnel	Funding
Provide consistent vertical and horizontal alignment across grade levels	Vertical and horizontal alignment across grade levels is sporadic	Release time for vertical alignment days	Formative Summative-TKES walk-throughs	Principal ILT	Title I Title IIA Title VIB SRG
Provide Professional Learning for disciplinary literacy	Limited RESA training sessions, usually as a re-delivery model	Extensive Professional Learning in disciplinary literacy by a specialist in all content areas	Formative Summative-TKES walk-throughs	Specialists in content areas Principal ILT Teachers attending	SRG Title IIA
Provide CCGPS aligned resources for students	Limited CCGPS aligned resources	Purchase of CCGPS aligned resources	Summative-Gains in all content of CRCT	ILT Leadership Team	Title 1 funds QBE funds SRG
Training and follow up for teachers on	Limited RESA training,	Extensive training and follow up	Formative and Summative-	Specialists Principal	SRG

CCGPS aligned resources	usually as a re-delivery model Limited follow up	implementing newly purchased CCGPS aligned resources	TKES walk-throughs		

Goal #3: Implementation of a formal writing program that is consistent across all grade levels

Page 10 of "The What" document states, "A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally." Currently, a formal writing program is not universal, due to attrition not every teacher has received training on the writing program currently used, and writing resources are extremely limited. SGES does not have a consistent and aligned core writing program in place. A page 43-46 of "The Why" document articulates the role and importance of writing across all grade levels. Evaluation of this goal will be evidenced by the extended response on the Georgia Milestones as well as evaluation of student portfolios, teacher observation, and TKES. The evaluation and assessments will take place during the protected 90 minute block of tiered instruction. Additionally, sixth grade student progress will be monitored within the 2-4 hours of content area instruction.

Objectives	Current Practices	Needs	Assessment	Personnel	Funding
To research and purchase a core writing program for K-6th grade that includes disciplinary literacy	Use of Lucy Caulkins Writer's Workshop Publication CCGPS ELA Units	Purchase of an explicit writing program,	Formative/Summative- Georgia Milestones Extended Response Writing Component, rubrics used to evaluate implementation of core program	All Teachers Principal ILT	SRG
Provide PL on purchased Writing Program	Limited PL on Lucy Caulkins Writer's Workshop Publication	Funding for PL on explicit writing program	Formative and Summative-TKES walk-throughs	All Teachers Principal ILT	SRG

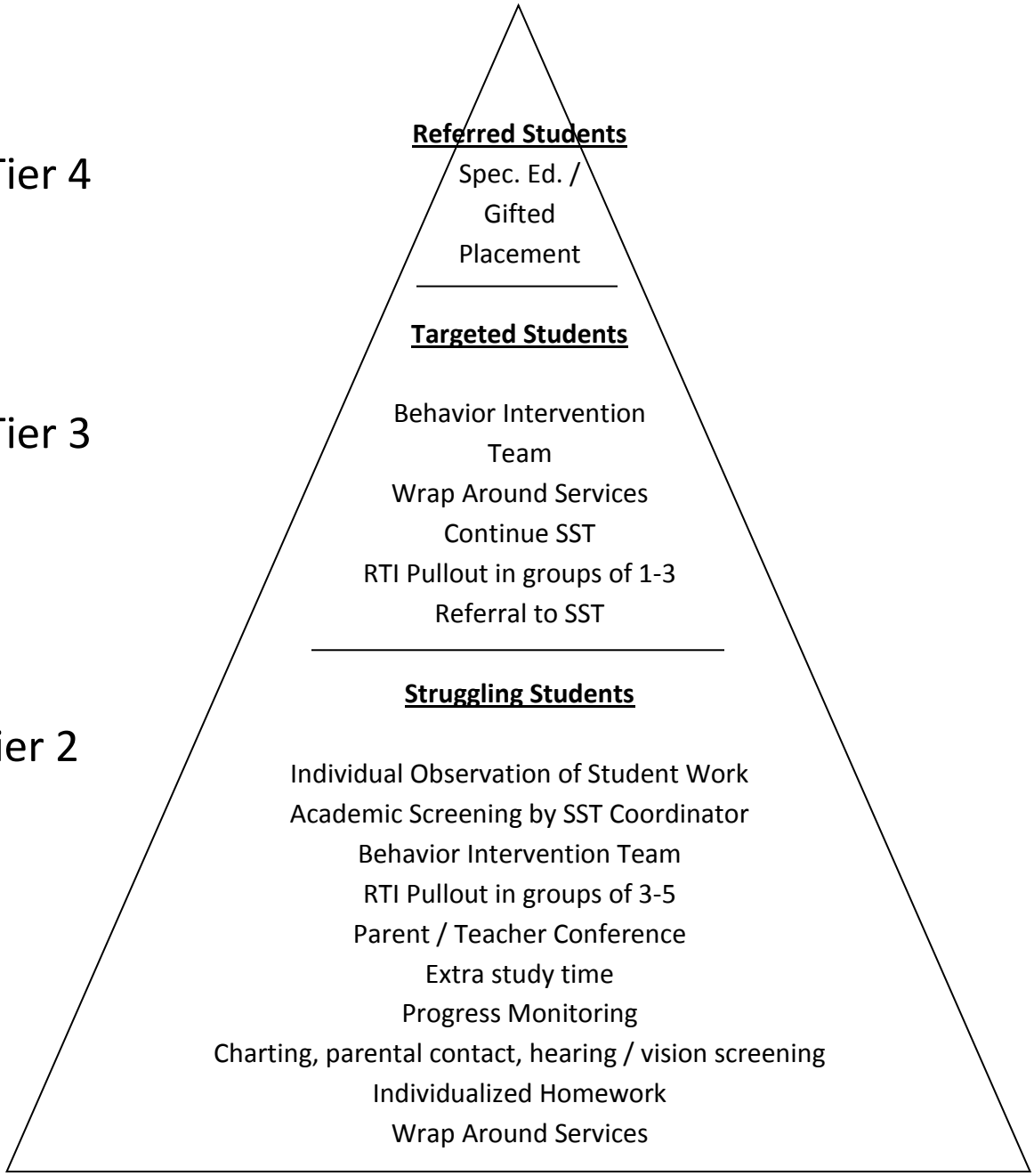
Goal #4 To enhance instruction and student engagement through the use of modern technology.

At present, SGES has out-dated technology that has been funded by Title 1 and QBE funds. Modern technology will enhance classroom support and meet the requirements of the Georgia Literacy Plan of "Best Practices" as well as "Strategies for Maintaining Engagement". Evaluation will be based on student gains across the content areas.

Objectives	Current Practices	Needs	Assessment	Personnel	Funding
Provide K-6 students with E-readers for classroom instruction	6 in-house E-readers for student support	Purchase of student accessible E-readers PL on the use of implementing E-readers in the classroom	Formative Summative-TKES walk-throughs	ILT, Classroom teachers	SRG
Provide updated technology to enhance literacy instruction	Antiquated Technology	Purchase of current technology accessible to students PL on effective literacy strategies enhance with technology	Formative Summative-TKES walk-throughs	ILT, classroom teachers	Connections to Classroom Grant e-rate SRG
Provide PL on new technology to enhance literacy instruction	Limited PL on new technology	Extensive training on new technology	Formative Summative-TKES walk-throughs	ILT, classroom teachers	SRG

Goal #5 To Improve Implementation of a strategic process for RTI.

SGES has a four tiered RTI model aligned with the Georgia Literacy Plan. As stated in "The Why" document (p. 131), SGES will evaluate this goal through progress monitoring reports, and teacher observations of student growth. The following chart reflects the RTI model SGES has currently implemented.



Tier 1

All Students

RTI Pullouts in groups of 5-8
Family Connections
Parent University Involvement
Flexible Grouping
ITBS / CRCT / AIMSWEB Data Driven Instruction
Positive Behavior Interventions
Classroom Modifications / Interventions,
Learning Focus Strategies (differentiation, remediation, acceleration, extending and refining.)
All students Receive Benchmark Testing for RTI Identification

Objectives	Practice in Place	Needs	Assessment	Persons Responsible	Funding Sources
Improved Implementation of a program that is CCGPS aligned that assesses literacy skills for K-6 grade students	Classworks Imagination Station Letters Alive	Purchase of Dibels Next and SRI	Formative Summative- TKES walk-throughs Progress Monitoring Reports	Principal, ILT RTI coordinator	SRG
PL on intervention technology	Limited PL on Classworks and Imagination Station	PL on Dibels Next and SRI	Formative Summative- TKES walk-throughs Progress Monitoring Reports	Technology Program specialist Media Specialist	SRG

i) Sample schedule by grade level for tiered instruction

Kindergarten	
0(M-F)	HR-K
1(M-F)	READING/Grade K
2(M-F)	ELA K
3(M-F)	Math K
4(M,W,F)	Visual Arts K
4(T)	Phys Ed K
4(R)	Health K
5(M-F)	Science K
6(M-F)	Soc. Stu. K

Grade 1		
(M-F)		HR GR1
1(M-F)		READING/Grade 1
2(M-R)		PENMANSHIP/Grade 1
2(F)		SPELLING/Grade 1
3(M-F)		Math 1
4(M-F)		ELA 1
5(M-F)		Soc. Stu. 1
6(M-F)		Science 1
7(M,W,F)		Visual Arts/1
7(T)		Phys Ed 1
7(R)		Health 1

Grade 2	
0(M-F)	HR GR2
1(M-F)	ELA 2
2(M-F)	READING/Grade 2
3(M-F)	Math 2
4(M-F)	Science 2
5(M,W,F)	Visual Arts/2
5(T)	Phys Ed 2
5(R)	Health 2
6(M-F)	2 Soc. Studies
7(M-F)	PENMANSHIP - 2

Grade 3	
M-F)	HR GR3
1(M-F)	READING/Grade 3
2(M-F)	ELA 3
3(M-F)	Math 3
4(M-F)	Science 3

5(M-F)	3 Soc. Studies
6(M,W,F)	Visual Arts/3
6(T)	Phys Ed 3
6(R)	Health 3
7(M-F)	CURSIVE PENMANSHIP - 3

Grade 4	
1(M-F)	ELA 4
2(M-F)	READING 4
3(M-F)	Math 4
4(M-F)	Science 4
5(M-F)	Soc. Stu. 4
6(M,W)	Phys Ed 4
6(T,R)	Visual Arts/4
6(F)	Health 4

Grade 5	
M-F)	HR GR5
1(M-R)	Band -5th
1(F)	Health 5
2(M-F)	ELA 5
3(M-F)	Math 5
4(M-F)	READING 5
5(M-F)	Soc. Stu. 5
6(M-F)	Gifted Resource 5
7(M-F)	Science 5

Grade 6	
0(M-F)	HR GR6
1(M,W)	Phys Ed 6
1(T,R)	Visual Arts/6
1(F)	Health 6
2(M-F)	Math 6
3(M-F)	ELA 6 103

4(M-F)	READING 6
5(M-F)	SCIENCE 6
6(M-F)	Soc. Stu. 6

	SGES RTI Schedule
8:15-8:45	3rd Grade EIP/RTI
8:15-9:00	5th/6th EIP/RTI
8:45-9:15	2nd Grade EIP/RTI
9:15-9:45	1st EIP
9:45-10:15	Kindergarten EIP
10:15-10:45	4th EIP
3:00-3:40	RTI (Tier 2 & 3) Grades 3-6

Assessment/Data Analysis Plan

In compliance with "The What" document, SGES has an infrastructure of ongoing formative and summative assessments in place to determine student achievement and student growth as well as to evaluate the program and instructional effectiveness. Additionally, teachers use formative and summative assessments throughout the year to drive instruction and measure student's academic performance.

In order to continue to provide data driven assessment of student academic levels and growth, DIBLES Next will be purchased with SRG funds for grades K-3 and Scholastic Reading Inventory will be purchased for grades 3-6. These new assessments will be given three times a year. Release time for PL and collaboration will be provided to learn the systems and analyze the results so that instruction can be adjusted.

A. The Current Protocols in Place at SGES:

Assessment	Purpose	Skills	Administration Schedule	Frequency
Georgia Milestones	Access mastery of CCGPS	CCGPS Curriculum	March/April	One time a year
Georgia OAS	Assess progress/ mastery of CCGPS objectives	CCGPS objectives	Pre- and Post-units	As needed
Classworks (RTI / Tier 2-4)	Assess student academic progress	CCGPS Curriculum	Bi-weekly as part of the RTI process	Once every 2 weeks
Classworks (Tier 1 Instruction)	Assess student academic progress	CCGPS Curriculum	Fall, Winter, and Spring	Three times a year
GKIDS (Kng.)	Assess progress on CCGPS	CCGPS curriculum	Ongoing throughout the year	Ongoing throughout the year

Work Sampling Online (WSO) (Pre-K)	Assess progress on CCGPS	CCGPS curriculum	Weekly	Once a week
CCGPS Unit Content Assessments	Assess unit content mastery	CCGPS curriculum	End of Units	One per unit
3rd and 5th Grade Student Writing Samples	Assess CCGPS Writing Standards	CCGPS standards	Three times a year according to teacher discretion	Three times a year
Renaissance Learning (STAR)	Vocabulary and Grade level comprehension	Grade Level Reading	August, October, January, March, May	Five times a year
Renaissance Learning (Accelerated Reader)	Vocabulary and Reading Comprehension	Reading Comprehension	Ongoing throughout the year	After each book is read
Student Learning Objectives (SLOs) (K-3) (4-Art) (Band)	Assess mastery on CCGPS	CCGPS Curriculum	August / May	Two times a year
Letters Alive (RTI K-1)	Assess student academic progress	CCGPS Curriculum	Bi-weekly as part of the RTI process	Once every 2 weeks
Phonological Awareness Literacy Screening (PALS)	Assess mastery on CCGPS	CCGPS Curriculum		
Fluharty	Speech and	Developmental	May	One time a year

	Language Screening	Norms		
Imagination Station	Vocabulary and Reading Comprehension	Reading Comprehension	Ongoing throughout the year	Ongoing throughout the year
Peabody Picture Vocabulary Test 4	Vocabulary	CCGPS Standards	Ongoing throughout the year	Ongoing throughout the year

B. Comparison of current / new protocol

The SGES Assessment Plan will be continued and improved. As the table above shows, there are many frequently used methods to assess student growth and progress. However, some of these programs may be discontinued in the near future. In Lieu of this possibility, the SGES Leadership Team has identified three programs that are reliable and valid and will enhance assessment practices. The two new assessments SGES needs to implement are DIBELS Next for K-3 and Scholastic Reading Inventory (SRI) for 3rd- 6th.

Program	Description	Testing Protocol and Assessment
DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.	The DIBELS assessments have been researched and validated specifically for benchmark testing in kindergarten through sixth grade.
Scholastic Reading Inventory	SCHOLASTIC READING INVENTORY™ (SRI) is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading	The SRI program provides universal screenings to be administered three

(SRI)	comprehension on the Lexile Framework® for Reading. Aligned to state tests, SRI helps educators forecast student achievement to those important goals. With forecast tools, instructional interventions can be targeted, personalized, and effective.	times a year. It also provides for progress monitoring as students advance through the Tiers of intervention. Testing and progress monitoring will be on a continual and weekly schedule to give frequent feedback concerning student progress and lexile levels.

C. How the new assessments will be implemented into the current assessment schedule:

These two new assessments, DIBELS Next and SRI, will be inserted into the current assessment schedule following Professional Development and Training on and the use of each assessment program. As stated in "The How" document, implementation requires training to all pertinent staff in the use of these programs. DIBELS Next will be incorporated into the process of screening, monitoring and reporting on student levels of achievement and growth. SRI will also be implemented to screen and monitor students while providing a lexile score.

D. Current Assessments that might be discontinued:

SGES does not anticipate discontinuing current assessments at this time.

E. Professional Learning Needs:

As stated in "The How" document, implementation requires training to all pertinent staff in the use of these programs. The following professional learning opportunities need to be put in place to implement these new assessments:

- analysis of formative and summative data to drive instructional programs, decisions, and planning
- training in the use of newly acquired research-based programs that address ELA, writing, and RTI needs
- training in the development of differentiation practices in the classroom
- Professional Training for DIBELS Next and SRI Programs
- Professional Development Training on lexile scores and text selection

F. How Data is Presented to Parents:

Data is presented to parents and stakeholders through Parent Involvement sessions, School Council meetings, school website links, State BOE website and our local newspaper.

Through SRI implementation, teachers will be given the tools needed to provide parents with timely and accurate notification of student growth. The SRI program provides 21 different types of reports that provide clear actionable data. With 6 bilingual school-to-home letters, SRI helps educators communicate learning goals to parents and guardians.

DIBELS Next also provides various and numerous report formats needed to communicate student strengths and areas of concern. Technology will be utilized at parent/teacher conferences by using Smartboards to show test data and progress reports that have been compiled within these assessment programs.

G. How Data Will be Used to develop instructional strategies

Data gained from newly implemented assessment tools will direct teachers to develop lessons designed to meet individual student needs. In the past, SGES has completed a root cause analysis collaborative session in which we identified strengths and weaknesses that need to be addressed. According to "The What" document, all students need to receive effective writing instruction across the curriculum. Also, we intend to improve the culture at SGES in which teachers across he content areas accept responsibility for literacy instruction as articulated in the CCGPS. Within this framework, it was decided that data gained through additional assessment tools will direct teaching strategies by encouraging teachers to:

- Develop lessons that involve writing across all content areas

- Develop vocabulary in all content areas
- Continue reading comprehension and reading fluency lessons to improve student success
- Utilize technology to encourage student interest and engagement

H. A plan detailing who will administer these assessments

School faculty and classroom teachers will administer the assessments taken by the students as requested by the school testing coordinator. DIBELS Next, and Scholastic Reading Inventory (SRI) will be the new assessments given in the computer lab by the classroom teacher after receiving the appropriate training to implement SRG. The staff will follow program testing and maintenance protocols in implementing and evaluating these assessment tools if SGES is awarded the grant.

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

A. **Resources needed to implement the literacy plan, including those that foster student engagement**

Resources	How Resources Support Literacy	Funding Alignment
Literacy Core Curriculum	Improve students' literacy skills and improve student achievement. Establish continuity of instruction across content areas and grade levels	SRG
CCGPS aligned print resources, Lexile leveled	Aligned texts will enhance units of study, increase rigor, and improve disciplinary literacy. Improve students' literacy skills and improve student achievement.	Title 1 funds QBE funds SRG
E-Readers/E-Books/Tablets	Technology fosters student engagement as evidenced in the "Why" document	Title 1 funds QBE funds SRG
Professional Learning	Providing all content teachers will extensive PL opportunities in disciplinary literacy, effective use of current technology, and effective literacy instruction	Title IIA Title VI B SRG
Hardware and Software updating	Students are motivated and engaged by the use of current technology. This engages students in the learning process. "To be effective in the 21st century, citizens must exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information communications and technology literacy." (the Why)	Connections to Classrooms Grant Title 1 funds QBE funds SRG
Strategic RTI computer-based program	Program will provide research-based interventions for screening, diagnosing, and	District BOE SRG

	individual learning plan placement.	
Stipends to fund non-contracted work days (ie summer/Saturdays)	Additional planning allows for a more rigorous classroom setting, implementation of current technology, differentiation, and further implementation of CCGPS	Title II A SRG

B. Activities to support literacy intervention programs

- Accelerated Reader supports literacy intervention programs by incorporating Lexile levels
- Vocabulary instruction in all content areas
- Lessons enhanced by technology
- Differentiation across all content areas
- Extended learning time
- Before and After School tutoring
- Inclusion for Special Education students
- PALS, DIBELS Next, and SRI (proposed)

C. Shared Resources

SGES has a scheduled computer lab time for each homeroom.

- Computer Lab
- Classworks software
- RTI specialist and Special Education teacher are shared through a creative schedule

D. Library Resources

The media center houses mainly print resources with minimal updates in recent years. Additionally, the media center has extensive VHS instructional videos; however, classrooms do not have VCR's to accommodate these videos. A limited number of instructional DVDs (10) exist and are utilized for instructional purposes. Outdated reference resources are also housed in the media center.

E. Activities to Support Classroom Practices

- District-wide Collaborative Planning
- PL on differentiation, vocabulary acquisition, effective literacy strategies, formative assessments
- Computer Programs: Classworks, Study Island, IXL, and Accelerated Reader
- Before and After School Tutoring

F. Additional Strategies needed to support student success

- Materials that support Disciplinary Literacy
- Computer based instructional strategies
- Classroom E-readers/Tables
- Core writing program

G. Current Classroom Resources

- Interactive whiteboards
- 1-3 student computer stations
- Limited print resources
- Teacher computer stations

I. Technology Support

- Tablets/E-Readers
- Progress monitoring
    - Core writing program
    - Student engagement
    - Writing
    - Additional instruction
    - Additional practice time
- CCGPS aligned texts
  Reading practice and engagement
- DIBELS Next
  Evaluation and Progress Monitoring
- SRI
  Evaluation and Progress Monitoring

Professional Learning Strategies

SGES administration, Leadership team, and staff are committed to improving educational practices through professional learning. However, we have primarily been limited to local and virtual opportunities. All staff has been included in professional learning. Our needs assessment indicated we need targeted professional learning in effective literacy strategies aligned to the CCGPS, effective writing strategies, differentiation, using technology to enhance literacy instruction, and systematically implementing effective RTI interventions. Additionally, SGES needs to invest in release time that allows for collaboration regarding literacy across the content areas after the initial professional learning takes place. Additional collaboration opportunities will be put in place as SGES participates in further professional development. To broaden our approach to professional learning, SGES will include the community as part of our initiative to build a community wide approach to literacy.

SGES is in need of professional learning that involves the adoption and implementation of a writing curriculum aligned with CCGPS that addresses literacy in the content areas. Moreover, SGES is in need of guidance in the development of formative and summative assessments. Additionally, release time needs to be allotted in order to disaggregate the data gained from assessments. Furthermore, SGES would like to investigate and implement new programs to benefit our tiered RTI program.

Collaborative Literacy Team meetings will be implemented to discuss best practices from professional development opportunities in order to measure the adequacy and effectiveness of the newly implemented professional development. In addition, student scores on the Georgia Milestones, lesson plan evaluations and TKES walkthroughs will be utilized to measure the effectiveness of PL. Further action regarding future professional development will result from these meetings.

	Description	**Person(s) Responsible**

Step 1	Assess needs:
	• Planning meetings to analyze data
	  ○ Leadership Team
	  ○ Administrative Team
	  ○ Faculty and Staff
	• Parent Surveys (Title 1)
	• Teacher Surveys
		• Principal
		• All Staff
		• Parents

Step 2	Determine areas of concern:
	• Planning meetings
	  ○ Leadership Team
	  ○ Administrative Team
		• Principal
		• Leadership Team
		• All Staff

Step 3	Set SMART Goals: • Based on areas of concern, training and academic goals were set.	• Principal • Leadership Team • All Staff

Step 4	Prioritize Goals	• Leadership Team
Step 5	Identify professional learning needs to address SMART goals.	• Leadership Team • Administrative Team
Step 6	Secure Professional Learning	• Principal • District Curriculum Director
Step 7	Participate in Professional Learning	• All Applicable Staff
Step 8	Redeliver Professional Learning to staff	• Teachers • Administration
Step 9	Implement Professional Learning in Classroom	• Teachers
Step 10	Share Effectiveness of Professional Learning in reaching SMART goals during staff meetings.	• Administration • All Staff
Step 11	Continue implementation of professional learning if deemed successful.	• Teachers

a. Professional learning activities that staff have attended in the past year.
b. The *percent* of staff attending professional learning is included in the following chart.

a. Professional Learning Activities	**b. % of staff attending**	**Location of professional learning**
ELA/Literacy Summer Academy	33% of ELA teachers	Coastal Georgia Center Savannah, Georgia
Math Summer Academy	16% of Math teachers	Ware County High School Waycross, Georgia
Math Alignment	100% of all Math teachers	County Professional Learning Facility/Barbara Hannaford and Janie Fields
Third Grade Unit Collaboration	100% of 3rd Grade teachers	Folkston Elementary School
SSTAGE , Keeping RTI on Track	100% of RTI Coordinators	Dubose Learning Center Dublin, Georgia
Professional Learning mandated by the District	All staff – 100%	On-site through the Safe Schools website
Letters Alive Training	33% of CEIS teachers	Folkston Elementary School
Paraprofessional Training	3 paraprofessionals – 20%	RESA/Rhonda Powers
Differentiated Instruction	All teachers – 100%	On-site with Teacher Leaders
Student Learning Objectives training	100% of Art teachers	RESA Consultant
IStation Training	100% of RTI Coordinators	Folkston Elementary School

Classworks Training	All staff – 100%	Classworks Instructor
TKES Training Standard 1-10	All staff – 100%	DOE Improvement Specialist /Curriculum Director
Georgia Milestones Assessment Training	100% of 3rd-6th Grade teachers and paraprofessionals	On-site with Testing Coordinator
Lexile Training	All staff - 100%	On-site using SLDS

c. Prioritized On-going Professional Learning 2014-2015

Proposed Course / Activity	**Attending**	**% to Attend**	**In System**	**Out of System**
Evaluation of CCGPS	All Teachers	100%	X	
Disciplinary Literacy	All Teachers	100%	X	
Differentiation	All Teachers	100%	X	
Current Technology	All Teachers	43%	X	
Vertical Planning/Rotating Grade Levels	All Teachers	100%	X	
RTI Training	Teachers/ Admin./ ILT, Intervention Specialists	100%	X	
Content Area Conferences	All Teachers	100%		X
Differentiation Conferences	All Teachers	100%		X
Math I the Fast Lane	3rd – 6th Grade Math Teachers	100%		X
TKES	New teacher	100%	X	

d. The programmatic professional learning needs identified in the needs assessment; and

e. details of the process used to determine if professional development was adequate and effective.
f. a professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan; and
g. a method of measuring effectiveness of professional learning that can be tied back to the goals and objectives.

Goal #1: To provide additional rigorous text aligned to CCGPS units.

Professional Learning Objectives	Persons Responsible	Evaluation/Measure of Effectiveness
Provide additional rigorous texts aligned to CCGPS units	Principal (P) ILT	• Unit Plans • Surveys • Administration walkthroughs and checklists • Achievement gains in Lexile scores and Georgia Milestones • TKES

Goal #2: Improved continuation of implementation of CCGPS.

Professional Learning Objectives	Persons Responsible	Evaluation/Measure of Effectiveness
Continued implementation and follow up on disciplinary literacy in the content areas September 2015	P ILT	• Unit Plans • Surveys • Administration walkthroughs and checklists • Achievement gains in Lexile scores and Georgia Milestones • TKES

Goal #3: Implementation of a formal writing program that is consistent across all grade levels.

Professional Learning Objectives	Persons Responsible	Evaluation/Measure of Effectiveness
Implement core writing program across the curriculum	Writing Consultant P	• Unit Plans

	ILT	• Surveys • Administration walkthroughs and checklists • Achievement gains in Lexile scores and Georgia Milestones • TKES

Goal #4: Improved availability of technology to enhance instruction.

Professional Learning Objectives	Persons Responsible	Evaluation/Measure of Effectiveness
Enhance instruction through student engagement using updated and enhanced Technology	P ILT Media Specialist	• Administration walkthroughs and checklists • Achievement gains in Lexile scores and Georgia Milestones • TKES

Goal #5: Improve the system of strategic implementation of interventions (RTI program).

Professional Learning Objectives	Persons Responsible	Evaluation/Measure of Effectiveness
Purchase, Enhance, and Update current pyramid of intervention strategies	P RTI Coordinator Sped. Teacher	• Benchmark test results • Achievement gains in Lexile scores and Georgia Milestones • TKES

Sustainability Plan

A. Extending Assessment Protocol

SGES is a data-driven learning community. Our literacy plan includes a "deliberate and comprehensive plan for assessment" that "promotes the use of ongoing, frequent, and multiple measures" to plan instruction. ("The Why") SGES will continue to use the assessment protocols stated in the SGES Assessment/Data Analysis Plan. CLASSWORKS, Georgia OAS, PALS, Peabody Picture Vocabulary Test 4, Renaissance Learning (STAR and AR), Georgia Milestones, GKIDS, and Imagination Station will continue to be used for assessments. Also, with community support, fundraisers, and textbook companies, SRI, and DIBELS Next will be purchased yearly after the grant period. Minor changes/adjustments may be required to extend protocols beyond the grant period, necessitating minimal (Title I or QBE) or no additional funding.

B. A network of learning supports within the community

SGES could benefit from reaching out to neighboring larger communities to assist in achieving our goals. The communities within Baker, Nassau, and Charlton Counties have numerous resources that could be available if requested from SGES. Support can be received by Organizations such as 4-H, public library programs and D.A.R.E. Time and training in networking and communication will be essential to benefit our school. SGES will enlist the help of the School Council, community church groups, businesses, and community leaders to partner with the school in tutoring and mentoring at-risk students. We will build upon the relationships established through the Pre-K SCRL project stakeholders to foster additional community support.

C. Sustainability

SGES is committed to continue adopted practices according to the school's model for purposes of longevity and sustainability. SGES will use a mentoring program that utilizes veteran teachers to train new staff members in addition to any teachers asking for continued assistance in all adopted programs provided by the SRG. Additionally, SGES will actively use

fund raisers, QBE and Title moneys to provide replacement of failing technology, consumable curriculum, or professional learning for new teachers. SGES will continue collaboration at the district level and through the OKRESA to expand the lessons learned through the SRG project.

D. Print Materials

Print materials will be replaced with Title 1 and/or QBE funding. PTO sponsored fundraisers will be another source of funding to sustain print materials.

E. Extending Professional Learning

Professional learning will be extended beyond the grant period using district PL funds, the OKRESA, internet-based learning, and veteran teachers. A vertical collaboration schedule will be in place for continued learning in all necessary areas of need. Additionally, we use the train the trainer model in order to ensure that all new staff is able to implement and sustain the current programs in place.

F. Sustaining technology

The SGES Technology Specialist and Assistant will maintain the equipment and update as needed. E-SPLOST funds coordinated by the Technology Director will be available to purchase new equipment. Site licenses will be sustained through Title I funding, e-rate, and e-SPLOST.

G. Expanding Lessons Learned to Other Schools and New Teachers

SGES encourages educators from other schools within our district to come observe and share lessons and techniques being implemented through the SGR program. New teachers participate in district new teacher orientation and are mentored by veteran teachers in methods and program delivery. Additionally, SGES teachers will continue to attend professional learning courses at the OKRESA.

H. Expanding Lessons Learned to Other Schools and New Teachers

SGES will continue to attend professional learning courses at the OKRESA to share our lessons learned with our peers and to receive support in implementing the literacy plan. Periodically, county-wide meetings are held and will continue to be held to align curriculum, discuss CCGPS standards and assessments, and current initiatives.

Budget Summary

The resources listed in the budget are directly related to St. George Elementary School's needs assessment and directly support our school literacy plan. St. George Elementary School is requesting

- E-Readers
- Core literacy Curriculum
- Writing Curriculum
- Intervention Programs/software
- Stipends for summer professional learning
- Update technology with hardware that is compatible with current software
- Technology training
- Release time for collaborative planning

Reading/Literacy Conference	10 X $350	$3,500
GAETC Conference	6 X $700	$4,200
Social Studies Conference	4 X $653	$2,612
Math Conference	10 X $520	$5,200
Science Conference	7 X $758	$5,306
CCGPS Resource Books	$3,200	$3,200
Web-based Instructional Programs	$12,000	$12,000
Consumable Technology Resources and Supplies	5 Years X $3,000	$15,000
Dibels Next	5 kits X $90	$450
Computerized Intervention Program Scholastic Reading Inventory (SRI)	$2,950	$2,950
Professional Learning — SRI	Full Day $2,899	$2,899
Interactive Slates	15 X $300	$4,500
Wireless Printer for Tablets	3 X $150	$450
500GB HD to Sync Tablets	$999	$999
Professional Learning — Differentiation	3 Years X $1,000	$3,000
Professional Learning — New Technology	3 Years X $2,295	$6,885
TOTAL		**$279,906**